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Action

Professional Services Committee

Annual Report Card on California Teacher Preparation Programs for the Academic Year 2007-2008

Executive Summary: This agenda item is the *Annual Report Card on California Teacher Preparation Programs for the Academic Year 2007-2008*, as required by Title II of the 1998 Reauthorization of the Higher Education Act. It is the ninth annual report of its kind and includes a description of credentialing requirements to teach in California public schools. In addition, it includes qualitative and quantitative information on teacher preparation programs, including pass-rate data for all examinations used by the state for credentialing purposes.

Recommended Action: Commission approval of the report. Upon approval, staff will reformat the report as necessary for transmission via the federal web-based reporting system of the U.S. Department of Education on or before October 7, 2009 as required by law.

Presenter: Teri Clark, Administrator, Professional Services Division

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

October 2009

Annual Report Card on California Teacher Preparation Programs for the Academic Year 2007-2008

Introduction

This agenda item presents the *Annual Report Card on California Teacher Preparation Programs for the Academic Year 2007-2008* as required by Title II of the 1998 Reauthorization of the Higher Education Act. It is the ninth annual report of its kind and includes the pass-rate data for all examinations used for teacher credentialing purposes in California.

Background

In October 1998, Congress passed and President Clinton signed the Higher Education Reauthorization Act, which contained many provisions affecting different aspects of higher education. The intent of Congress was that the programs and requirements of Title II of the Act would provide incentives for improving teacher preparation systems and greater accountability for ensuring teacher quality. One of the major provisions in Title II mandated certain reporting requirements for institutions and states regarding teacher preparation and licensing.

Title II included new reporting requirements for (1) the sponsors of all teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education (USDE). Section 207 of Title II requires institutions to submit annual reports to states on the quality of teacher preparation programs. States are required to collect the information contained in these institutional reports and submit an annual report to the USDE that measures the success of teacher preparation programs and describes efforts to improve teacher quality. These report cards are also intended to inform the public of the status of teacher preparation programs. Federal law requires institutions to make the data contained in their annual reports available to the public and to prospective program applicants.

Institutional Report Cards for 2007-2008

Using the secure, web-based data transmission system developed by the Commission, all 92 of California's postsecondary institutions and school districts that have approved Multiple Subject, Single Subject, and Education Specialist credential programs submitted their institutional report card data to the Commission on or before April 7, 2009, in compliance with federal reporting deadlines set forth in Title II.

Consistent with California's state plan and the USDE's *Reference and Reporting Guide*, institutional report cards submitted by California's program sponsors included the following information:

- Qualitative and contextual information regarding the Multiple Subject, Single Subject, and Education Specialist programs offered;

- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, and the numbers of program completers during the 2007-2008 reporting period;
- For their 2007-2008 program completers, the pass rate data on examinations used for credentialing purposes in California: specifically, the California Basic Educational Skills Test (CBEST), the Reading Instruction Competence Assessment (RICA), and subject matter examinations for multiple subjects, agriculture, art, biological science, business, chemistry, English, geoscience, health science, home economics, industrial and technology education, languages other than English, mathematics, music, physical education, physics, and social science; and
- Updated pass-rate data on examinations taken by the 2004-2005 program completer cohort. Consistent with Title II regulations, this is the fifth reporting cycle that teacher preparation programs were required to supply 3-year updated pass rate information. The intent of this provision of Title II is to capture pass-rate data for any program completer who, at the time of the original reporting period, had not passed one or more of the required examinations, but has since done so. This aspect of the report will continue annually.

The State Report

In compliance with the Commission's approved State Plan for Federally-Mandated Reports and the USDE's *Reference and Reporting Guide*, the state report includes:

- A description of state teacher certification or licensure assessments and other requirements;
- A description of state teacher standards and the alignment between (a) state teacher certification or licensure requirements and assessments, and (b) state student standards and assessments;
- Pass rates for each of the assessments used by the state for teacher certification and licensure for those who completed teacher preparation programs in 2007-2008. Quartile rankings of institutions are no longer required as a result of the passage of the Higher Education Opportunity Act which was reauthorized in August 2008 and, therefore, are not included in this report. This report includes pass-rate information for alternative routes to certification reported separately from pass rate information for traditional routes, as mandated by Title II guidelines.
- A description of the criteria for assessing the performance of teacher preparation programs within the state;
- A description of state efforts to improve teacher quality; and
- Updated pass-rate data on examinations taken by the 2004-2005 cohort and reported in the Commission's Annual Report Card on California Teacher Preparation Programs Required by Title II, submitted in October 2006. Title II regulations require that the Commission re-rank, teacher preparation programs in the state using 3-year updated data.

The *2007-2008 Annual Report Card on California Teacher Preparation Programs* is included in Attachment A. Due to its size, the section of the report that includes the *Institutional Reports for*

Academic Year 2007-2008 (Appendix B) is not included in the printed version of this agenda item. It is available for viewing on the electronic version found at the Commission's website <http://www.ctc.ca.gov/commission/agendas/2009-10/2009-10-2A-Appendix-B.pdf>

If approved, the final version of the report will be available on the Commission website for public access in accordance with federal reporting guidelines. In order to meet the federal reporting deadlines, submission of the report to the U.S. Department of Education will be completed via the web-based Title II Data Collection System by October 7, 2009. Due to the specifications for the federal data collection system, the information in this report will be reformatted for web-based submission, and the Institutional Report Card information will not be included. However, this version of the state report in its entirety will be available via a hyperlink from the federal website to the Commission website.

Reauthorization of the Higher Education Opportunity Act and Title II Requirements

The Higher Education Opportunity Act (HEOA) legislation was reauthorized in August 2008 and while some of the changes have been implemented with this reporting cycle, such as the elimination of the quartile rankings as well as the elimination of the requirement to report on waivers, full reporting through the new system will not be in place until the 2011 year for both states and program sponsors. Some of the new requirements include scaled scores for pass rates, two reports – regular and alternative route – from program sponsors, and no reporting in college catalogs. CTC staff is working with the testing contractors and USDOE to implement the new requirements.

The U.S. Department of Education (USDOE) held public meetings in September-October 2008. New data collection forms were drafted in December 2008 and feedback was gathered from states and preparation program sponsors in January-February 2009. Final versions of the forms were submitted to Office of Management and Budget (OMB) in March 2009 and forms were finalized in September 2009. CTC staff is planning to do technical assistance meetings and webinars to train program sponsors for the new reporting system.

Staff Recommendation

Staff recommends that the Commission approve the *2007-2008 Annual Report Card on California Teacher Preparation Programs*, so staff may transmit the reformatted web-based version of the report to the USDE on or before October 7, 2009.

Attachment A

Annual Report Card
on
California Teacher Preparation Programs
For
Academic Year 2007-2008

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Introduction

In October 1998, Congress passed and President Clinton signed the Higher Education Reauthorization Act, which contained many provisions affecting different aspects of higher education. Title II of the Act included federal grant programs that advanced efforts to improve recruitment, preparation, and support of new teachers and mandated certain reporting requirements for institutions and states regarding teacher preparation and licensing. The intent of Congress was that the programs and requirements of Title II would provide incentives for improving teacher preparation systems and provide greater accountability for ensuring teacher quality.

Title II established new reporting requirements for: (1) the sponsors of teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education (USDE). Section 207 of Title II requires institutions to submit annual reports to state agencies addressing the quality of their teacher preparation programs. States are required to collect the information contained in these institutional reports and submit annual reports each October to the USDE that includes information about teacher certification requirements, accountability and performance information about preparation programs, and a description of efforts to improve teacher quality.

Title II requires that, annually, the U.S. Secretary of Education compile all state reports into a single national report for submission to Congress. The national report provides comprehensive national data on the manner in which institutions prepare teachers, including pass rate data on assessments required for certification or licensure. The report also describes what states require of individuals before they are allowed to teach, and how institutions and states are raising standards for the teaching profession. This report contains the information that will be submitted to the U.S. Department of Education in October 2009 in compliance with the Title II reporting requirements for states.

About the Commission

The Commission on Teacher Credentialing (Commission) is an agency in the Executive Branch of California State Government. Created in 1970 by the Ryan Act, it is the oldest of the autonomous state standards boards in the nation. The agency is responsible for the design, development, and implementation of standards that govern educator preparation for the public schools of California, the licensing and credentialing of professional educators in California, and the enforcement of professional practices of educators in the State of California. The Commission works to ensure that those who educate the children of California are academically and professionally prepared.

The Commission carries out its statutory mandates by:

- Conducting regulatory and certification activities;
- Developing preparation and performance standards in alignment with state-adopted academic content standards;

- Proposing policies in credential-related areas;
- Conducting research and program evaluation;
- Monitoring fitness-related conduct and imposing credential discipline; and
- Communicating its efforts and activities to the public

The Commission consists of 19 commissioners: 15 voting members and four ex-officio, non-voting members. The governor appoints 14 voting Commission members and the State Superintendent of Public Instruction or his/her designee serves as the 15th voting member. Four ex-officio members are appointed by the major segments of the California higher education constituency: Association of Independent California Colleges and Universities; Regents of the University of California; California Postsecondary Education Commission; and the Trustees of the California State University. The Commission members appointed by the governor include six classroom teachers, one school administrator, one school board member, one non-administrative services credential holder, one faculty member from an institution of higher education, and four public members. Commission members are typically appointed to four-year terms.

The Commission convenes 8 times a year in open meetings to review policy initiatives, pending legislation, and consider requests and appeals that fall within the statutory purview of the Commission. The Commission’s work remains central to the agenda set by the governor and the Legislature to improve student achievement across California.

Table 1: Members of the Commission on Teacher Credentialing

Caleb Cheung, Chair Teacher Representative	Leslie Littman Designee, Superintendent of Public Instruction
Margaret Gaston, Vice Chair Public Representative	Carolyn McInerney School Board Member
Constance Baumgardt Blackburn Teacher Representative	David Pearson Faculty Representative
Josephine Calderon Public Representative	Ting Sun Public Representative
Steve Dean Teacher Representative	vacant, Ex Officio Representative California Postsecondary Education Commission
Irene Oropeza-Enriquez Administrative Services Representative	Shane Martin, Ex Officio Representative Association of Independent California Colleges and Universities
Marlon Evans Public Representative	Tine Sloan, Ex Officio Representative University of California
Charles Gahagan Teacher Representative	Beverly Young, Ex Officio Representative California State University

**Currently, there are three vacancies (2 teacher representatives and 1 non-administrative services representative)*

The California Context

In recent years, education in California has undergone a number of important changes. The challenges of enrollment changes, expanding diversity, legislative action, and pending retirements of many K-12 teachers have prompted California to refine its capacity to train educators while undertaking extensive efforts aimed at improving the recruitment, retention, and preparation of K-12 teachers.

During the first half of the 1990s, California's K-12 population soared and with that explosive growth came the need for more highly qualified teachers. During the later half of the decade, student enrollment leveled off, but the rate of teacher retirements increased, creating a continuing demand for prepared educators. Policymakers and educators sought to address California's significant teacher shortage by enacting a number of new programs to encourage individuals from all backgrounds to consider teaching in California's public schools. A number of recruitment programs were funded and unnecessary barriers to teaching were lowered by enacting multiple routes to the teaching profession, including internships and examination routes. State funds had been allocated to support intern programs, and the state has fully funded an induction program for all beginning teachers. In more recent years, state budget issues have overshadowed some reform efforts.

Of equal, if not greater concern to policymakers and educators were issues of quality. Academic content standards for K-12 students that reflect what students should know and be able to do at each grade level in each content area are well established. Statewide K-12 student assessments aligned with these standards are implemented. Alongside reforms in K-12 education came, arguably, the most comprehensive reform in educator preparation in California's history. Subject matter preparation standards for prospective teachers and teacher preparation standards were aligned with what is expected to be taught in the public schools. A learning-to-teach continuum that recognizes the importance and interconnectedness of subject matter preparation, instruction in effective pedagogy, and a system of mentoring and formative assessment, or induction, during the critical first two years of teaching, forms the basis of California's approach to ensuring high quality teacher preparation.

Efforts to reform California's credential system began in 1992 when the Governor and Legislature enacted SB 1422, (Chap. 1245, Stats. 1992) calling for the Commission to complete a comprehensive review of the requirements for earning and renewing teaching credentials. The Commission conducted a systematic study that included the appointment of an advisory panel to examine credential requirements and make recommendations for reform and restructuring.

As a result of the recommendations of the SB 1422 advisory panel, the Commission sponsored omnibus legislation, SB 2042, in 1998 (Chap. 548, Stats. 1998) that called for:

- The implementation of new standards to govern all aspects of teacher development, including subject matter studies, professional preparation, induction, and continuing growth;
- The alignment of all teacher preparation standards with California's K-12 academic content standards for students and the *California Standards for the Teaching Profession*;

- The creation of a two-tiered teaching credential that would establish the completion of a standards-based induction program as a path to the Level II or Clear credential;
- Increased accountability by building a teaching performance assessment into initial teacher preparation; and
- The establishment of multiple routes into teaching that meet the same high standards, including programs that blend pedagogy and subject matter courses into a single program.

Passage of SB 2042 served as the impetus for the extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teacher candidates. Pursuant to statute, standards are aligned with the Academic Content Standards for California Public Schools K-12, the Curriculum Frameworks, and the *California Standards for the Teaching Profession*. This alignment extends to subject-matter exams, creating stronger linkages between the content of the undergraduate subject matter programs and the subject-matter examinations that candidates may take in lieu of those programs.

Aligning every educator credential and certificate program with SB 2042 was a multi-year, multi-stage process during which approved (Ryan) programs were permitted to operate. As every set of credential program standards was revised and adopted (see Table 5), institutions offering those programs were required to submit documents demonstrating how their program satisfied the standards.

Implementation of the No Child Left Behind Act

In the midst of the SB 2042 implementation, Federal Public Law 107-110: No Child Left Behind Act (NCLB) Act was signed into legislation. While most of the highly qualified teacher requirements were consistent with the 2042 focus on subject matter competence and the alignment of teacher preparation standards with student content standards, some Highly Qualified Teachers (HQT) requirements did initiate revisions to some of California's teacher recruitment and preparation programs. The California State Board of Education, the California Department of Education, and the Commission continue to work cooperatively to align State regulations and certification requirements with the requirements of NCLB. Where appropriate for Title II purposes, this report discusses those efforts.

California has worked hard to maintain its progress in improving teacher quality and student achievement despite the worst fiscal situation in recent state history. Some of the educational programs implemented early in the decade have been eliminated or reduced while discussions about finding resources to support other programs continue. The state's economy has continued to struggle leaving the state, postsecondary institutions, and local school districts facing significant fiscal constraints while attempting to address the needs of its student population.

The state's policymakers persist in attempting to address these very difficult statewide issues against a backdrop of continued change at the local level. During the 2007-2008 school year, the California Department of Education reports that there were more than 6.3 million children enrolled in California's 9,821 public schools.¹ The California Department of Finance reported

¹ *Fact Book 2008 Handbook of Education Information*, California Department of Education, 2008

that no single racial or ethnic group constitutes a majority of California’s population. The composition of the state’s population is reflected in its public school enrollments. Indeed, California schools are among the most culturally and linguistically diverse in the nation.

According to the California Department of Education, approximately 48.7 percent of California children enrolled in kindergarten through 12th grade are Hispanic or Latino, 28.5 percent are white, 11.7 percent are Asian, Filipino or Pacific Islander, 7.4 percent are African American, and 0.8 percent are Native Americans. Together, these students speak more than 56 different languages and nearly 25 percent or 1.6 million, are English language learners. Nearly 68 percent of English learners are enrolled in the state’s elementary grades, kindergarten through sixth. The diversity in languages and learners has created a need for teachers who possess a deep knowledge of the subjects they teach and an ability to adapt instructional strategies to meet student needs.

Enrollment in Teacher Education

California’s numerous efforts to prepare a sufficient number of teachers to educate the state’s K-12 student population resulted in a significant increase in enrollment in teacher preparation programs. During the first three years of Title II reporting beginning with the academic year 1999-2000, enrollment in teacher preparation programs increased by 47 percent to a total of 77,705 in 2001-02. Since then, however, Title II enrollment data indicates a steady decline which is reflected in Title II reporting.

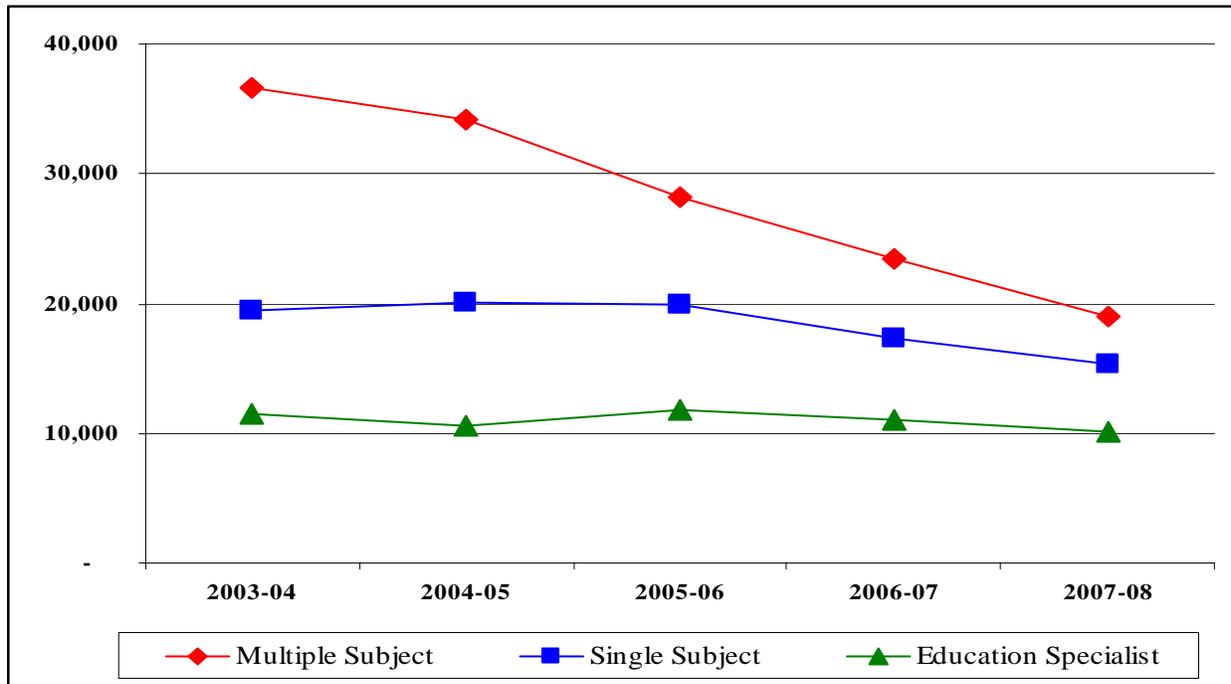
As the table indicates, total enrollment declined by 13.9 percent between 2006-07 and 2007-08 and enrollment declined across all credential types - multiple subject, single subject, and education specialist programs. The greatest decline (-18.6 percent) occurred in multiple subject preparation programs.

Table 2: Teacher Preparation Program Enrollment

	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	One year change
Multiple Subject	36,570	34,176	28,200	23,428	19,071	-18.6%
Single Subject	19,462	20,073	19,910	17,276	15,383	-11.0%
Education Specialist	11,563	10,504	11,852	11,040	10,104	-8.5%
Total	67,595	64,753	59,962	51,744	44,558	-13.9%

This declining trend is also illustrated in Figure 1, which follows.

Figure 1: Teacher Preparation Program Enrollment, 2003-04 to 2007-08



The California Report

In accordance with federal guidelines, this report contains the following information:

- ✓ A description of California's certification structure, requirements, and assessments including:
 - A description of teacher program standards and the alignment of State teacher certification requirements and assessments with California's K-12 academic content standards and frameworks; and
 - A description of the criteria for assessing the performance of teacher preparation programs within the state.
- ✓ A description of state efforts to improve teacher quality.
- ✓ Pass-rate of program sponsors for all assessments used by the state for initial credentialing, including:
 - The California Basic Educational Skills Test (CBEST);
 - The Reading Instruction Competence Assessment (RICA) for Multiple Subject and Education Specialist (Level I) candidates; and
 - Subject matter assessments, (i.e., the Multiple Subjects Assessment for Teachers (MSAT); the California Subject Examination for Teachers (CSET): Multiple Subjects; Praxis, Single Subject Assessments for Teaching (SSAT), and CSET in the areas of agriculture, art, biological science, business, chemistry, English, geoscience,

health science, home economics, industrial and technology education, languages other than English (LOTE), mathematics, music, physical education, physics, and social science; Praxis and SSAT in the areas of agriculture, art, business, health science, home economics, industrial and technology education, languages other than English, mathematics, music, physical education, sciences, and social sciences.)

- Third year updated pass rate information for the 2004-2005 cohort.
- ✓ Copies of institutional report cards that were submitted in April 2009. Institutional reports include the following information:
- Qualitative and contextual information regarding the Multiple Subject, Single Subject, and Education Specialist programs offered;
 - Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of candidates who completed programs during the 2007-2008 reporting period;
 - Pass rate data for all assessments used by the state for initial credentialing; and
 - Third year updated pass rate information for 2004-2005 cohort.

Teacher Certification in California

In order to be employed in a public school district, teachers must be certified by the Commission. California's credential structure is organized by subject matter and classroom setting. Within this structure, the State has established certification requirements that ensure candidates are prepared for their initial teaching credential and then satisfy additional requirements before advancing to the second level or clear teaching credential.

There are four basic credentials that authorize individuals to teach in public school settings: the Multiple Subject Teaching Credential, the Single Subject Teaching Credential, the Education Specialist Instruction Credential, and the Designated Subjects Teaching Credential. The Commission also issues credentials for other educational service occupations requiring state certification, such as child development teachers and school counselors, psychologists, nurses, librarians, and administrators. The Title II legislation does not require reporting of data related to Designated Subject credentials or the services credentials.

Subject Matter and Classroom Setting

California's teaching credential structure emphasizes both content knowledge and pedagogical competence. Candidates pursuing a Multiple Subject, Single Subject, or Education Specialist credential must hold a bachelor's degree in a subject other than education from a regionally accredited college or university. Candidates must also acquire knowledge and demonstrate preparation to teach by completing a Commission-approved teacher preparation program. A formal recommendation to the Commission from the California college, university, or local educational agency where candidates completed the program is made. The State offers multiple routes to teaching certification, including traditional one-year post baccalaureate programs at institutions of higher education, district or university sponsored intern programs, and four-to five-year "blended" programs that allow for the concurrent completion of a baccalaureate degree (including subject matter requirements) and professional preparation. All credential programs, *no matter the delivery mode*, are held to the same standards of quality and effectiveness, and all programs include instruction in pedagogy and supervised teaching experience.

The credential most often held by those teaching in an elementary school classroom is the Multiple Subject Teaching Credential. This credential authorizes individuals to teach a variety of subjects in a self-contained classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

The appropriate credential to teach a specific subject such as mathematics or English in a departmentalized (single subject) classroom at the middle or high school level is the Single Subject Teaching Credential. This credential authorizes public school teaching in a departmentalized classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

A Single Subject Teaching Credential authorizes an individual to teach in one of the specific content areas listed below.

Table 3: Single Subject Credential Content Areas

Credential Content Areas	
Agriculture	Music
Art	Physical Education
Business	Science: Biological Science
English	Science: Biological Science (Specialized)
General Science (Foundational-Level)	Science: Chemistry
Health Science	Science: Chemistry (Specialized)
Home Economics	Science: Geoscience
Industrial and Technology Education	Science: Geoscience (Specialized)
Languages other than English	Science: Physics
Mathematics	Science: Physics (Specialized)
Mathematics (Foundational-Level)	Social Science

The Education Specialist Instruction Credential authorizes individuals to teach students with disabilities. This credential is separated into six authorizations: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairments, Deaf and Hard-of-Hearing, Physical and Health Impairments, and Early Childhood Special Education. The Early Childhood Special Education Credential is not included in the Title II report since it is not a credential that authorizes service in K-12 classrooms. Individuals seeking the Education Specialist Instruction Credential complete a special education preparation program that includes student teaching in the area of their chosen specialization plus verify subject matter competency.

Requirements for First- and Second-level Certification

Federal reporting guidelines require states to describe their certification structure using a common set of definitions adapted from the National Association of State Directors of Teacher Education Certification (NASDTEC). California’s two-tier credential structure for the multiple subject, single subject, or education specialist credentials fits the following definition of the Type A (Level I) and Type B (Level II) certificates.

Type A (Level I) certificate means a certificate issued upon completion of an approved program to an applicant who has met requirements of the issuing state relating to citizenship and moral, ethical, physical, or mental fitness, but has not completed ancillary requirements which must be met before issuance of a Type B certificate.

Type B (Level II) certificate means a certificate issued (1) upon completion of an approved program and all ancillary requirements established by the state, OR (2) after completing an alternative program, all post-secondary degree and ancillary requirements established by the state, and successfully completing not less than 27 months of professional employment in the function covered by the certificate.

Using these definitions, California's teaching credentials are classified as follows:

Table 4: First and Second Level Certificates

Type A (Level I)	Type B (Level II)
Preliminary Multiple Subject Credential	Clear Multiple Subject Credential
Preliminary Single Subject Credential	Clear Single Subject Credential
Preliminary Level I Education Specialist Credential	Clear Level II Education Specialist Credential

California Type A (Level I) Multiple Subject and Single Subject credentials are issued to beginning teachers for a maximum of five years and are non-renewable. Candidates are expected to complete additional requirements to earn the Type B (Level II) credential within the five-year period of the preliminary credential. Credentials governed by the Ryan Act and SB 2042 have the same requirements for earning the Level I (preliminary) credentials. However, the ancillary requirements differ for individuals pursuing a credential under the Ryan Act versus those who are pursuing the SB 2042 credential.

For Ryan candidates these requirements are: 1) a 5th year of academic study including 30 semester units and coursework in health education, special education, advanced computer education, and, beginning July 1, 2005, advanced preparation for teaching English Language learners, or 2) for candidates who received their preliminary credential on or after January 1, 1999, completion of a Commission-approved induction program.

For individuals pursuing the SB 2042 credential, options to complete the clear credential are a Commission-approved:

- Induction program offered by a school district, county office, or consortia;
- Teacher Induction Program offered by a college or university; or
- Clear Credential program only when there is no induction program available to the candidate.

Although completion of an induction program is the required route to a clear SB 2042 credential, current law allows candidates who obtained their preliminary credential before August 29, 2004 to satisfy the Level II requirements by completing the equivalent of one academic year of post-baccalaureate coursework, including work that meets the statutory requirements for health, special education, and advanced computer technology, plus either coursework or an examination to demonstrate an advanced preparation for teaching English language learners as required by AB 1059. AB 2210 (Chap. 343, Stats. 2004), signed by the Governor, eliminated the coursework option and deemed induction as the only route to the clear SB 2042 credential for candidates issued their preliminary on or after August 29, 2004. The Commission adopted regulations to implement the provisions of the law.

While both Ryan and 2042 credentials currently provide options for satisfying the Level II ancillary requirements, the Ryan Act initially required a 5th year of academic study and only later allowed induction to satisfy the requirements. SB 2042 was the inverse and required completion of an induction program to satisfy Level II requirements, but later allowed a Clear Credential program to substitute in situations where no induction program was available.

National Board Certification also satisfies Level II requirements for both Ryan and SB 2042 credentials.

California Type A (Level I) Education Specialist Credentials are issued to beginning teachers for a maximum of five years and are not renewable. Holders of these credentials must complete an approved program including an individualized induction plan to satisfy the Level II Education Specialist Credential.

The Clear Multiple or Single Subject Credential and the Clear Level II Education Specialist Credential are issued for a maximum of five years and may be renewed for 5-year periods.

A more comprehensive list of the credential requirements established by the Commission for the multiple subject, single subject, and education specialist credentials is included in Table 5 on the following page.² As explained above, this report includes data from some candidates who were subject to the requirements for obtaining a clear multiple or single subject credential under the provisions of the Ryan Act, while others fell under the new SB 2042 requirements. Consequently, the chart includes the requirements for both Ryan and SB 2042.

² Detailed information about requirements for the preliminary and clear teaching credential may be found at <http://www.ctc.ca.gov/credentials/requirements.html>

Table 5: Requirements for the Multiple Subject, Single Subject, and Education Specialist Credentials

PRELIMINARY		CLEAR	
Document Name	Requirements	Document Name	Requirements
<p>Preliminary Multiple Subject Teaching Credential</p>	<ul style="list-style-type: none"> • A baccalaureate or higher degree in a content area other than education from a regionally-accredited college or university; • Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission-approved subject-matter program;* • Completion of a commission-approved professional teacher preparation program including student teaching <u>and</u> formal recommendation by the program sponsor; • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Passage of the Reading Instruction Competence Assessment (RICA); • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • Completion of a foundational-level course in computer technology in educational settings. <p>*The subject-matter program option is available to those individuals who completed the subject-matter program and enrolled in a multiple subject teacher preparation program prior to July 1, 2004. For individuals enrolled in blended programs, candidates must be continuously enrolled and complete either a Ryan blended program by December 31, 2008 or an SB 2042 blended by June 30, 2009.</p>	<p>Clear Multiple Subject Teaching Credential</p>	<p><u>Ryan Candidates</u> All the requirements for the preliminary Multiple Subject Teaching Credential and one of the following options:</p> <p><i>Option 1:</i></p> <ul style="list-style-type: none"> ▪ Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-approved program; ▪ Completion of course in health education; ▪ Completion of a course in special education; ▪ Completion of a course in advanced computer technology in educational setting; and ▪ Beginning 7/1/05, completion of advanced coursework for teaching English Learners. <p><i>Option 2:</i> Completion of a Commission-approved teacher induction program which includes advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners (option required only for those with preliminary credentials issued on or after 7/1/03).</p> <p><u>SB 2042 Candidates:</u> Have completed requirements for and been awarded the five-year preliminary credential and:</p> <p><i>Option 1:</i> Completion of a Commission-approved teacher induction program which includes advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners.</p> <p><i>Option 2:</i> Completion of a fifth year of study completed at a California college or university with a Commission-approved teacher preparation program, securing that institution’s formal recommendation. Must verify completion of advanced coursework in all of the following: health education, special populations, computer technology, and teaching English Learners.</p> <p><u>Ryan and SB 2042 Candidates</u> Those certified by the National Board of Professional Teaching Standards in either Early Childhood, or Middle Childhood may be awarded the clear credential.</p>
<p>Preliminary Single Subject Teaching Credential</p>	<ul style="list-style-type: none"> • A baccalaureate or higher degree in a content area other than education from a regionally-accredited college or university; • Verification of subject matter competence (in the teaching authorization) by the passage of a subject-matter examination or completion of a Commission-approved subject-matter program (for specialized science only, passage of appropriate examination or by verification of completion of subject matter coursework from CTC) ; 	<p>Clear Single Subject Teaching Credential</p>	<p><u>Ryan Candidates</u> All the requirements for the preliminary Single Subject Teaching Credential and one of the following options:</p> <p><i>Option 1:</i></p> <ul style="list-style-type: none"> • Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-approved program;

PRELIMINARY		CLEAR	
	<ul style="list-style-type: none"> • Completion of a professional teacher preparation program including student teaching <u>and</u> formal recommendation by the program sponsor; • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • Completion of a foundational level course in computer technology in educational settings. 		<ul style="list-style-type: none"> • Successful completion of course in health education; • Successful completion of a course in special education; • Successful completion of a course in advanced computer technology in educational settings; and <ul style="list-style-type: none"> ▪ Beginning 7/1/05, completion of advanced coursework for teaching English Learners. <p><i>Option 2.</i> Completion of a Commission-approved teacher induction program which includes the advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners (option required only to those with preliminary credentials issued on or after 7/1/03).</p> <p><u>SB 2042 Candidates</u> Have completed requirements for and been awarded the five-year preliminary credential and:</p> <p><i>Option 1:</i> Completion of a Commission-approved teacher induction program which includes advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners.</p> <p><i>Option 2:</i> Completion of a fifth year of study completed at a California college or university with a Commission-approved teacher preparation program, securing that institution's formal recommendation. Must verify completion of advanced coursework in all of the following: health education, special populations, computer technology, and teaching English Learners.</p> <p><u>Ryan and SB 2042 Candidates:</u> Those who become certified by the National Board of Professional Teaching Standards may be awarded the clear credential in the subject area in which they have received national certification provided it is a subject in which CTC issue credentials.</p>
Preliminary Level I Education Specialist Instruction Internship Credential	<ul style="list-style-type: none"> • A baccalaureate or higher degree from a regionally-accredited college or university; • Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission-approved subject-matter program; • Completion of a professional Education Specialist preparation program including student teaching or internship <u>and</u> formal recommendation by the program sponsor • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Passage of the Reading Instruction Competence Assessment (RICA); • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • An offer of employment from a local education agency. 	Clear Level II Education Specialist Instruction Credential	<p>All the requirements for the Preliminary Level I Education Specialist Instructional Credential <i>and</i></p> <ul style="list-style-type: none"> ▪ Completion of an individualized induction plan; ▪ Completion of course in health education; ▪ Completion of a course in advanced computer technology in educational settings; ▪ Verification of two years of successful experience in a California public school (or private school with equivalent status) while holding the Preliminary Level I Education Specialist Instruction Credential; and ▪ Formal recommendation by the California teacher preparation program sponsor with a Commission-approved program through which the individualized induction plan was completed. ▪ National Board Option – those certified by the NB in the area of Exceptional Needs/Early Childhood through Young Adulthood may be awarded the clear

Specific Assessment Requirements

California uses a variety of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. Over the past several years, policy changes have been enacted related to the assessment of teacher candidates in California. As such, this section discusses (1) the assessment requirements for the reporting period 2007-2008; (2) the transition to a new subject matter examination program, the California Subject Examination for Teachers (CSET); and (3) changes in assessment requirements to align with the federal Public Law 107-110: No Child Left Behind Act (NCLB).

Requirements for 2007-2008 Reporting Period

The Commission operates one of the largest educator-testing systems in the country with over 200,000 individual examinations administered each year. Multiple subject, single subject, and education specialist teacher candidates are required to pass a basic skills assessment in order to obtain a preliminary or clear teaching credential. During the reporting period, California law required candidates to demonstrate subject matter knowledge by passage of a Commission-approved subject-matter assessment or by completing a Commission-approved subject-matter program of coursework in the field in which they will be teaching. Additionally, the State requires new Multiple Subject and Education Specialist Credential candidates to pass an assessment covering professional knowledge and competency in reading instruction prior to obtaining a preliminary credential.

For initial teacher certification or licensure, California uses the following written tests or performance assessments

- * Assessment of Basic Skills
- * Performance Assessment of Professional Knowledge and Pedagogy
- * Assessment of Subject Matter Knowledge

Each is addressed below with passing scores as noted:

The California Basic Educational Skills Test (CBEST) provides an assessment of a candidate's basic knowledge and skills in reading, writing, and mathematics. These skills are usually acquired through academic experience in high school and during the completion of baccalaureate degree requirements. The reading and math sections of the CBEST consist entirely of multiple-choice questions while the writing section requires examinees to construct two brief essays in response to specific topics. The test is delivered in English and all responses must be in English.

Table 6: Assessment of Basic Skills*

Test Name	State Cut Score	Test Score Range
California Basic Educational Skills Test (CBEST) in three sections: <ul style="list-style-type: none"> • Mathematics • Reading • Writing 	41 in each of three sections (Scores as low as 37 are acceptable if the total score is at least 123)	20-80 for each section

**As per SB 1209, out-of-state basic skills tests are accepted in lieu of CBEST starting 1/1/07.*

Passing CSET: Writing plus the 3 subtests of CSET: Multiple Subject is also accepted to fulfill the basic skills requirement.

While California Education Code Section 44252 (f) requires candidates to fulfill the basic skills requirement, typically done through passage of the CBEST, prior to admission to a program of professional preparation for diagnostic purposes, passage of the examination is not required for entry into the state’s teacher preparation programs. Programs are required to assure that candidates demonstrate proficiency in basic skills before advancing them to daily student teaching responsibilities. Candidates admitted to university or district internship programs are required to pass the CBEST prior to assuming their intern teaching responsibilities (California Education Code Section 44252 (b)). *All* candidates must meet the basic skills requirement before they can be recommended for the initial credential. In 2008, legislation was passed (California Education Code Section 44252 (b) (8)) to allow alternative means of demonstrating basic skills.

The Reading Instruction Competence Assessment (RICA) is designed specifically for testing professional knowledge in the area of teaching reading acquired through a program of professional preparation. All multiple subject and special education programs are required to include instruction in the teaching of reading in their methodology courses. Their candidates must pass the RICA to obtain certification.

Table 7: Performance Assessment of Professional Knowledge and Pedagogy

Test Name	State Cut Score	Test Score Range
Reading Instruction Competence Assessment (RICA)		
Written Examination	81	10-120
Video Performance Assessment	17	6-24

The purpose of the RICA is to ensure that candidates earning the initial Multiple Subject Teaching Credentials or Education Specialist Instruction Credentials (Preliminary Level I or Clear Level II) possess the necessary knowledge and skills to provide effective reading instruction to students. Candidates are required to demonstrate competence in each of the following domains:

- Planning and organizing reading instruction based on ongoing assessment,
- Developing phonological and other linguistic processes related to reading,
- Developing reading comprehension and promoting independent reading, and
- Supporting reading through oral and written language development.

The RICA consists of two assessment options: the RICA Written Examination and the RICA Video Performance Assessment. Candidates are required to pass one of these assessments; candidates choose the format. The Written Examination is a pencil and paper assessment that consists of multiple-choice and constructed-response questions. The Video Performance Assessment centers on a set of three candidate-created videotape packets that show the candidate teaching reading in a variety of settings: whole class, small group, and individual. Additionally, each video packet must include the videotaped instruction, a written instructional context form, and a written reflection form. Only about 1 percent of candidates utilize the video performance option when taking the RICA.

Candidates must pass RICA before they can be recommended for an initial credential, but passage is not required for candidates to complete a teacher preparation program. The Title II reports require institutions to provide pass rate information on all program completers. An

individual may be a ‘program completer’ but not yet have passed the RICA examination. California Education Code Section 44283 requires that candidates for an initial Preliminary or Multiple Subject Teaching Credential and candidates for the initial Preliminary Level I Education Specialist Instruction Credentials pass the RICA prior to receiving their credential. Passage of this assessment is not a requirement for the Single Subject Teaching Credential or for the Education Specialist in Early Childhood Special Education (ECSE).

Assessment of Subject Matter Knowledge

Since the Ryan Act of 1970, California has required candidates to demonstrate competency in the content area they will teach. Historically, candidates have had two options to demonstrate subject matter competence; passage of a subject matter examination or completion of an approved subject matter preparation program. Candidates who will teach individual subjects in departmentalized classrooms are required to demonstrate subject matter competency in one of 22 specific content areas. Content knowledge is almost always assessed prior to a candidate’s entry into a program of professional preparation, and verification of subject matter competency is required prior to the commencement of student teaching.

In response to NCLB highly qualified teacher requirements, the Commission, the State Board of Education, and the Department of Education worked to identify any teacher preparation requirements that were not aligned with federal requirements. Upon review, it was determined that California’s multiple subject credential subject matter preparation program option (that waived the examination requirement) was not consistent with NCLB requirements. As a consequence, beginning July 1 2004, every multiple subject credential candidate was required to pass the California Subject Examination Test (CSET) for Multiple Subjects. Multiple subject teachers who had gained certification between July 1, 2001 and July 1, 2004, were also required to pass the CSET in order to continue teaching in California schools.

With passage of the Individuals with Disabilities Education Act (IDEA) of 2004, candidates for the Education Specialist Instruction Credential are required to demonstrate subject matter competency. These candidates have the same options as general education teachers; multiple subject candidates must pass the state examination and single subject candidates must demonstrate subject matter competency through either completion of an approved subject matter program (or its equivalent) or passage of a state examination.

California verifies a single subject candidate’s knowledge of an academic content area by one of two methods: achievement of a passing score on an appropriate subject matter examination or completion of a Commission-approved subject-matter program or its equivalent. In 2007-08, fifty-three percent of Single Subject credential candidates used the subject matter examination option to demonstrate subject matter expertise. All other single subject candidates satisfied this requirement by completion of a Commission-approved subject matter program.

California utilizes a variety of subject matter assessments to verify academic content knowledge. These assessments are aligned with the specific content areas authorized in the following subject areas:

Table 8: California’s Credential Subject Matter Areas

Subject Matter Areas	
Multiple Subjects	Music
Agriculture	Physical Education
Art	Science: Biological Science
Business	Science: Biological Science (Specialized)
English	Science: Chemistry
General Science (Foundational-Level)	Science: Chemistry (Specialized)
Health Science	Science: Geoscience
Home Economics	Science: Geoscience (Specialized)
Industrial and Technology Education	Science: Physics
Languages other than English	Science: Physics (Specialized)
Mathematics	Social Science
Mathematics (Foundational-Level)	

California Subject Examination for Teachers (CSET)

All teacher candidates satisfying subject matter requirements for California certification by examination are now required to take the CSET. Examinations taken in 2007-2008 reflected the subject matter requirements and standards to verify subject matter competence for Multiple Subject, Single Subject Teaching Credentials and Education Specialist Instruction Credentials. Table 9 lists the examinations aligned to the standards that were used in 2007-2008 to assess content knowledge. The table contains an exceptionally large number of examinations because it represents a period of significant transition for California to new examinations that are aligned to subject matter requirements and the K-12 student academic content standards. Most content areas require candidates to take more than one exam.³

Table 9: Subject Matter Examinations for Preliminary Credentials, 2007-2008

Subject	Examination Name
Multiple Subject Credential and Education Specialist Credential: <i>A candidate must pass all examination(s) in one of the two boxes on the right to satisfy the subject matter requirement</i>	
Liberal Studies or Elementary Subject Matter ^a	MSAT: Content Knowledge MSAT: Content Area Exercises
	CSET Subtest I: Reading, Language, and Literature; History and Social Science CSET Subtest II: Science; Mathematics CSET Subtest III: Physical Education; Human Development; Visual and Performing Arts CSET Subtest IV: Writing
Single Subject Credentials and Education Specialist Credential: <i>A candidate must pass all examination(s) in one of the two boxes on the right to satisfy the subject matter requirement</i>	
Agriculture ^e	SSAT Agriculture
	CSET Subtest I: Plant and Soil Science; Ornamental Horticulture CSET Subtest II: Animal Science; Environmental Science and Natural Resource Management CSET Subtest III: Agricultural Business and Economics; Agricultural Systems and Technology

³ Additional current information about subject matter examinations may be found on the Commission’s website at: <http://www.ctc.ca.gov/credentials/CAW-exams.html>

Subject	Examination Name
Art ^d	SSAT Art Praxis II Art Making Praxis II Art: Content, Traditions, Criticisms, and Aesthetics
	CSET Subtest I: Artistic Perception; Historical and Cultural Context of the Visual Arts; Aesthetic Valuing CSET Subtest II: Creative Expression; Connections, Relationships, and Applications; History and Theories of Learning in Art
Business ^e	SSAT Business
	CSET Subtest I: Business Management; Marketing CSET Subtest II: Accounting and Finance; Economics CSET Subtest III: Information Technology; Business Environment and Communication
English ^a	SSAT Literature and English Language Praxis II English Language, Literature and Composition: Essays
	CSET Subtest I: Literature and Textual Analysis; Composition and Rhetoric CSET Subtest II: Language, Linguistics, and Literacy CSET Subtest III: Composition and Rhetoric; Literature and Textual Analysis CSET Subtest IV: Communications: Speech, Media, and Creative Performance
Health Science ^e	SSAT Health Science
	CSET Subtest I: Foundations of Health Education; Human Growth and Development; Chronic and Communicable Diseases CSET Subtest II: Nutrition and Fitness; Mental and Emotional Health; Alcohol, Tobacco, and Other Drugs CSET Subtest III: Family Life and Interpersonal Relationships; Consumer and Community Health; Environmental Health
Home Economics ^e	SSAT Home Economics
	CSET Subtest I: Personal, Family, and Child Development CSET Subtest II: Nutrition, Foods, and Hospitality CSET Subtest III: Fashion and Textiles; Housing and Interior Design; Consumer Education
Industrial & Technology Education ^e	SSAT Industrial and Technology Education
	CSET Subtest I: Nature of Technology CSET Subtest II: Power and Energy; Information and Communication; Project and Product Development
Languages Other than English	
- American Sign Language (a new subject area: administered for the first time on November 5, 2005)	CSET Subtest I: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest II: General Linguistics; Linguistics of the Target Language – American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics) CSET Subtest III: Linguistics of the Target Language – American Sign Language (Error Analysis); Language and Communication: Receptive Comprehension; Language and Communication: Expressive Production
- Arabic - Armenian - Farsi - Filipino ^f - Hmong - Khmer	CSET Subtest I: General Linguistics, Linguistics of the Target Language, Literacy and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest II: Language and Communication: Listening; Comprehension; Language and Communication: Reading; Comprehension; Language and Communication: Written Expression; Language and Communication: Oral Expression

Subject	Examination Name
- French ^d	SSAT French Praxis II French: Productive Language Skills Praxis II French: Linguistic, Literary and Cultural Analysis
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- German ^c	SSAT German
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Japanese ^c	SSAT Japanese
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Korean ^c	SSAT Korean
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Mandarin ^c	SSAT Mandarin
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Punjabi ^c	SSAT Punjabi
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Russian ^c	SSAT Russian
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Spanish ^d	SSAT Spanish
	Praxis II Spanish: Productive Language Skills Praxis II Spanish: Linguistic, Literary and Cultural Analysis

Subject	Examination Name
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Vietnamese ^c	SSAT Vietnamese CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
Mathematics ^a	SSAT Mathematics Praxis II Mathematics: Proofs, Models, and Problems, Part 1 Praxis II Mathematics: Proofs, Models, and Problems, Part 2 CSET Subtest I: Algebra; Number Theory CSET Subtest II: Geometry; Probability and Statistics CSET Subtest III: Calculus; History of Mathematics
Foundational-Level Mathematics ^b	CSET Subtest I: Algebra; Number Theory CSET Subtest II: Geometry; Probability and Statistics
Music ^d	SSAT Music Praxis II Music: Concepts and Processes Praxis II Music: Analysis CSET Subtest I: Artistic Perception; Historical and Cultural Foundations; Aesthetic Valuing CSET Subtest II: Creative Expression; Connections, Relationships, and Applications CSET Subtest III: Music Methodology and Repertoire
Physical Education ^d	SSAT Physical Education Praxis II PE: Movement Forms – Video Evaluation Praxis II PE: Movement Forms – Analysis & Design CSET Subtest I: Growth, Motor Development, and Motor Learning; Science of Human Movement CSET Subtest II: Sociology and Psychology of Human Movement; Movement Concepts and Forms; Assessment and Evaluation Principles CSET Subtest III: Professional Foundations; Integration of Concepts
Science:	
- Biological Science ^a	SSAT General Science SSAT Biology Praxis II Biology: Content Essays Praxis II General Science: Content Essays CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Biology/Life Science
- Biological Science (Specialized) ^b	CSET Subtest III: Biology/Life Science CSET Subtest IV: Biology/Life Science
- Chemistry ^a	SSAT General Science SSAT Chemistry Praxis II Chemistry: Content Essays Praxis II General Science: Content Essays

Subject	Examination Name
	CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Chemistry
- Chemistry (Specialized) ^b	CSET Subtest III: Chemistry CSET Subtest IV: Chemistry
- Geosciences ^a	SSAT General Science SSAT Geoscience Praxis II General Science: Content Essays
	CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Earth and Planetary Science
- Geosciences (Specialized) ^b	CSET Subtest III: Earth and Planetary Science CSET Subtest IV: Earth and Planetary Science
- Physics ^a	SSAT General Science SSAT Physics Praxis II Physics: Content Essays Praxis II General Science: Content Essays
	CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Physics
- Physics (Specialized) ^b	CSET Subtest III: Physics CSET Subtest IV: Physics
Social Science ^a	SSAT Social Science Praxis II Social Studies: Analytical Essays Praxis II Social Studies: Interpretation of Materials
	CSET Subtest I: World History; World Geography CSET Subtest II: U.S. History; U. S. Geography CSET Subtest III: Civics; Economics; California History

^a For examinations in Multiple Subjects, English, Mathematics, Sciences, and Social Science, only MSAT, Praxis II, and SSAT scores obtained prior to June 30, 2003 and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered on January 25, 2003.

^b The subject areas of Foundational-Level Mathematics and the Specialized Sciences were added in Spring 2003, and the CSET Subtest IV science tests became available in Fall 2003.

^c For LOTE examinations in German, Japanese, Korean, Mandarin, Punjabi, Russian, and Vietnamese, only SSAT scores from an administration prior to November 6, 2004, and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered in November 6, 2004.

^d For examinations in Art, French, Music, Physical Education, and Spanish, only Praxis II and SSAT scores from an administration prior to November 6, 2004, and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered on November 6, 2004.

^e For examinations in Agriculture, Business, Health Science, Home Economics, and Industrial and Technology Education, only SSAT scores obtained prior to June 30, 2005, and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered on September 10, 2005.

^f Languages Other Than English: Filipino was first administered on November 4, 2006. Arabic, Armenian, Farsi, Hmong, Khmer were added in 2007-2008.

Future Assessment Requirements

California State law requires that teacher preparation programs include a performance assessment of each preliminary multiple and single subject credential candidate's teaching ability. The Commission completed the development of a model teaching performance assessment, the California Teaching Performance Assessment (Cal TPA) that program sponsors may choose to embed in their programs. The model includes both formative assessment data as

well as summative assessment data for each credential candidate and pilot testing and field review have been conducted. The assessment system contains a set of performance tasks and task-specific rubrics, assessor training, and administrator training. Alternatively, program sponsors may choose to develop their own teaching performance assessments or select other Commission approved assessments that meet the same standards as the Cal TPA. Pursuant to SB 1209 (Chap. 517, Stats. 2006), each teacher preparation program is required to embed a teaching performance assessment (TPA) into the preparation program by July 1, 2008 and candidates enrolling then or after in the program will be required to satisfy this.

Alignment of Standards and Assessments

This section of the report provides a brief background of California's recent teacher preparation reform efforts including a description of state standards for programs and teachers. Further, this section describes the alignment between teacher certification requirements and assessments and the standards and performance assessments established for California public school children.

Standards and Criteria for General Education Teacher Certification

After extensive input from California educators, administrators, and policymakers, the Commission adopted four sets of SB 2042 standards.⁴ They are as follows:

- *Standards of Quality and Effectiveness for Elementary Subject Matter Preparation*, adopted September 2001.
- *Standards of Quality and Effectiveness for Teacher Preparation Programs*, adopted September 2001, updated March 2007, April 2008, and January 2009.
- *Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation*, adopted October 2001.
- *Standards of Quality and Effectiveness for Teacher Induction Programs*, adopted March 2002, revised and updated June 2008.

Pursuant to SB 1209 (Chap. 527, Stats. 2006), the professional teacher induction program standards were reviewed, revised, and adopted by the Commission in June 2008. The review and revision were focused on areas of redundancy and duplication with the preliminary preparation programs.

Through its accreditation review process (described below), the Commission holds institutions accountable for ensuring that programs meet standards of quality and effectiveness and for ensuring that candidates meet prescribed competence standards.

In addition to the requirements identified in the *Teacher Certification in California* section of this report, the Commission has established Teaching Performance Expectations (TPEs) that describe what beginning teachers should know and be able to do regardless of pupil level or content area. These expectations define the levels of pedagogical competence and performance the Commission expects all candidates to attain as a condition of earning an initial teaching credential.⁵ The Commission expects institutions and districts preparing prospective teachers to

⁴ Information about the Commission's SB 2042 standards may be found at <http://www.ctc.ca.gov/educator-prep/program-standards.html>.

⁵ A detailed description of the standards may be found in the following documents: *Standards of Quality and Effectiveness for Teacher Preparation Programs* and *Standards of Quality and Effectiveness for Education Specialist Credential Programs*, California Commission on Teacher Credentialing. Available online at: www.ctc.ca.gov/educator-prep/program-standards.html

verify individual attainment of the performance expectations prior to recommending a candidate for a teaching credential:

The Teaching Performance Expectations (TPEs)

- A. Making Subject Matter Comprehensible to Students
TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction
- B. Assessing Student Learning
TPE 2 – Monitoring Student Learning During Instruction
TPE 3 – Interpretation and Use of Assessments
- C. Engaging and Supporting Students in Learning
TPE 4 – Making Content Accessible
TPE 5 – Student Engagement
TPE 6 – Developmentally Appropriate Teaching Practices
TPE 7 – Teaching English Learners
- D. Planning Instruction and Designing Learning Experiences for Students
TPE 8 – Learning about Students
TPE 9 – Instructional Planning
- E. Creating and Maintaining Effective Environments for Student Learning
TPE 10 – Instructional Time
TPE 11 – Social Environment
- F. Developing as a Professional Educator
TPE 12 – Professional, Legal, and Ethical Obligations
TPE 13 – Professional Growth

Effective July 1, 2008, SB 2042 requires that the performance assessments be embedded in multiple and single subject preparation programs. Consistent with California law, teacher preparation programs may develop their own assessment or may use the Commission developed model, the California Teacher Performance Assessment (Cal TPA). The Commission must review and approve each TPA assessment model before it can be used to document candidates' readiness for a credential. To date, three performance assessments have been approved for use by the Commission.

The Cal TPA provides teacher candidates with both formative and summative assessment data. The formative data consists of detailed feedback that assists candidates in documenting the quality of their teaching and focusing on those aspects of teaching in which they need further development and support. The summative data indicates the degree to which candidates have successfully accomplished the performance tasks that comprise the Cal TPA. All candidates need to pass a performance assessment in order to be recommended for a preliminary credential.

The Standards of Quality and Effectiveness for Teacher Preparation Programs include standards related to: program design, governance, and qualities; preparation to teach curriculum to all students in California schools; preparation to teach all students in California schools; and supervised field work. These standards cover critical areas such as classroom management, reading instruction, child development, assessing students in relation to the K-12 academic content standards, intervening to help students meet the K-12 standards, computer skills, students with special needs, and English learners. Credential-specific *Standards of Quality and*

Effectiveness have been adopted for all teaching credentials in California and describe the qualities that must be met by all teacher preparation programs in California.

Teachers of English learners must hold an appropriate authorization for English language development, specially designed academic instruction delivered in English, or content instruction delivered in the primary language. Pursuant to AB 1059 (Chap. 711, Stats. 1999), all California Ryan Multiple and Single Subject Credential teacher preparation programs were required to satisfy the standard established by the Commission for the preparation of teachers to serve English learners. These AB 1059 coursework requirements--and an English learner credential authorization--are now embedded in Multiple and Single Subject programs that have received SB 2042 approval from the Commission on Teacher Credentialing. For credential holders who did not complete AB 1059/SB 2042 approved coursework, or who have not yet earned an equivalent authorization to teach English learners, several options are available including the California Teachers of English Learners (CTEL) program or examination.

Standards and Criteria for Special Education Teacher Certification

A standards design team was appointed by the Executive Director of the Commission in 2006 to review the credential requirements and program standards for preparing special education teachers. Draft standards were developed by the Design Team and adopted by the Commission in December 2008. Currently the programs are transitioning to the updated standards. In addition, Teaching Performance Expectations (TPEs) for Special Educators are being reviewed by the field and will return to the Commission for adoption in Fall 2009.

Standards and Criteria for Subject Matter Preparation Programs

The *Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential* include standards related to the substance of subject matter program curriculum, qualities of the subject matter program curriculum, leadership and implementation of the subject matter programs, and content specifications for the subject matter requirement for the multiple subject teaching credential. Completion of this subject matter preparation prepares multiple subject candidates for the CSET: Multiple Subjects examination but does not waive candidates from the requirement to pass the examination.

In June 2002, the Commission adopted new subject matter requirements for mathematics, science, social science, and English. In January 2004, the Commission adopted new subject matter requirements and standards in four additional subject areas – art, languages other than English, music, and physical education. The requirements for these eight subject matter areas are aligned with the state student content standards as well as standards established by national teacher associations in each subject area (i.e., National Council of Teachers of Mathematics, National Council for the Social Sciences, National Art Education Association, National Council of Teaching of Foreign Language.) The teacher certification standards for these subject areas have been completed and assessments for teacher candidates in those subject areas are now fully aligned with the new subject matter requirements. In addition, the Commission developed new subject matter requirements and standards in five additional subject areas – agriculture, business,

health science, home economics, industrial and technology education, and LOTE in American Sign Language (ASL). They were approved by the Commission at their January-February 2005 meeting. Since then, LOTE in Filipino was approved in 2006 and LOTE in Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer were approved in 2007. The CSET content specifications in all of these subject areas have also been aligned with the state student content standards.

Standards for Practicing Teachers

In 1997, the Commission adopted, the State Board of Education endorsed, and the Superintendent of Public Instruction approved the *California Standards for the Teaching Profession* setting forth the standards for professional teaching practice in California. The standards were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a vision of the scope and complexity of teaching. The *California Standards for the Teaching Profession* guide teachers as they define and develop their practice.⁶

Under SB 2042, the two-tiered credentialing system includes a two-year induction period as a path to earn the clear credential. Teachers who hold a preliminary credential and are pursuing this path to the clear credential must complete the two-year teacher induction program of support and formative assessment during their first two years of teaching.

In June 2008, the Commission adopted revised *Standards of Quality and Effectiveness for Teacher Induction Programs*. These standards establish the expectations of the Commission and the Superintendent of Public Instruction for new teacher induction. By design, these standards, coupled with standards for subject matter preparation and standards for professional teacher preparation reflect a learning to teach continuum. Only induction programs that meet these standards may recommend candidates for a clear (Type B) teaching credential.

In California, induction programs may be offered by public K-12 school districts, county offices of education, and/or institutions of higher education. Local educational agencies may apply for and receive state funding to support induction programs through the Beginning Teacher Support and Assessment Program (BTSA), a program administered jointly by the Commission and the California Department of Education.

As of August 2009, the Commission had approved 164 BTSA programs as induction programs that are aligned with SB 2042 and the Commission's adopted standards for teacher induction programs. The Commission will consider any new proposals for SB 2042 induction programs as they are submitted.

⁶ Additional information about the *California Standards for the Teaching Profession* may be found at the following website: <http://www.btsa.ca.gov/ba/pubs/pdf/cstpreport.pdf>

Standards and Assessments for Students in Public Schools

The California State Board of Education adopted a set of core academic content standards in a variety of curriculum areas for students in kindergarten through grade 12: English-language arts, mathematics, history-social science, science, visual and performing arts, physical education, health education, and career and technical education. The K-12 academic content standards are the basis for the subject matter frameworks, the adoption of instructional materials, and the standards-aligned tests in California's student performance assessment system.⁷

California's student assessment system, the California Standardized Testing and Reporting (STAR) program, was authorized by the Governor and the Legislature in 1997. The STAR program currently has four components: (1) the California Achievement Test, Sixth Edition Survey (CAT/6), published by CTB/McGraw-Hill; (2) the California Standards Test (CST) produced for California public schools; (3) California Alternative Performance Assessment (CAPA), a new assessment for students with significant cognitive disabilities, who are not able to take the CSTs or the CAT/6; and (4) the Standards-Based Tests in Spanish (STS), an achievement test designed to align with California's reading/language arts and mathematics content standards for students whose native language is Spanish.

Beginning in 2003, the California Achievement Test, Sixth Edition Survey (CAT/6) replaced the Stanford 9 (SAT 9) in California. The CAT/6 is a nationally normed multiple-choice achievement test used to compare how California students are doing in relation to students of the same grade level nationwide. Public school students in grades 2 - 11 are tested in reading, language (written expression), mathematics, and spelling. Students in grades 9 - 11 are tested in reading, mathematics, and science.

The California Standards Tests (CST) in English language arts, mathematics, science, and history-social science are comprised of items that were developed specifically to assess students' performance on California's content standards. The State Board of Education adopted the content standards that specify what all California children are expected to know and be able to do. The content standards are grade and content area specific.

Alignment of Teacher Credential Standards with California Student Content Standards

Pursuant to subdivision (a) of California Education Code §60605, SB 2042 requires that each candidate recommended for a credential demonstrate satisfactory ability to assist students to meet or exceed state content and performance standards for pupils. The standards-based credential system is intended to hold programs and candidates accountable for teaching and learning and reflect congruence with California's K-12 academic content standards. Each of the various pathways for earning a preliminary credential – integrated programs of subject matter preparation and professional preparation, post baccalaureate programs of professional preparation, and internship programs of professional preparation – reflect this requirement.

⁷ Additional information about California's academic content standards for students may be found at: www.cde.ca.gov/be/st/ss/

Statewide and Institutional Pass Rates

This section of the report provides statewide information about the number of individuals who completed programs of professional preparation in the 2007-2008 academic year and information about the performance of those candidates who took any assessments required for initial certification in California. The performance data are based on the institutional report card data submitted by the 90 postsecondary institutions and school districts that were approved by the Commission to offer Multiple Subject, Single Subject, and Education Specialist credential programs in California for the 2007-2008 academic year.

In addition, this section of the report also explains the third year cohort update pass rate data for the 2004-2005 year included as Appendix A.

Statewide Assessments Used for Certification

In accordance with the federal reporting guidelines of the Higher Education Act, this report provides a ranking of institutions based on pass rates for the California Basic Educational Skills Test (CBEST), subject matter content examinations, and the Reading Instruction Competence Assessment (RICA). Table 10 on the next page indicates the specific California examinations used in the reporting of the assessment categories and a description of the State requirements for those examinations.

Important Note: The knowledge assessed by the CBEST and subject matter examinations is not typically acquired through the teacher preparation program. Verification of basic skills is required prior to recommendation for the credential while subject matter knowledge is required before advancement to the supervised classroom teaching portion of a teacher preparation program. The RICA is currently the only assessment required for certification that is designed to test a portion of the professional knowledge acquired through a program of professional preparation. Since passage of this exam is not a requirement for the Single Subject Teaching Credential, the RICA performance data in this report are specific to candidates completing Multiple Subject and Education Specialist credential programs only.

Table 10: Description of the Assessments Used

Assessment Categories	Description of the Examination	Who must take the Examination(s)	When passage of the examination(s) is required
Basic Skills	CBEST – the assessment of basic skills in reading, writing, and math	Multiple subject, single subject, and education specialist credential candidates	Before recommendation for the credential
Professional Knowledge/ Pedagogy	RICA – the assessment of the skills and knowledge necessary for the effective teaching of K-8 reading	Multiple subject and education specialist credential candidates	Before recommendation for the credential
Academic Content Areas	Assessment of subject matter content knowledge (as specified by federal guidelines) for art, English, languages other than English, math, music, social science, and sciences	Any single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers	Before advancement to the supervised classroom teaching portion of the teacher preparation program or teacher placement for intern positions
Other Content Areas	Assessment of subject matter content knowledge (as specified by federal guidelines) for multiple subject, agriculture, business, health science, home economics, industrial technology education, and physical education	Any single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers, and, all multiple subject credential candidates	Before advancement to the supervised classroom teaching portion of the teacher preparation program or teacher placement for intern positions

Institutional Pass-Rate Data for Academic Year 2007-2008

For purposes of federal reporting, a distinction is made between candidates who completed programs of teacher preparation and those recommended for credentials. Program completers are defined as candidates who completed all the academic requirements of a Commission-approved teacher preparation program. These requirements do not include any of the following California requirements:

- Possession of a baccalaureate degree or higher degree from a regionally-accredited institution of postsecondary education;
- Passage of a basic skills examination before student teaching;
- Completion of subject matter requirement either by passing a subject matter examination or completing an approved program;
- Completion of a course or passage of an examination in the principles and provisions of the United States Constitution;
- A criminal background check as specified by the Commission;
- Passage of the Reading Instruction Competence Assessment (RICA) as a state requirement for the Multiple Subject Teaching Credential and the Education Specialist Credential.

Pass rate information in Appendix A represents aggregate data for candidates who have completed a teacher preparation program in California and have taken examinations to fulfill any of their credential requirements. Although California considers California's university and district intern programs to be equivalent to traditional programs associated with institutions of higher education, Title II reporting requirements mandate that pass rate data for alternative routes to certification be reported separately from those of "traditional" programs. Pass rate information for programs and subject areas with less than ten program completers is not included.

Procedures for developing the institutional rankings are explained in the National Center for Education Statistics manual entitled *Title II Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.⁸ The methodology prescribed in the guide requires pass rate percentages to be reported to the nearest whole percent.

Caution should be exercised when interpreting aggregate pass-rate data for the summary and individual assessment categories. Also, not all "program completers" are required to take all the assessments reported and the assessments are taken in various stages of their preparation.

Pass rates may be influenced by a number of variables including program size. One candidate's performance has a larger impact on smaller programs than on larger programs. For example, a program with 20 program completers would have a 100% overall pass rate if all of its program completers passed all the assessments they took for credentialing purposes (e.g., CBEST, subject matter tests, and RICA). But if one program completer did not pass all assessments, the

⁸ A copy of this guide is available on the following website: www.title2.ed.gov/default.asp

institutional pass rate would be 95%. If the same situation occurred in a program with 200 program completers, the overall pass rate would be 99.5%

Overall program quality is determined by a variety of factors, including the extent to which programs meet standards of quality and effectiveness. Institutional reports included in Appendix B provide the necessary context for analyzing the merits and features of an individual teacher preparation program.

Overall summary pass rates for traditional teacher preparation program sponsors for the 2007-2008 academic year are high, from 93 percent to 100 percent. Overall summary pass rates for alternative preparation programs ranged from 89 percent to 100 percent. It is critical to note that pass rates at or near 100 percent are not uncommon as assessments used in the reporting are requirements for the credentialing of teachers, and “program completers” by definition have completed the academic coursework portion of their teacher preparation programs.

Pass rates for the RICA for both traditional preparation programs and alternative routes to certification range from 86 percent to 100 percent. Because the content of the RICA is taught during program coursework for Multiple Subject and Education Specialist credentials, pass rates for this exam are high. As noted earlier, the content knowledge assessed by CBEST and subject matter examinations is not acquired through the teacher preparation program. Due to the nature of the CBEST and subject matter examinations, the expected pass rate was 100 percent. However, slight variances were found primarily due to administrative errors and/or reporting responsibilities.

The following figure provides total number of persons who received initial certification in the state and persons who completed their teacher preparation outside of California during the 2007-2008 academic year.

Figure 2: Statewide Certification Data for 2007-2008

19,387 Total number of persons who received initial certification or licensure in the state during the 2007-2008 academic year. This number includes individuals who completed programs of professional preparation through traditional and alternate routes:

Credential Type	Number
Multiple Subject	9,747
Single Subject	6,686
Education Specialist	2,954

3,933 Total number of persons who completed their teacher preparation outside of California and received initial certification or licensure in California during the 2007-2008 academic year.

Credential Type	Number
Multiple Subject	1,492
Single Subject	1,803
Education Specialist	638

Third-year Cohort Update

Title II requires preparation programs and state licensing boards to update pass rate information three years after first reporting the data on a particular cohort of program completers. The objective of this requirement is to capture data on teacher credentialing candidates who had completed a program of teacher preparation at the time of the original reporting cycle, but who had not yet passed one or more of the required examinations, and have since done so.

Appendices A-3 and A-4 contain the third-year cohort update for program completers in the academic year 2004-2005.

Assessing the Performance of Preparation Programs

Since the Ryan Act of 1970, the Commission has been responsible for oversight of programs that prepare future educators. The Commission's accreditation system holds *all* teacher preparation programs to the same standards of quality and effectiveness. Since the adoption of the first *Accreditation Framework* in 1993, the Commission has maintained a comprehensive accreditation system that includes regular, rigorous reviews of the colleges and universities, school districts, county offices of education, and other entities.

Recommendations for revisions to the accreditation system were made through a process that included a work group representing all stakeholders in teacher preparation. The Commission has approved the revised accreditation system and implementation began in the 2007-2008 academic year.

One significant shift in the system was to distribute the accreditation activities over a seven year cycle rather than cluster activities in a site visit that occurs once every seven years. A second significant shift in the system is the reporting of candidate competence data for all educator preparation programs to the Commission. This is accomplished by completion and submission of Biennial Reports. There is an expectation that all programs engage in regular data collection and use the analysis of the data to make programmatic improvements.

Procedures for Assessing the Performance of Educator Preparation Programs

California's accreditation system is governed by a revised *Accreditation Framework* adopted by the Commission in December 2007. Under the Commission's accreditation system, institutions are required to meet nine Common Standards of program quality and effectiveness that apply to all credential programs, as well as specific program standards of quality and effectiveness that apply to each educator preparation program offered by the institution.⁹

In order to determine the quality of teacher preparation programs, three different activities provide insight into an accreditation decision. They are Biennial Reports, Program Assessment, and Site Visits. Each of the activities is explained below.

Biennial Reports

Biennial Reports focus on candidate data. Every credential preparation program reports to the Commission how it utilizes data to guide on-going program improvement activities. Biennial reports move accreditation away from a "snapshot" approach to an on-going cycle of data collection and analysis. The Biennial Report process recognizes that effective practice means program personnel are engaged constantly in the process of evaluation and program improvement.

⁹ Additional information about the Commission's standards for educator preparation programs may be found in the following documents: *Standards of Quality and Effectiveness for Teacher Preparation Programs for Multiple and Single Subject Credentials*. Available online at <http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>

Accreditation Framework, California Commission on Teacher Credentialing. Available online at: http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf.

The Biennial Report includes a section in which the institution briefly describes its credential preparation programs, summarizes the number of candidates and completers in each program, and provides a brief update on changes made to the programs since the last Biennial Report was submitted. The report also includes a section in which institution leadership identifies trends observed across educator preparation programs and describes institutional plans for remedying concerns identified by the data. Program-specific improvement efforts must align to appropriate Common or Program standards.

Review Process

Staff reviews Biennial Reports to ensure 1) completion of the report by each approved credential program, 2) inclusion of candidate data, 3) analyses of candidate and program data, and 4) articulation of the next steps or action plan that reflects the data analyses and is aligned with Program and/or Common Standards. Staff summarizes the information for the Committee on Accreditation (COA).

Institutions will be notified of receipt and review of the Biennial Report. It is possible that information provided by an institution in a Biennial Report could reveal a significant concern with the operation or efficacy of a credential program. In such cases, the COA could request additional information from the institution, directing staff to hold a technical assistance meeting with the institution to address the concerns, or scheduling a focused site visit to be conducted by members of the Board of Institutional Reviewers (BIR), which would be different from the regularly scheduled accreditation site visit. However, only after a site visit by members of the BIR would the institution be subject to stipulations or denial of accreditation.

Use by Review Teams

When an institution submits documents for Program Assessment (year 4 of the accreditation cycle) and when preparing for a Site Visit (year 6 of the cycle), Biennial Reports will be sent to the appropriate review team to provide them with a more comprehensive representation of the institution's activities over time. Reports will be used by these review teams as another source of information upon which standards findings and accreditation recommendations are based. Findings on standards and accreditation recommendations may not be based solely on information provided in Biennial Reports.

Program Assessment

Program Assessment takes place in year four of the accreditation cycle and examines each approved program individually. It is the feature of the accreditation system that asks institutions to report on how the approved program meets the standards—either approved California program standards, experimental program standards, or national or professional program standards. Institutions also submit in-depth information about the assessments the program uses to determine candidate competence. Program Assessment informs the Site Visit, which takes place in year 6 of the accreditation cycle.

Review Process

The Program Assessment document will be reviewed by trained members of the BIR who have expertise in the specific program area. The reviewers will also have access to the Biennial Reports that have been submitted. Reviewers will be looking for the following:

- Does the narrative describe how the standard is met?
- Does the implementation, as described, meet the standard?
 - That is, if there are key phrases in the standard, such as “multiple systematic opportunities to” or “candidates demonstrate in the field” has the program demonstrated that it meets the specific requirements of the standard?
- Does the evidence provided substantiate the claims made in the narrative?

Use by Review Teams

Teams of two trained BIR members read each Program Assessment document. They read to determine if the standard has been met. Programs receive feedback on the review and may submit additional information. The Program Assessment completed by BIR readers is forwarded to the COA six months to a year before the scheduled Site Visit. Readers submit any outstanding questions or areas of concern to the COA and the Committee will ensure that the site review team investigates the issue(s). The COA reviews the program reports, preliminary findings, and questions/areas of concern to determine the size and composition of the accreditation site review team. If reviewers find no issues or concerns through program assessment, it may be determined that it is unnecessary to review any program in detail at the site visit. If reviewers identify issues that warrant further review or if questions remain unanswered at the conclusion of the Program Assessment, the 6th year site visit may include a more detailed review of such programs.

Site Visits

An accreditation team visits each institution in the sixth year of the accreditation cycle. The institution prepares for a site visit that focuses mainly on the Common Standards, but may include any program areas identified in advance by the COA as a result of the program assessment process. Biennial Reports, Program Assessment documents, including the Preliminary Report of Findings will be made available to the site review team. The site visit will result in an accreditation recommendation for consideration and action by the COA.

Review Process

The accreditation site visit team is composed of 3 to 7 BIR members, responsible for reviewing evidence that substantiates and confirms, or contradicts, the preliminary findings of Program Assessment. The team also reviews evidence to determine if the educational unit meets the Common Standards. Evidence comes from a variety of sources representing the full range of stakeholders, including written documents and interviews with representative samples of significant stakeholders. Each program in operation participates fully in the interview schedule. The COA may add additional members to the team with expertise in specific program areas(s) identified as needing additional study during the site visit. The site visit team makes an accreditation recommendation to the COA who has the responsibility for making the accreditation decision, as described below.

Commission Review

Summary information about each of the accreditation activities is included in the Annual Report on Accreditation submitted by the COA to the Commission. The report can be found at http://www.ctc.ca.gov/reports/coa_2007_08_annual_report.pdf

Procedures for Determining Educator Preparation Program Accreditation

After reviewing the recommendation of a site visit team that includes information from all the accreditation activities, the COA makes a decision about the accreditation of educator preparation programs at an institution. The *Accreditation Framework*, which guides the accreditation process, calls for three categories of accreditation decisions: Accreditation, Accreditation with Stipulations, and Denial of Accreditation. Within that rubric, the COA makes one of five decisions pertaining to each institution:

Accreditation – The institution has demonstrated that, when judged as a whole, it meets or exceeds the Common and Program Standards. The institution is judged to be effective in preparing educators and demonstrates overall quality in its programs and general operations.

Accreditation with Stipulations – The institution has been found to have some Common Standards or Program Standards not met or not fully met. The deficiencies are primarily technical in nature and generally relate to operational, administrative, or procedural concerns. The institution is judged to be effective overall in preparing educators and general operations.

Accreditation with Major Stipulations – The institution has been found to have significant deficiencies in Common Standards or Program Standards. Areas of concern are tied to matters of curriculum, field experience, or candidate competence. The institution demonstrates quality and effectiveness in some of its credential programs and general operations, but effectiveness is reduced by the identified areas of concern.

Accreditation with Probationary Stipulations – The institution has been found to have serious deficiencies in Common Standards or Program Standards. Significant areas of concern tied to matters of curriculum, field experience, or candidate competence in one or more programs have been identified. A probationary stipulation may require that severely deficient programs be discontinued. The institution may demonstrate quality and effectiveness in some of its credential programs and general operations, but the effectiveness is overshadowed by the identified areas of concern.

Denial of Accreditation – The institution has been found to routinely ignore or violate the Common Standards or Program Standards. The institution does not have minimal quality and effectiveness in its credential programs and operations and the level of the competence of the individuals being recommended for credentials is in serious question. The denial of accreditation results in the removal of the authority for operating credential programs in California.

Institutions accredited with stipulations are required to address the stipulations within one calendar year. Institutions are required to prepare a written report with appropriate documentation that they have taken action to address the stipulations. In the case of major or probationary stipulations, institutions are also required to prepare for a re-visit that focuses on

the areas of concern noted by the accreditation team during the original visit. Throughout this process, institutions receive technical assistance from Commission staff in developing responses and preparing for re-visits.

An institution receiving Denial of Accreditation is required to take immediate steps to close all credential programs at the end of the semester or quarter in which the COA decision took place. The institution is required to file a plan of discontinuation within 90 days of the Committee's decision, which outlines the institution's effort to place enrolled students in other programs or provide adequate assistance to permit students to complete their particular programs. The institution is prohibited from re-applying for accreditation for two years and is required to make a formal application to the COA that includes the submission of a complete institutional self-study report. The self-study must clearly indicate how the institution has attended to all problems noted in the accreditation team report that recommended Denial of Accreditation.

Criteria Used to Classify Low Performing Preparation Programs

The COA monitors the quality of educator preparation programs through its accreditation system. Accreditation is granted to those institutions that meet the Commission's standards of quality and effectiveness. Institutions that do not meet Commission standards are precluded from offering educator preparation programs in California.

The State uses its accreditation procedures to identify and assist low-performing institutions and those at risk of becoming low performing programs of teacher preparation. For the purpose of meeting the requirements of Title II, section 208(a) of the Higher Education Act, California uses the following procedures and criteria concerning low-performing institutions:

Low-Performing Institutions - An institution that is determined by an accreditation review team and the COA to have failed to meet the Commission's standards of quality and effectiveness would be designated as low-performing and would be denied accreditation. An institution denied accreditation is prohibited from offering teacher preparation programs in California for a minimum of two years. At the end of such time, the institution can reapply and is required to submit a formal application and demonstrate that the problems identified in the original institutional review have been addressed.

At Risk of Becoming Low-Performing – An institution that is determined by an accreditation review team and the COA to receive Accreditation with Probationary Stipulations is at risk of becoming a low-performing institution. Such an institution is required to respond to the stipulations and provide evidence within one calendar year that the concerns noted by the review team have been addressed. Institutions receiving Accreditation with Probationary Stipulations are required to have a re-visit that focuses on the areas of concern noted by the accreditation team during the original visit.

Currently, California has one teacher preparation institutions (Alliant International University) which has been identified as *At Risk of Becoming Low-Performing*. The institution has had stipulations identified and placed upon them. Commission staff is closely monitoring activities at this institution, action plans to address the stipulations are due in the coming months, and a revisit will take place within one year.

Alternative Paths to Certification

Within the California context, it is critical to distinguish between alternative certification and alternative paths or routes to certification. While California has *alternative paths* to the teaching credential, it does not have *alternative credentials*. As previously discussed, there are four types of teaching credentials in California: (1) Multiple Subject; (2) Single Subject; (3) Education Specialist; and (4) Designated Subjects Credential. Regardless of whether an individual has met all the necessary requirements for one of the four types of teaching credentials through the traditional means, a one-year post-baccalaureate program at an institution of higher education, a four- to five-year “blended” program that allows for the concurrent completion of subject matter and professional preparation, or a district or university sponsored intern program, the resulting credentials issued are identical. Further, all programs, including intern programs, are required to meet uniform standards of program quality and effectiveness established by the Commission. All programs include instruction in pedagogy and supervised teaching experiences. All programs are required to ensure that prospective teachers meet the teaching performance expectations prior to completing the program.

The most frequently used alternative route to teaching in California is enrollment in an internship program. Internship programs are designed to provide formal teacher preparation to qualifying individuals concurrent with their first year or two of paid teaching. Interns benefit from a close linkage between their teacher preparation and classroom experience, as they are able to immediately put newly acquired skills and knowledge into practice in the classroom. California offers two types of internship programs, those offered by universities and those offered by local education agencies.

University internship programs provide one- or two-year internships leading to basic teaching credentials, specialist teaching credentials, and service credentials. School districts and county offices of education collaborate with local universities in the planning and implementation of professional instruction, support, supervision, and assessment of interns.

District intern programs are two or three-year programs operated by local school districts or county offices of education in consultation with accredited colleges and universities. These interns acquire basic teaching credential and specialist teaching credentials by completing on-the-job training coupled with intensive professional development. District Intern programs are required to provide each intern with the support and assistance of a mentor teacher or other experienced educator, and to create a professional development plan for the interns in the program.

In December 2007, the Commission took action to require multiple subject, single subject, and education specialist interns to complete 120 clock hours (or the semester and quarter unit equivalent) of initial teacher preparation prior to issuance of an Internship Credential. The pre-service component must include foundational preparation in pedagogy, including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

Legislation enacted in 2001, SB 57 (Scott, Chap. 269, Stats. 2001), allows qualified people to become multiple and single subject teachers by entering an internship program and successfully completing the Teaching Foundations Examination (TFE) in their field and performance assessment in lieu of traditional teacher preparation course work and student teaching. Under SB 57, credential candidates still need to meet the existing requirements of a bachelor's degree, subject matter competence, US Constitution, computer technology, basic skills, and character fitness to qualify for a credential. Those seeking the Multiple Subject credential also need to pass the RICA. Individuals then have the opportunity to "challenge" traditional teacher preparation course work by taking a test, scored in a manner consistent with California requirements, that covers topics such as teaching methods, learning development, diagnosis and intervention, classroom management and reading instruction. Individuals who pass this test may enter a state-funded teacher internship program, and be eligible for early completion of the program by passing the teaching performance assessment on their initial try, and being observed in a classroom setting. Observations by trained assessors will measure the candidate's skills in classroom management, instructional strategies, and assisting all students to learn. Individuals that are recommended by the programs would be awarded a preliminary teaching credential. Candidates have an early completion option to earn a clear credential by completing the requirements of a state-approved induction program at a faster pace than traditionally required of the two-year program.

Improving Teacher Quality

This section of the report describes steps taken during the past years to improve teacher quality. Recognizing that teacher quality and student achievement are inextricably linked, policy makers have initiated a number of programs and reforms aimed at significantly improving the preparation of K-12 teachers.

Implementation of SB 2042

SB 2042, discussed at length earlier in this report, is arguably the most comprehensive teacher education reform effort aimed at improving the quality of California in decades. The Commission's extensive efforts over the past few years to develop, adopt, and implement new standards for teacher preparation, elementary subject matter preparation for the multiple subject credential, for blended programs, and induction programs, has been an enormous, yet critical undertaking for the future of education in California. It has involved a broad spectrum of educators from throughout the state, impacts all accredited teacher education programs in California, and has culminated in the adoption of new program standards aligned with the state's academic content standards for its K-12 pupils and new and more effective assessments for teacher education candidates. Ensuring that prospective teachers are prepared to teach to California's rigorous academic content standards is a central, and perhaps the most critical, component to improving academic achievement of all students in California.

All teacher preparation programs in the state and 164 professional teacher induction programs have now been approved by the Commission as aligned with SB 2042.

Alignment of State Requirements with Public Law 107-110: No Child Left Behind Act (NCLB)

The Commission and the California State Board of Education worked diligently to ensure compliance with the requirements in the federal Public Law 107-110: No Child Left Behind Act (NCLB). In 2003, the State Board of Education adopted the State Plan for NCLB and the Commission took action to align California's teacher certification requirements with the State Board adopted plan.

Two major actions taken by the Commission related to No Child Left Behind Act are (1) changes in requirements for subject matter verification for Multiple Subject Teacher Credentialing candidates; and (2) the phase out of emergency permits, pre-intern certificates, and individualized internship certificates;

Verification of Subject Matter Competence

The State Board's NCLB State Plan clarifies that elementary teachers who are "new to the profession" are required by federal statute to demonstrate their subject matter competence by passing an examination. The Commission acted to adopt a requirement that all candidates enrolled in a multiple subject teacher preparation program on or after July 1, 2004, must meet the

subject matter requirement by passing a Commission-approved examination. The currently approved examination is the CSET: Multiple Subjects.

Phasing out Emergency Permits and Certificates

Overall, there is a declining trend in the total number of permits issued. No emergency permits (with term Long Term) were issued in 2007-08. Two new documents began to be issued in 2005-06, the STSP and the PIP. The STSP allows an employing agency to fill an acute staffing need when local recruitment efforts have been made but a fully credentialed teacher could not be found. The PIP allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an internship program. The PIP and STSP documents were issued to individuals that previously might have been issued an Individualized Intern Certificate. Overall, there is a decrease in permits by 26.8 percent between 2006-07 and 2007-08; with a decrease of 24 percent in the STSP and about 32 percent in the PIP.

Other actions taken by the Commission to realign certification programs and processes to the State Board's Plan and the new federal law were outlined in last year's Title II report. They include the development of a new Degree Authorization in NCLB core academic subjects. This authorization meets the NCLB requirements for teachers in middle schools by either requiring a major in the subject to be taught or 32 semester units. The Commission also voted to phase out the Pre-Intern Program by 2005-06 for teachers of record. Funding was provided for this program for 2004-2005 and 2005-06 in order to accommodate second year pre-interns and those with a need for accelerated subject matter preparation, but no new first year pre-interns will be admitted into the program.

Other Recent Efforts

Laws that were passed during the 2008 legislative session that impact teacher preparation:

AB 131 (Beall, Chap. 487, Stats. 2008) Authorizes a local educational agency or school to employ and assign an individual to provide instruction to pupils who are 3 to 4 years of age and who are diagnosed as autistic if the individual holds a valid education specialist credential, is authorized to provide instruction to pupils with autism, and meets specified competence criteria. Sunset date, August 31, 2011.

AB 1871 (Coto, Chap. 660, Stats. 2008) Gives candidates for a bilingual teaching authorization or an English learner teaching authorization options for earning the authorization by examination, an approved program or an approved combination of examination and coursework.

AB 2226 (Ruskin, Chap. 233, Stats. 2008) Requires the Commission to convene a workgroup for the purpose of providing guidance to special education credential preparation programs in determining the comparability of coursework or field experience completed in other Commission-accredited special education credential programs. Report due, December 1, 2009.

AB 2302 (Bass, Chap. 41, Stats. 2008) Authorizes a local educational agency or school to assign a teacher who holds a special education credential that authorizes instruction to individuals with

mild and moderate disabilities to provide instruction to pupils with autism if the teacher consents to the assignment and meets specified competence criteria. Sunset date, August 31, 2011.

SB 1104 (Scott, Chap. 576, Stats. 2008) Implements streamlined requirements for career technical education (CTE) credentials by: reducing the term of the preliminary credential from 5 to 3 years; reducing the years of experience required for the preliminary credential from 5 to 3 years; and moving the U.S. Constitution requirement from the preliminary credential to the clear credential, thus eliminating a barrier for beginning CTE teachers.

SB 1105 (Margett, Chap. 577, Stats. 2008) Implements educator discipline reform by: eliminating the distinction between a guilty plea and a no contest plea for specified misdemeanor convictions for credential holders; increasing from one year to five years the limit on providing probable cause findings to school district employers; and requiring the Legislature to convene a work group to study specified sections of the Education Code and report by December 1, 2009.

SB 1110 (Scott, Chap. 578, Stats. 2008) Implements educator discipline reform by: requiring the Commission to suspend the credential of a holder when it determines that a credential or license authorizing the holder to perform any duty in the public schools has been revoked by another state if that revocation is based on acts of misconduct that could be grounds for revocation in California and providing for mandatory revocation of credentials if the terms of criminal probation prohibit unsupervised contact with minors or surrender of a credential.

SB 1186 (Scott, Chap. 518, Stats. 2008) Education omnibus bill includes alternatives for meeting the basic skills requirements for credentials; reinforces support and mentoring for permit teachers and interns and amends grant criteria for funded teacher intern programs.

Overview of Institutional Reports

Institutional report cards contained in Appendix B of this report represent the efforts of the postsecondary institutions and local education agencies that had approved Multiple Subject, Single Subject, and Education Specialist credential programs in 2007-2008 to comply with the institutional reporting requirements mandated by Title II of the Higher Education Act. The reports are consistent with requirements of the U.S. Department of Education and the State.

The reports provide:

- Qualitative and contextual information regarding teacher preparation programs offered;
- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of candidates who completed programs during the 2007-2008 reporting period;
- Pass rate data for all assessments used by the institution's 2007-08 candidates for initial credentialing; and
- Three year updated pass rate data for the 2004-2005 cohort.

Institutions are responsible for the content of their respective qualitative data included in the reports. In addition, because of differences in budgeting, assignment practices, and institutional procedures, the quantitative data regarding candidate-supervisor ratios should be interpreted with caution. These data may not reflect the quality of interaction between candidates and the individuals who are assigned to supervise field experiences.

Appendix A

Assessment Pass-Rate Data for Teacher Preparation Programs

**Appendix A-1: Pass-Rate Data for Regular Teacher Preparation Programs
Academic Year 2007-2008**

**Appendix A-2: Pass-Rate Data for Alternative Routes to Teacher
Certification
Academic Year 2007-2008**

**Appendix A-3: Pass-Rate Data for Regular Teacher Preparation Programs
Academic Year 2004-2005, Third Year Cohort Update**

**Appendix A-4: Pass-Rate Data for Alternative Routes to Teacher
Certification
Academic Year 2004-2005, Third Year Cohort Update**

(Appendix A is available in electronic form only at www.ctc.ca.gov)

Appendix B

Institutional Report Cards for the Academic Year 2007-2008 and Third Year Cohort Update for 2004-2005

(due to its size, this appendix is available in electronic form only at www.ctc.ca.gov)