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# 4B

## Action

### *Legislative Committee*

#### Analyses of Bills

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## AGENDA INSERT

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

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

**Presenter:** Marilyn Errett, Administrator; Office of Governmental Relations

**Strategic Plan Goal: 2**

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

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

January 2010

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# Bill Analysis

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*AB 1223 (Block)*  
*Recognition of Study: Linked Learning*

**Recommended Position:** *Support if Amended*

**Sponsor:** *Los Angeles Chamber of Commerce*

**Bill Version:** *As Amended January 15, 2010*

## **Analysis of Bill Provisions**

As amended, AB 1223 (Block):

- Would encourage the Commission to convene a workgroup to develop program standards for the issuance of a “recognition of study” for linked learning (multiple pathways) competence for holders of a single subject teaching credential who will be teaching pupils enrolled in linked learning programs.
- Defines a “recognition of study” as a statement added to a credential recognizing that the credential holder has completed a Commission-approved course of study in the area listed.
- Defines linked learning programs as specified.
- Expresses the intent of the Legislature that a successful candidate for a recognition of study in linked learning demonstrate appropriate knowledge, as specified and further decided upon by the Commission’s workgroup.

In addition, AB 1223 would encourage California State University and other teacher preparation institutions to issue the recognition of study and to establish goals for increasing the number of teachers prepared through linked learning programs. Further, the Beginning Teacher Support and Assessment program (BTSA) would be encouraged by the Legislature to provide resources to teachers that support professional development opportunities relating to linked learning, which may include, but are not limited to, providing teachers with externships. Last, the measure states that the Commission may work with the Superintendent of Public Education to gather and post, on an appropriate Internet Web site, best practices from school districts and schools on curriculum development and professional development relating to implementing and sustaining multiple pathway programs.

## **Current Law**

Education Code section 44252 (a) directs the Commission to establish standards and procedures for the initial issuance and renewal of credentials. Education Code section 44257.2 allows the Commission to issue a multiple or single subject teaching credential with a specified concentration in a particular subject based upon the depth of an applicant's preparation in an important subject of the school curriculum. The Commission is directed to establish and maintain standards for concentrations in particular subjects, as necessary, and to determine the authorizations of teaching

credentials with concentrations. The commission is directed to ensure that with the exception of single subject credentials in the sciences, the authorization of a credential with a specified concentration is not more restrictive than the authorization of the same credential without the specified concentration.

AB 2648 (Chap. 681, Stats. 2008)<sup>1</sup> required the Superintendent of Public Instruction to develop a report, in conjunction with stakeholders, that explores the feasibility of expanding multiple pathway programs in California. The report is currently in draft form and will be available soon.

### **Background**

The linked learning, or multiple pathways, approach to instruction has gained momentum in California over the past several years. This instructional approach aims to connect academic learning to practical applications and real world experiences as well as to provide students with an avenue to college or directly into the workplace. In addition to legislation to examine the feasibility of the statewide application of the multiple pathway approach, several organizations have come forward to support the effort.

According to the Center for the Future of Teaching and Learning (CFTL), The James Irvine Foundation has provided financial support for the expansion of multiple pathways programs that include multiyear programs of study connecting classroom learning with real-world applications through the integration of a rigorous academic curriculum, a demanding CTE course sequence, and work-based learning. In the most recent CFTL report, *The Status of the Teaching Profession 2009*<sup>2</sup>, the study included an examination of the question: *As high schools change, are teachers prepared for the changes?* According to the CFTL report, “To implement a given strategy effectively, high school teachers need specific pedagogical skills associated with the demands of that strategy. For instance, in high schools that rely heavily on interdisciplinary projects and other authentic assessments of student learning, such as presentations, portfolios, and exhibitions, teachers must know how to develop such assessments and provide instruction that cuts across content areas and develops students’ critical thinking, analytical, and communication skills.” The report continues, “Despite strategic hiring practices, many high schools—particularly those where reforms are most urgently needed—struggle to attract and retain teachers who have the knowledge and skills to implement the schools’ design principles.”

More than 140 organizations and individuals have joined together to form *The Coalition for Multiple Pathways*<sup>3</sup>, a statewide alliance of education, industry, and community organizations dedicated to improving California’s high schools and preparing students for postsecondary education and career. The group includes the California Department of Education, California State University, University of California, California Community College System Office, California Postsecondary Education

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<sup>1</sup> EC 52372.5

<sup>2</sup> <http://www.cftl.org/documents/2009/TCFReport2009.pdf>

<sup>3</sup> <http://www.connectedcalifornia.org/coalition/index.php>

Commission, and California Student Aid Commission. Also in the group are business and trade organizations, community and advocacy organizations, education organizations and associations and public agencies such as school districts.

Some teacher training programs have begun to include cross-discipline teaching techniques into their teacher preparation programs. According to information provided by the author, San Diego State University and three other California State University campuses, Fresno, Sacramento, and San Bernardino, provide a concentration in the multiple pathways approach as part of their single subject teaching credential programs. As is currently the case with all programs that provide a concentration within a credential program, the concentration is not noted on the credential. Some programs provide a certificate from the institution recognizing the specialized course of study within the credential program.

### **Commission Activity**

It is the Commission's current practice to list credential authorizations only when the authorization is necessary in order for the teacher or other credential holder to provide specified instruction or a specified service. Without the authorization, the individual is not authorized to provide the instruction or service. According to the Commission's Administrator's Assignment Manual, an authorization is defined as the following:

***Authorization:** Each credential, certificate, permit, or waiver authorizes an individual to serve in a subject or subject area(s) in a setting at a grade level listed on the document. The authorization statement, printed on the document since 1989, provides the specifics for the authorization.*

Prior to the implementation of SB 2042, the Commission allowed for some concentration, or emphasis, areas to be listed on the credential, even though the holder of a credential without the emphasis could also provide the service. For example the Middle School Emphasis and the Early Childhood Emphasis could be listed on a credential. However, other emphases, such as the Bilingual Emphasis, were restrictive, that is to say that an individual who did not have an authorization to provide instruction in a bilingual setting was not authorized to provide the instruction. The concept of an authorization "without teeth" was not clearly delineated on credential documents, and the practice was discontinued.

### **Fiscal Impact**

Because AB 1223 "encourages" the Commission to convene a workgroup and because the bill does not specify a timeline, the Commission could complete the work as staff, time and available funding allow. The project could be included as other projects are completed and included in the operating budget of the Commission. Staff has determined that program review would be "minor/absorbable."

### **Relevant Commission Legislative Policies**

**Policy 1:** The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other

educators in California and opposes legislation that would lower standards for teachers and other educators.

**Policy 6:** The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators and opposes alternatives that do not provide sufficient assurances of quality.

### **Organizational Positions**

#### **Support**

Sponsored by the Los Angeles Chamber of Commerce

#### **Opposition**

None noted at this time.

### **Reason for Suggested Position**

According to the Assembly Education Committee analysis of AB 1223, “Multiple pathway programs are found in several districts across the state and they are found in various forms; for example some districts have implemented California Partnership Academies (CPA), small learning communities, or other career-themed small schools. Teachers that deliver instruction in these programs, often work in teams with other educators and local business leaders to organize lessons around an integrated curriculum focused on project-based learning. These instructional activities and strategies may require specialized skills and competencies not typically included in traditional teacher preparation or professional development programs.”

Members of the Legislature, including leadership, have maintained a strong interest in the linked learning, or multiple pathways, approach. As the application of this instructional approach gains momentum, the call for appropriate teacher preparation becomes more evident. However, many teacher education programs have noted that the Legislature has added requirements over the years without providing relief from other mandated content areas. Another mandate could place a hardship on programs that provide preparation that is responsive to local needs, but may not align with the linked learning, or multiple pathways, approach.

The concept of a clearly delineated notation on a credential identifying a concentration, or recognition of study, based on Commission standards and approved by the Commission could be a viable option for programs choosing to emphasize the linked learning, or multiple pathways, approach. The recognition of study would not be an authorization in the sense that it would not be a requirement for providing the specialized instruction or service, but would indicate to employers that the teacher has completed a state-approved program that makes the teacher more suitable and prepared for the specialized school setting.

Staff recommends that one technical change be addressed the next time the bill is amended. The phrase, “Expresses the intent of the Legislature that a successful candidate for a recognition of study in linked learning demonstrate appropriate knowledge, as decided upon by the Commission’s workgroup,” inadvertently places the final decision regarding the knowledge, skills and abilities addressed in standards developed by the

workgroup in the hands of the workgroup rather than in the hands of the Commission. Staff recommends that the phrase simply state that the decision would be the Commission's upon hearing recommendations from the workgroup.

For these reasons, staff recommends a position of **Support if Amended**.

**Analyst:** *Marilyn Errett*

**Date of Analysis:** *January 21, 2010*