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# 1C

## Action

*General Session*

### Approval of the August 2009 Consent Calendar

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**Executive Summary:** The Executive Director recommends that the Commission approve the August 2009 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

**Recommended Action:** Approve the August 2009 Consent Calendar.

**Presenter:** None

**Strategic Plan Goal: 1**

**Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

August 2009

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# Consent Calendar

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## Division of Professional Practices

For your approval, the following items have been placed on the Consent Calendar for the August 6, 2009 meeting of the Commission on Teacher Credentialing:

### RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time.

1. **AHERN, Joseph D.** Arnold, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
2. **ALLISON, Stephen S.** Citrus Heights, CA  
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
3. **AL-QUINTERO, Margarita** Chula Vista, CA  
She is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
4. **ANDERSON, Jenny M.** Wildomar, CA  
She is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
5. **ARAMBULA, Jose L.** Compton, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
6. **BALLARD, Kristen M.** Fountain Valley, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
7. **BICE, James R.** Riverside, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

8. **BISCOTTI, Shari L.** Rancho Cucamonga, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
9. **BRAHMS, Bryan D.** Redding, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
10. **BRAITHWAITE, Laksmi** Los Angeles, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
11. **CANDELARIA, Lori T.** Atwater, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
12. **CARRILLO-VARGAS, Miguel** Wasco, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.
13. **CHAVEZ, Gloria** Winnetka, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
14. **CLAYTON, James R.** Visalia, CA  
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
15. **COLBERT, Bryan G.** Fresno, CA  
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
16. **CONANT, Timothy J.** Valencia, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
17. **CORNELIO, Susana** Castroville, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.

18. **COSTAS, Debbi M.** Vista, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.
19. **DALE, Tiffany L.** Mountain View, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44420.
20. **DOOL, Mason E.** Sun City, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
21. **FERNANDEZ, Rudesindo** Bakersfield, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
22. **FREGOSO, Juan G.** San Diego, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
23. **GARNER, June E.** Long Beach, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
24. **GONZALEZ, Vanessa Y.** Fresno, CA  
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
25. **GREEN, Michael A. Jr.** Milpitas, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.
26. **HAMILTON, Lawrence E.** Valley Glen, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.
27. **HARBERTS, William W. III** Garden Grove, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

28. **HARRIS, Renate D.** Banning, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.
29. **HOLLENBECK, Geoffrey W.** San Diego, CA  
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
30. **HORRELL-SCHMITZ, Nichola F.** Citrus Heights, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
31. **HUBBARD, Alan P.** Marina Del Rey, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
32. **JHAJJ, Harinder K.** San Jose, CA  
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
33. **JOHNSON, Sherri L.** Cerritos, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
34. **KRETZ, Jason P.** Riverside, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.
35. **LEIGHTY-PARKS, Dorothy** Hayward, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
36. **LINAREZ, Sylvia A.** Meadow Vista, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.
37. **LONGUIR, Paul J.** Oakley, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.

38. **MARTINEZ, Juan M.** McAllen, TX  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
39. **MONTOYA, Ana L.** West Covina, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
40. **MORRIS, Mark W.** Brisbane, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44420.
41. **NOLT, Timothy J.** Fresno, CA  
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
42. **NORWOOD, Sarah M.** Ceres, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.
43. **NOVAK, Esther J.** Alhambra, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.
44. **OLIVAS, Victor M.** Monterey Park, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
45. **RANDALL, Joanna W.** Seaside, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.
46. **REID, Adam E.** Roseville, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.
47. **REILLY, Gail M.** Berkeley, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44420.

48. **RODRIGUEZ, Richard R. III** Wilmington, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.
49. **SAUNDERS, Steven A.** Inglewood, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
50. **SEWARDS, Kristen J.** Sherman Oaks, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44420.
51. **SMITH, Keren M.** Chico, CA  
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
52. **SNOW, Chad G.** Artesia, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44420.
53. **STACEY, Denise A.** Lancaster, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44420.
54. **STEELE, Timothy M.** Highland, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period three hundred sixty-five (365) days** as a result of misconduct pursuant to Education Code sections 44420.
55. **STREET, Martin W.** Apple Valley, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.
56. **TAKIMOTO, Naritoshi** Long Beach, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
57. **TAYLOR, Blerina** Los Angeles, CA  
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

58. **VAN FOSSEN, John F.** Red Bluff, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.
59. **WYLLIE, James A.** Indio, CA  
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
60. **YATES, Brandon S.** Santa Cruz, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.
61. **YOUNG, Jomo L.** San Diego, CA  
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.

### CONSENT DETERMINATIONS

The following consent determinations have been adopted:

62. **ASH, Lawrence G.** San Jose, CA  
The Attorney General's Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, he will serve a **fifty-eight (58) day suspension**, effective June 27, 2009 through August 23, 2009 and is placed on **probation for a period of three (3) years**, as a result of misconduct pursuant to Education Code section 44421.
63. **BROWE, Anne E.** San Marcos, CA  
The Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, she will serve a **ten (10) day suspension**, and is placed on **probation for a period of five (5) years** as a result of misconduct pursuant to Education Code section 44421.
64. **CARDRICHE, Corleta E.** Artesia, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code section 44421.
65. **ERWIN, Christopher D.** Carson, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of five (5) days**, as a result of misconduct pursuant to Education Code section 44421.
66. **FREED, Ryan A.** Cupertino, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of three (3) days** as a result of misconduct pursuant to Education Code section 44421.

67. **GEHRKE, Charles H.** Oak Hills, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of seventy-five (75) days** as a result of misconduct pursuant to Education Code section 44421.
66. **GIANNIPOULOS, Timothy P.** Fresno, CA  
Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of three hundred sixty-five (365) days** and until satisfactory evidence is presented to the Commission that his mental disorders impairing his ability to teach no longer exists, pursuant to Education Code section 44336.
67. **HER, Robbie H.** Sacramento, CA  
The Attorney General's Consent Determination stipulates that pursuant to his written request and California Education Code section 44423, his certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **self-revoked**, and he agrees that any submissions of an application or Petition for Reinstatement will be automatically rejected.
68. **HOUSON, Jodi A.** Duarte, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.
69. **HURTT, Rebecca L.** Davis, CA  
The Consent Determination stipulates that his certification documents are **revoked**; however, the **revocation is stayed**, her certification documents are **suspended for a period of ninety (90) days**, and she is placed on **probation for a period of four (4) years** as a result of misconduct pursuant to Education Code section 44421.
70. **KEEN, Eugene R.** Ontario, CA  
The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission and withdraw any pending applications, and stipulates that any subsequent applications submitted will be rejected, as a result of misconduct pursuant to Education Code section 44421.
71. **KIM, Michael V.** Novato, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of one hundred fifty (150) days**, and until his felony conviction is reduced to a misdemeanor, as a result of misconduct pursuant to Education Code section 44421.
72. **KOLTER, Colleen** North Hollywood, CA  
The Consent Determination stipulates that all certification documents are **suspended** until the Commission receives satisfactory evidence that her mental disorders impairing her ability to teach no longer exists, pursuant to Education Code section 44336.
73. **MITCHELL, Mary A.** S. Pasadena, CA  
The Attorney General's Consent Determination stipulates that pursuant to her written request and California Education Code section 44423, her certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **self-revoked**, allows

her to **withdraw her application**, and she agrees that any submissions of an application or Petition for Reinstatement will be automatically rejected is adopted.

74. **PIRIE, Carla M.** Concord, CA  
The Consent Determination stipulates that her certification documents are **revoked**; however, the **revocation is stayed** and she is placed on **probation for a period of five (5) years** to run concurrent with the five (5) year stay imposed by the Stipulation entered into with the Speech-Language Pathology and Audiology Board, which began in October 14, 2007, as a result of misconduct pursuant to Education Code section 44421.
75. **ROBINSON, Dianne L.** Westminster, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of seven (7) days**, effective July 19, 2009 through July 25, 2009, as a result of misconduct pursuant to Education Code section 44421.
76. **STANLEY, Bernice L.** San Diego, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.
77. **YANG, Bingchung** Irvine, CA  
The Consent Determination stipulates that all certification documents are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.

#### **PRIVATE ADMONITIONS**

Pursuant to Education Code section 44438, the Committee of Credentials recommends **six (6)** private admonitions for the Commission's approval.

#### **DECISION AND ORDER**

78. **MITCHELL, Sheldon M.** Culver City, CA  
In accordance with the default provisions of Government Code section 11520, his certification documents are **revoked**.

#### **REQUESTS FOR REVOCATION**

The following credentials are revoked pursuant to the written request of the credential holder pursuant to Education Code sections 44423 and 44440.

79. **DELGADO, Manuel E., Jr.** Redwood City, CA  
Upon his written request, pursuant to Education Code section 44423, his Introductory English Authorization to his Single Subject Teaching Credential is **revoked**.
80. **JAFFE, Ayreen H.** Los Alamitos, CA  
Upon her written request, pursuant to Education Code section 44423, her Mathematics and Science Authorizations to her Multiple Subject Teaching Credential are **revoked**.

81. **ROSS, Kristen N.** Laguna Beach, CA  
Upon her written request, pursuant to Education Code section 44423, her supplementary authorization in Moderate/Severe Disabilities on her Education Specialist Instruction Credential is **revoked**.

## **DIVISION OF PROFESSIONAL PRACTICES**

### **MANDATORY ACTIONS**

All certification documents held by and applications filed by the following individuals were mandatorily revoked or denied pursuant to Education Code sections 44346, 44346.1, 44424, 44425 and 44425.5, which require the California Commission on Teacher Credentialing to mandatorily revoke the credentials held by individuals convicted of specified crimes and to mandatorily deny applications submitted by individuals convicted of specified crimes.

82. **ALBAUGH, Lief, A.** La Crescenta, CA
83. **ALCALA, Ruthie K.** Gustine, CA
84. **AMOS, Ernest B.** Vacaville, CA
85. **BAIN, Jay K.** Chula Vista, CA
86. **BAKER, James A.** Long Beach, CA
87. **BARELA, Alejandro** Imperial Beach, CA
88. **BRAMHALL, Richard A.** San Bernardino, CA
89. **BRANDT, David** West Hills, CA
90. **BUCHHOLZ, Jeremy T.** Winchester, CA
91. **DISNEY, Anthony E.** Palmdale, CA
92. **DOBBIN, Michael M.** Studio City, CA
93. **HARRISON, Jenifer J.** Hesperia, CA
94. **HATCHER, Keith A.** Inglewood, CA
95. **HENDRIX, Augusta L.** San Diego, CA
96. **HUBBELL, Roselyn M.** Santa Clarita, CA
97. **JUSTICE, Adam D.** Fontana, CA
98. **KERR, David A.** Arcadia, CA
99. **KING, Shoun M.** Anaheim, CA

100. **KIRBY, David R.** Los Osos, CA
101. **SMITH, Clinton D.** Willits, CA
102. **STEVENSON, Sharon D.** Stockton, CA
103. **TURNER, Henry J.** Los Angeles, CA
104. **VOGT, Daniel A.** Redlands, CA
105. **WILLIAMS, Joseph R.** Pomona, CA

#### **NO CONTEST SUSPENSION**

All credentials held by the following individuals were suspended, pursuant to Education Code section 44424 or 44425, because a plea of no contest was entered to an offense specified in the above sections of the Education Code. The credentials will remain suspended until final disposition by the Commission.

106. **ARMANDA, Cindy M.** Santa Rosa, CA

#### **DISABILITY SUSPENSION**

107. **ARMENDARIZ, Matthew M.** Norwalk, CA  
 Pursuant to Education Code section 44336, all certification documents are **suspended** for the duration of the disability, effective June 23, 2009.

#### **TERMINATIONS OF AUTOMATIC SUSPENSION**

Pursuant to Education Code section 44940(d), the automatic suspension of all credentials held by the following individuals is terminated and the matter referred to the Committee of Credentials for review.

108. **MANGAN, William N.** Torrance, CA
109. **OSTOVICH, David L.** Granada Hills, CA

#### **TERMINATIONS OF PROBATION**

110. **GARCIA, Sergio** Whittier, CA  
 Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission at its May 31, 2006 through June 1, 2006 meeting, **the stay order has been vacated.**
111. **KIMBERLING, Ronald T.** Alta Loma, CA  
 Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission at its April 16-18, 2008 meeting, **the stay order has been made permanent, the discipline will revert to a public reproof and his certification documents are fully restored.**

112. **NICOLINI, Jeffrey J.** La Mirada, CA  
 Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission at its June 1, 2006 meeting, **the stay order has been vacated.**
113. **TENNEY, Charles R.** Oakland, CA  
 Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission at its May 31, 2006 through June 1, 2006 meeting, **the stay order has been vacated and he is publicly reprovved.**

## **Certification, Assignment and Waivers Division**

**VALIDATION OF SERVICE RENDERED WITHOUT A CREDENTIAL**  
**The service rendered by the following persons is approved**  
**pursuant to the provisions of the California Education Code, Section 45036.**

<b>Name</b>	<b>School District</b>	<b>County</b>	<b>Period of Service</b>
Philip Arvidson	Oceanside USD	San Diego	05/01/09-05/11/09
*Helio Brasil	Merced River	Merced	05/01/09-05/18/09
Maria Burton	Vacaville USD	Solano	06/01/09-06/09/09
Jin Young Chang	Anaheim Union HSD	Orange	05/01/09-05/15/09
Brian Duffy	Julian Union SD	San Diego	03/01/09-03/16/09
Lorry Farmer	Sanger USD	Fresno	06/01/09-06/07/09
**Noemi Flores	Parlier USD	Fresno	06/01/09-06/12/09
Andrea Goettinger	Fullerton SD	Orange	05/01/09-05/18/09
Claudia Gonzales	National	San Diego	06/01/09-06/09/09
Barbara Hafdahl	Magnolia USD	Orange	06/02/09-06/16/09
Kathryn M. Hanna	Moorpark USD	Ventura	05/01/09-05/20/09
Eudocia Horrell	Carlsbad USD	San Diego	05/01/09-05/26/09
Denise Meek	N/A	San Diego	05/02/09-05/07/09
Sandra Morales	Winton SD	Merced	05/01/09-05/11/09
Wendi Powell	Woodlake Union SD	Tulare	05/04/09-05/07/09
Marta Reinoso	Cardiff SD	San Diego	05/01/09-05/18/09
Rachel Sooter	Bellevue SD	Tuolumne	04/01/09-04/14/09
**Audrey Taylor	Selma USD	Fresno	06/01/09-06/03/09
Dawn Thomas	Oceanside USD	San Diego	05/01/09-05/18/09
Valerie Torres	National	San Diego	06/01/09-06/10/09
Denise Whittles	Fresno USD	Fresno	02/02/09-04/27/09
Bette Woolstenhulme	Snelling-Merced SD	Merced	12/01/08-12/01/09

**\*Administrative Services and Designated Subjects Teaching Credential**

**\*\*Administrative Services and Multiple Subject Teaching Credential**

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# Approval of Hebrew Union College as an Alternative Language Assessor Agency for Hebrew

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## **Introduction**

In April 2008, the Commission approved a plan for an alternative assessment approach to meet candidate needs for establishing subject matter competency in those less commonly taught languages other than English (LOTE) for which the Commission does not have a California Subject Examinations for Teachers (CSET) examination and for which there are also no subject matter preparation programs available. (<http://www.ctc.ca.gov/commission/agendas/2008-04/2008-04-2B.pdf>). The plan includes both a standardized examination and a process for local assessment of the candidate's listening, speaking, reading, and writing skills in the target language to be conducted by an approved language assessor agency.

In June 2009, the Commission heard an information item which provided an update on this process and indicated that future local language assessor agencies that applied to the Commission and that met the requirements for an alternative language assessor agency as set forth in the approved plan would be placed on the Consent calendar for approval (<http://www.ctc.ca.gov/commission/agendas/2009-06/2009-06-6H.pdf>). This agenda item recommends for approval an alternative language assessor agency for the Hebrew language.

## **Background**

Education Code Section 44280 authorizes the Commission to establish and implement guidelines for accepting alternative assessments for languages other than English performed by organizations that are expert in the language and culture assessed. This assessment constitutes the second part of the alternative LOTE assessment, and is a locally-developed and locally-administered examination of the candidate's language skills, including listening, speaking, reading, and writing. This part of the examination may be developed by local colleges, universities, cultural and/or other organizations expert in the particular language and culture that apply to the Commission for approval as an alternative language other than English assessor agency. The passing standard for the locally-developed and administered language skills examination is the same as that adopted for the existing CSET: LOTE language skills examinations in the more commonly taught languages (American Council on the Teaching of Foreign Languages (ACTFL) level Advanced-Low for Western languages and ACTFL level Intermediate-High for non-Western languages).

## **Qualifications Required of an Alternative Language Assessor Agency**

The local assessor must be a faculty member at a college or university, or a credentialed K-12 teacher with expertise in the language and culture to be assessed, or have equivalent training, expertise and/or experience, if the assessor were a community member or member of a particular cultural organization. The assessor agency/organization applies to the Commission for approval (using an on-line application form) to administer the

alternative language assessment process, including in its application a description of the qualifications of the specific assessor(s) for each language.

The assessor agency/organization will be responsible for notifying the Commission as to the status of examinees who passed the alternative language portion of the assessment. Candidates who pass both the standardized alternative LOTE assessment plus the alternative locally-administered language proficiency assessment will be deemed to have met the subject matter competency requirement by examination. The Commission will conduct a periodic review of the status of each approved assessor agency/organization to assure that the approved process is being regularly carried out.

When an application from an alternative assessor agency is received, Commission staff review the application to assure compliance with the Commission's requirements for the qualifications of a local assessor, that the assessment addresses the candidate's listening, speaking, reading, and writing target language skills, and that the passing standard is at least at the ACTFL Intermediate-High level. If the application is found to be in compliance with the Commission's requirements, staff will include a recommendation to approve the applicant institution or agency on the Consent Calendar. If an approved alternative language assessor agency changes assessor(s), the agency must notify the Commission and provide the qualifications of the proposed new assessor for the Commission's review and approval.

#### **Application from Hebrew Union College to be an Approved Assessor Agency for Hebrew**

Hebrew Union College is an approved teacher preparation institution serving California teacher candidates. Hebrew Union College submitted an application to the Commission to be an approved assessor agency for candidates for a single subject credential in Hebrew. The application has been reviewed by staff and found to comply with the qualifications described above. The assessor proposed by Hebrew Union College, Rivka Ben Daniel, is currently Director of Hebrew and Judaic Studies at Heschel West School, where her responsibilities include supervising and mentoring teachers, designing curriculum, and inducting new teachers. She has also been the Director of Hebrew Union High School, where her responsibilities included overseeing seven branches of the school hiring staff and creating Hebrew curriculum. Ms. Ben Daniel has also been a Hebrew instructor in Jewish Day Schools in the United States and on a kibbutz in Israel. Ms. Ben Daniel holds a Masters Degree from California State University, Northridge, as well as a B.A. in Hebrew Literature and Linguistics from Haifa University, Israel. Ms. Ben Daniel's Hebrew language skills are rated at the Distinguished level on the ACTFL scale.

#### **Recommendation**

Staff recommends that Hebrew Union College be approved as an Alternative Language Assessor Agency for single subject candidates in Hebrew.

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# Program Approval

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## **Introduction**

This agenda item presents seven single subject matter programs submitted by institutions of higher education for single subject matter program approval.

## **Background**

The Commission regularly receives recommendations for program approval from single subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination whether the program meets the standards common to all subject matter programs and also the content specific subject matter standards. The content specific subject matter standards are closely aligned to the K-12 academic content standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, the two programs may be completed concurrently.

## **Subject Matter Program Review Procedures**

Following are the general procedures for the review of subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission’s website. Staff members train, assign, and coordinate review team work.
2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor’s response to the preconditions. The preconditions are based on both state laws and Commission policies, and address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. Program Review – The program sponsor’s responses to the Commission’s subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the subject matter requirements (SMRs). The SMRs are the content knowledge required to be covered in the program and are aligned to the K-12 content standards that the candidate will be expected to know. The reviewers are trained in the alignment of the standards and subject matter requirements and in the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs not only align with K-12 content standards but also introduce their candidates to those standards within the context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the

program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program is recommended to the Commission for approval.

4. After subject matter program approval is granted by the Commission, the institution may admit candidates to the approved subject matter program. Graduates of a Commission approved single subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (California Subject Examinations for Teachers -CSET).

This report presents seven single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* ([www.ctc.ca.gov/educator-prep/STDS-subject-matter.html](http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html)) by the appropriate review panel and are recommended to the Commission for approval. The seven programs have been aligned to the SB 2042 subject matter standards adopted by the Commission. The seven programs brought forward to the Commission at this time are California State University, Monterey Bay: English; Sonoma State University: English; California State University, Bakersfield: English; California State University, Fresno: English; California State University, Fresno: Mathematics; Sonoma State University: Physical Education; University of the Pacific: Music.

### **Summary Information on the Single Subject Matter Programs**

#### **California State University, Monterey Bay: English**

The English Subject Matter Program at California State University Monterey Bay (CSUMB) provides an academically rigorous interdisciplinary preparation to teaching English Language Arts as defined by the California K-12 Content Standards. The mission of the Division of Humanities and Communication is to prepare students to be critical, ethical, and creative thinkers and actors in a multicultural and increasingly interconnected global society. The program encourages multiple ways of learning and knowing the world. Their approach to the study of literature is through critical interpretation, social analysis, and creative practice; their approach to communication is through ethical inquiry, inclusive and invitational dialogue, prioritizing values of equality and the practice of mutual respect. The English Subject Matter Program at CSUMB is learning-centered, collaborative, interdisciplinary, reflective, and problem-solving and diversity-oriented. Students are expected by the end of the program to be able to demonstrate:

1. The ability to communicate critically and empathetically in both oral and written contexts, including reading, writing, listening, and speaking.
2. The ability to responsibly gather, critically interpret, narrate, and disseminate the voices and stories of people, communities, or events by integrating ethnographic or journalistic field research methods, cultural or media analysis, narrative writing, and media production, including new digital media.
3. The ability to interact ethically and effectively in interpersonal and group communication and decision-making processes.
4. The ability to appreciate and analyze literature in a social, historical, and cultural context and to compare and contrast literatures of at least three different cultural traditions, including non-Eurocentric traditions.

5. The ability to demonstrate basic competency in creative writing and the application of this skill to the production and presentation of an art project that actively responds to a public issue.

#### Sonoma State University: English

The English Single Subject Matter Program at Sonoma State University cultivates competence in its candidates in literature, literacy, and language education while supporting wide-ranging pedagogical perspectives that will effectively serve the diverse nature of California's learning community. Program faculty model analytic, interpretive, meta-cognitive and communicative skills with vital knowledge of, and aptitude for, effective teaching, including creating engaging and relevant standards-based English Language Arts curricula. The program is committed to empowering future teachers and the youth they will mentor in their classrooms through progressive and innovative practices in literature, literacy and language education. Courses in the program reflect the K-12 Content Standards and ensure that potential English teachers will clearly understand the connection of their coursework to the implementation of these standards in California classrooms. Through ongoing and newly emerging joint programs with public schools in the Sonoma State University (SSU) service area, candidates engage in projects that develop commitment to continued professional development as an integral part of all teachers' professional lives. Among other outcomes, students graduating from the English SSMP will be able to demonstrate:

1. A sense of identity as a person knowledgeable about language and literature, especially as it relates to the California K-12 Language Arts Standards.
2. An understanding of the aesthetic and creative dimensions of oral and written language.
3. An acquaintance with major writers and their works as well as major periods of both British and American literature as well as diverse and multicultural literature perspectives.
4. An ability to analyze and interpret works of literature in a variety of genres, both orally and in formal written work, their development and persistence over time, and the role of genre in comprehending and rhetorically analyzing literary and expository texts.
5. An understanding of major critical approaches to the interpretation of literature.
6. The ability to situate and analyze literary works within historical, social and cultural contexts, including the socio-cultural, political and historical aspects of oral and written languages and literacies.
7. Knowledge of the sources, structures and functions of language.
8. A solid grasp of first and second language acquisition, and the ability to utilize this knowledge to develop effective classroom pedagogies.
9. An ability to apply technologies relevant to the study and teaching of English, and an awareness of how to do so with respect for those with special needs and those who come from linguistically and culturally diverse backgrounds.
10. The ability to compose well-developed, well-organized texts in multiple genres, using a variety of rhetorical elements and effective revision strategies.
11. The capacity to find, analyze, interpret and evaluate outside sources, including the ability to integrate the ideas of others (through paraphrase, summary or quotation) into papers that express the writer's own voice, position or analysis.
12. The expertise to use and analyze a variety of communications media, including creative writing, journalism, electronic media, speech and theater.

13. An ability to use multiple approaches as life-long learning of language and literature.
14. The ability to reflect on one's learning and to think meta-cognitively about the English Language Arts.

#### California State University, Bakersfield: English

CSU Bakersfield's English Major with Credential Emphasis Program is dedicated to preparing K-12 English teachers who have a broad and deep knowledge of English Language Arts. The program is aligned to and incorporates the California English Language Arts Content Standards, including comprehensive knowledge of reading strategies to support literacy. In program courses candidates engage in discussions, presentations, writing, and multi-media approaches to communication while considering the controversies and relationships that are expressed in language studies. Candidates are expected to become resources by acquiring sound research skills that they can impart to their students. The comprehensive curriculum of the program also introduces candidates to current and emerging issues of literacy, language acquisition, and literature studies through courses designed for the teaching context. Students who complete the program will be able to demonstrate:

1. The ability to distinguish the salient features of genres, basic elements of literature, critical thinking, and analytical and research skills for both print and visual media.
2. A command of the fundamental components of human language in first and second language acquisition as well as the major descriptors of literacy.
3. Comprehension of the reading and writing process and knowledge of effective strategies, and the ability to use the rhetorical features of literary and non-literary texts.
4. Knowledge of the foundations and contexts of speech, media, and creative performance and the ability analyze and construct media, journalistic, and dramatic expressions.

#### California State University, Fresno: English

The English Subject Matter Program at California State University, Fresno reflects the California Academic Content Standards for 6-12 students, ensuring a program that directly connects to the standards and gives prospective teachers the tools and knowledge necessary to excel in the California English classroom. The program develops expertise in analyzing literary and non-literary texts and using language in a wide variety of ways. Since Fresno State is located in a culturally, linguistically, ethnically and racially diverse area, the program emphasizes raising students' awareness of language variation and the effect it has on literary forms, communication, and learning. Particular attention is paid to the unique needs of English language learners, so every student in the program is expected to take at least one course related to that topic. The program maintains collaboration with a strong and separate Linguistics Department that works to ensure that program instructors are experts in field of linguistics. Candidates who complete the program are expected to be:

1. Familiar with a wide range of literature from a variety of perspectives and historical periods written in a variety of genres and ranging from the canonical to the marginalized.
2. Able to analyze and interpret literary and non-literary texts using a variety of critical and scholarly approaches.
3. Understand the theories and processes of second language acquisition in order to address the linguistic needs of second language learners.

4. Understand the basic structures of the English language, its dialects, and its sociocultural, historical, and political contexts and effects.
5. Familiar with the stages of the writing process, and able to use strategies for invention, arrangement, editing and revising.
6. Understand the development of academic literacy, and employ strategies for helping students understand the relationship between audience, purpose, and rhetorical strategy.
7. Understand basic principles of oral communication, including public speaking and oral interpretation of written language.
8. Understand ways performance enhances the understanding of literary texts, and will be able to stage dramatic performances in the classroom.

#### California State University, Fresno: Mathematics

The Subject Matter Program in Mathematics at California State University, Fresno is constructed on the belief that all teachers require strong foundational content knowledge in order to be effective. Content knowledge in the program requires not only breadth in mathematics but also depth in the discipline. To this end, students in the undergraduate subject matter program are majors in the discipline and meet the same requirements as their peers who are not entering a teacher preparation program. The Subject Matter Program has been developed to provide future mathematics teachers with a deep understanding of the middle and high school mathematics content detailed in the state adopted K-12 academic content standards and curriculum framework. The required courses in the program have been selected so that students take academically rigorous and stimulating courses which cover the content in all of the mathematics subject matter domains: algebra, geometry, number theory, probability and statistics, calculus and the history of mathematics. The program also models good teaching practices that incorporate active, collaborative and inquiry-based learning. The candidate outcomes include the ability to:

1. Solve problems using multiple methods, and analyze the relative strengths and weaknesses of the different methods.
2. Use written and verbal mathematical terminology that appropriately suits a variety of audiences for communicating and articulating mathematical ideas.
3. Use a variety of models, charts, graphs, tables, figures, equations, and appropriate technologies to investigate and present mathematical ideas and concepts.
4. Explain and apply the basic concepts of single and multivariable calculus.
5. Explain the nature and purpose of axiomatic systems.
6. Collect, represent, analyze, and interpret statistical data from real world settings.
7. Understand basic algebraic systems, and apply them for solving problems.
8. Write proofs using logically consistent arguments.
9. Give examples of contributions of diverse groups from a variety of cultures to the discipline of mathematics.

#### Sonoma State University: Physical Education

The Physical Education concentration at Sonoma State University is grounded in the philosophy which underlies the California Physical Education K-12 academic content standards. Students who successfully complete the Kinesiology major with a concentration in physical education are prepared to teach the motor skills and fitness concepts that children need to become physically educated. Program students understand the importance of movement skills, patterns and concepts, regular physical activity,

achieving and maintaining a health-enhancing level of physical fitness, exhibiting responsible personal and social behavior, and valuing physical activity for health, enjoyment, challenge, self-expression and/or social interaction. The program prepares beginning physical education teachers with critical content knowledge and skills development. The program focuses on developing an understanding of growth and development, the ability work with diverse learners, management and motivation skills, communication skills, the ability to plan and instruct, knowledge and use of assessment strategies, becoming a reflective practitioner, and the ability to foster collaborative relationships within the school and the community. At the completion of the undergraduate degree all graduates should:

1. Demonstrate knowledge and skill in a broad variety of movement and fitness activities.
2. Understand the biological/physical and behavioral bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions; understand the socio-cultural and humanistic basis of movement with diverse cultures, historical periods, and social settings.
3. Understand how motor skills are acquired and fitness achieved and maintained across the life span and within diverse populations.
4. Understand the relationship among movement, conditioning, and training, well-being, and skill across the life span and under a variety of environmental and personally unique conditions.
5. Know how to apply kinesiological knowledge to enhance motor skill and fitness in a variety of populations and conditions.
6. Apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions.
7. Demonstrate knowledge of the conditions of safe practice in movement-related contexts across the life span and within diverse populations, and respond appropriately to common injuries occurring during physical activity.
8. Be able to use and apply kinesiological data collection techniques and measurement theory to assess, analyze and evaluate human performance.
9. Understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement.
10. Demonstrate ability to integrate multidisciplinary knowledge bases of kinesiology in an applied, problem solving context.
11. Be familiar with standards, ethics, and expectations of professional communities related to human movement.

#### University of the Pacific: Music

The University of the Pacific Music Subject Matter Program is a standards-based program, preparing students with knowledge and skills embedded in the state-adopted academic content standards to teach music at the K-12 levels. The philosophy of the program is organized around the five strands of the Standards. The purpose of the program is to prepare skilled, confident music educators who a) are able to teach well in a variety of K-12 circumstances, b) develop resources and relationships that support ongoing professional evolution, and c) reflect on their own work and values with perspective. The curriculum is carefully constructed to sequence introductory experiences, in-depth instruction, and fieldwork. The program prepares all future music teachers to teach general music, band, orchestra, chorus, and jazz and exposes them to

methods and materials used in teaching other music electives commonly offered in K-12 schools.

After successful completion of the program requirements for Music Education at University of the Pacific, candidates should be able to demonstrate:

1. The ability to hear, identify, and work conceptually with the elements of music, including sight-reading, a basic keyboard proficiency, and the ability to play and teach voice and a variety of instruments from string, brass, woodwind, and percussion families.
2. An acquaintance with a wide range of music cultures of the world and their interrelationship with Western music traditions, and to incorporate these musical traditions into their teaching.
3. Uses of technology in studying, writing about, listening to, and recording music, and demonstrate the ability to use technology in their own teaching and professional development.
4. The ability to hear and analyze a wide selection of musical literature with attention to principal eras, genres, and cultural sources.
5. Competently and expressively, performances appropriate university-level repertoire, as members of performing ensembles, as conductors, and as individuals who perform a recital at the upper division level.
6. The ability to write age-appropriate music and to competently include musical improvisation in their teaching.
7. Awareness of the Visual and Performing Arts Standards and the ability to incorporate the standards into their own teaching with diverse student populations.
8. The ability to analyze and synthesize complex issues related to music and to other disciplines, and the ability to successfully communicate through oral and written forms.

### **Recommendations**

Based upon a determination by reviewers that the following entities have met all relevant standards and requirements, staff recommends Commission approval of the following subject matter programs:

California State University, Monterey Bay: English

Sonoma State University: English

California State University, Bakersfield: English

California State University, Fresno: English

California State University, Fresno: Mathematics

Sonoma State University: Physical Education

University of the Pacific: Music