
4A

Action

Legislative Committee

Analyses of Bills

Executive Summary: Staff will present analyses of educator preparation or licensing bills introduced by Legislators. The analyses will summarize current law, describe the bill's provisions, estimate its costs and recommend amendments, if applicable.

Recommended Action: Staff will recommend a position in each bill analysis submitted for the Commission's consideration.

Presenters: Mary Armstrong, Director; Marilyn Errett, Administrator; Anne Padilla, Consultant; and Erin Duff, Assistant Consultant, Office of Governmental Relations

Strategic Plan Goal: 2

Support policy development related to educator preparation, conduct and professional growth

- ◆ Inform key legislators and policy makers on issues and ideas relevant to the Commission's scope of action

Bill Analysis

Assembly Bill 148 (Coto) Study on Transformational Leadership

Recommended Position: Sponsor or Support

Sponsor: Assembly Member Coto

Bill Version: Introduced January 22, 2009

Analysis of Bill Provisions

Assembly Bill 148 would require the Commission to conduct a study of the administrative services credential to recommend more effective paths to transformational leadership. Transformational leadership is defined as “the body of knowledge and set of skills needed to transform an organization.” AB 148 contains Legislative intent language targeting high school reform and improving underperforming schools, and also notes that effective leadership is key to school improvement.

AB 148 outlines the content of the study as:

Defining how the transformational leadership philosophies, knowledge, skills, competencies, and values can, or need to, be added as part of the initial credential process and as an authorization that could be added to an administrative credential for those already credentialed. The goal of the study would be to recommend to the Commission and to the Legislature the most effective means by which California’s school principals and leaders can gain, demonstrate, and apply the educational philosophy, values, knowledge, skills and habits of mind to lead schools and educational communities in the process of transforming schools to places that:

1. Believe in the capacity of all students.
2. Commit to the success of all students at high levels.
3. Prepare all students for college and other important educational steps beyond high school.
4. Individualize educational experiences for the unique needs of each student.

The Commission would be required to:

1. Conduct the study between July 1, 2010, and June 30, 2011.
2. Report its finding to the Legislature by no later than December 31, 2011.

The act would be repealed on January 1, 2012.

Commission Activity

Recently, the Commission worked to change the style and format of program standards for teaching credentials. The revised standards removed what had been called “Required Elements” and incorporated their essence into the standard itself. By doing so, the Commission streamlined the process for program document preparation and review.

Commission staff is currently working with a group of professionals in the field of school administration to accomplish the same type of revision for the Administrative Services Credential. Prior to this revision, standards were last approved by the Commission in 2004.

Fiscal Impact

Minor/Absorbable. Commission staff has determined that the activities included in AB 148 could be completed as part of the normal workload.

Relevant Commission Legislative Policies

Policy 1: The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.

Organizational Positions

Support

None noted at this time.

Opposition

None noted at this time.

Reason for Suggested Position

The Legislature has shown great interest in changing school environments in underperforming schools. While some measures in the past few years have focused on the content and skills needed for teachers, attention to the need for strong instructional leaders has come to the forefront. The Commission periodically reviews the structure and standards related to specific credential types. The requirement in AB 148, that the Commission examine current program standards and opportunities for current and future school administrators to develop skills as leaders in an era of needed change, is in line with the types of questions and issues discussed as a part of the Commission's credential review process. The purpose of the measure, to develop school administrators with strong skills as "transformational leaders," is timely. Recommendations based on the study required in AB 148 can help strengthen Administrative Services Credential programs in the crucial area of school leadership for turning around low performing schools.

For these reasons, staff recommends that the Commission elect to either "**Sponsor**" AB 148 or to "**Support**" it.

Analyst: Marilyn Errett

Date of Analysis: February 5, 2009

APPENDIX A

Legislative Guidelines And Possible Bill Positions

LEGISLATIVE GUIDELINES OF THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Adopted February 3, 1995

1. The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.
2. The Commission supports legislation that proposes to maintain or establish high standards of fitness and conduct for public school educators in California and opposes legislation that would lower standards of fitness or conduct for public school educators.
3. The Commission supports legislation that reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation that would allow unprepared persons to serve in the public schools.
4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.
5. The Commission supports legislation that strengthens or reaffirms initiatives and reforms that it previously has adopted and opposes legislation that would undermine initiatives or reforms that it previously has adopted.
6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators and opposes alternatives that do not provide sufficient assurances of quality.
7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.
8. The Commission supports legislation that affirms its role as an autonomous teacher standards board and opposes legislation that would erode the independence or authority of the Commission.

Possible Bill Positions for Commission Consideration

The Commission may adopt a position on each bill considered for action. The following chart describes the bill positions. The Commission may choose to change a position on a bill at any subsequent meeting.

Sponsor: Legislative concepts are adopted by the Commission and staff is directed to find an author for the bill and to aid the author's staff by providing background information and seeking support for the bill.

Support: The Commission votes to support a bill and directs staff to write letters of support to Legislative Committee members and to testify in support of the bill at Legislative Committee hearings. The Commission's support position will be recorded in the Legislative Committee's bill analysis. If the bill is successful in the Legislature, staff writes letters of support to the Governor.

Support if Amended: The Commission expresses support for the overall concept of a bill, but objects to one or more sections. The Commission votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, the Commission's position automatically becomes "Support."

Seek Amendments: The Commission expresses concern over one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Watch: The Commission expresses interest in the content of the bill but votes to direct staff to "watch" the bill for future amendments or for further movement through the Legislative process. Early in the Legislative session, the Commission may wish to adopt a "watch" position on bills that are not yet fully formed.

Oppose Unless Amended: The Commission objects strenuously to one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is not amended to reflect the Commission's recommendations, the Commission may vote to adopt an "Oppose" position at a subsequent meeting. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Oppose: The Commission expresses opposition to the overall concept of a bill and votes to direct staff to write letters of opposition to Legislative Committee members and to testify in opposition to the bill at Legislative Committee hearings. The Commission's "oppose" position will be recorded in the Legislative Committee bill analysis. If the bill is successful in the Legislature, staff writes letters of opposition to the Governor.

No Position: The Commission may choose to delay taking a position on a bill and may vote to direct staff to bring the bill forward at a subsequent meeting. The Commission may also choose to direct staff not to bring the bill forward for further consideration.

