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Action

General Session

Approval of the March 2010 Consent Calendar

Executive Summary: The Executive Director recommends that the Commission approve the March 2010 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

Recommended Action: Approve the March 2010 Consent Calendar.

Presenter: None

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

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

March 2010

Consent Calendar

Division of Professional Practices

For your approval, the following items have been placed on the Consent Calendar for the March 4, 2010 meeting of the Commission on Teacher Credentialing:

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

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

1. **BEUCAR, Stephanie L.** Redding, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
2. **CAMPBELL, Bonnie R.** Jamestown, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.
3. **CONLIN, Penny** Ventura, CA
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
4. **COOK, David R.** Orange, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
5. **DRAZICH, Chandra K.** Bowling Green, KY
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code section 44421.
6. **GUTIERRERZ, Alfredo R.** Indio, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

7. **HARBRICHT, Robert F.** Arcadia, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
8. **HEDELL, Todd J.** Orange, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
9. **JACOBSEN, Michaela** Campbell, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
10. **LOZA, Mayra** Los Angeles, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
11. **MATHIESON, Catherine J.** Los Angeles, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
12. **MEJIA, Delfina E.** Brawley, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
13. **MINICK, Sherry L.** Oakland, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
14. **MORANDA, Andrew B.** Riverside, CA
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
15. **MORRIS, Mary L.** Modesto, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
16. **PEKAREK, Theresa J.** Brawley, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.

17. **RAUKKO, Matthew W.** Fullerton, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
18. **REYES, Victor M.** Santa Barbara, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.
19. **SNELL, Kenneth W.** Elk Grove, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

CONSENT DETERMINATIONS

The following consent determinations have been adopted:

20. **ABRIL, John A. Jr.** Camarillo, CA
The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of ninety (90) days**; however, the **suspension is stayed**, and he is placed on **probation for a period of two (2) years** as a result of misconduct pursuant to Education Code section 44421.
21. **EASTON, Christine A.** Palos Verde Estates, CA
The Attorney General's Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, she will serve a **sixty (60) day suspension**, and is placed on **probation for a period of four (4) years** as a result of misconduct pursuant to Education Code section 44421.
22. **HERNANDEZ, Sergio E.** San Diego, CA
The Consent Determination allows him to **withdraw** his application, and he agrees that any submission of an application before he has obtained reduction of his felony conviction pursuant to Penal Code section 17b and/or Penal Code section 1203.4, will result in the immediate denial of the application, as a result of misconduct pursuant to Education Code section 44421.
23. **KENNEDY, Clementia M.** San Francisco, CA
The Consent Determination stipulates that all certification documents are **suspended for a period of three (3) days** as a result of misconduct pursuant to Education Code section 44421.
24. **LEE, Edward J. Jr.** Huntington Beach, CA
The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.

25. **MARTINEZ, Tomas E.** Modesto, CA
 The Attorney General's Consent Determination stipulates that pursuant to California Education Code section 44423, his certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **self-revoked**, and he agrees that any submissions of an application or Petition for Reinstatement will be automatically rejected.
26. **MOTISI, Joseph S.** Claremont, CA
 The Consent Determination stipulates that all certification documents are **suspended for a period of three (3) days** as a result of misconduct pursuant to Education Code section 44421.
27. **PARKER, Sendai** Ontario, CA
 The Consent Determination stipulates that his certification documents are **revoked**; however, the **revocation is stayed** and his certification documents are **suspended for a period of thirty (30) days**. At the end of the suspension he will be placed on **probation for a period of four (4) years** as a result of misconduct pursuant to Education Code section 44421.
28. **SPARKS, Richard W.** Monrovia, CA
 The Consent Determination stipulates that he is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

RECONSIDERATION CONSENT
(Deny—no new information)

29. **BALCAZAR, Mari C.** Chino, CA
 At its December 9-10, 2009 meeting, the Commission adopted the Committee of Credentials recommendation to suspend all certification documents under the jurisdiction of the Commission for a period of fourteen (14) days. Ms. Balcazar requested reconsideration. No new information was provided.
30. **CONTRERAS, Martin** Palmdale, CA
 At its December 9-10, 2009 meeting, the Commission adopted the Committee of Credentials recommendation to revoke all certification documents and deny any pending applications under the jurisdiction of the Commission. Mr. Contreras requested reconsideration. No new information was provided.
31. **MORGAN, Janet Buso** Hayward, CA
 At its December 9-10, 2009 meeting, the Commission denied Ms. Morgan's Petition for Reinstatement. Ms. Morgan requested reconsideration. No new information was provided.
32. **SAMPSON, Ginn A.** San Pedro, CA
 At its January 28, 2010 meeting, the Commission adopted the Committee of Credentials recommendation to deny all pending applications under the jurisdiction of the Commission. Mr. Sampson requested reconsideration. No new information was provided.

PRIVATE ADMONITIONS

Pursuant to Education Code section 44438, the Committee of Credentials recommends **two (2)** private admonitions for the Commission's approval.

REQUESTS FOR REVOCATION

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

33. **DREIFUS, Robert G.** Huntington Beach, CA
Upon his written request, pursuant to Education Code section 44423, his Supplemental Authorization in Introductory General Science on his Single Subject Teaching Credential is **revoked**.
34. **LASSAGA, Michele L.** Hollister, CA
Upon her written request, pursuant to Education Code section 44423, her Supplemental Authorization in Introductory Spanish on her Single Subject Teaching Credential is **revoked**.
35. **PERRY, Bruce A.** Alta Loma, CA
Upon his written request, pursuant to Education Code section 44423, his certification documents are **revoked**, and he agrees that any submission of an application or Petition for Reinstatement will be automatically rejected.
36. **RIOS, Mary H.** Thermal, CA
Upon her written request, pursuant to Education Code section 44423, her BCLAD authorization in Spanish on her Multiple Subject Teaching Credential **revoked**.

DIVISION OF PROFESSIONAL PRACTICES

MANDATORY ACTIONS

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

37. **ANDRADE, York N.** Buellton, CA
38. **BURTON, Charles M.** Stockton, CA
39. **COOK, Cora D.** Oakland, CA
40. **COOK, Ursulo** Running Springs, CA
41. **DINWIDDIE, Craig R.** Gonzales, CA

42. **HOMESLEY, William G.** Hemet, CA
43. **INAMDAR, Syed A.** Union City, CA
44. **JOHNSON, Fred D.** North Hollywood, CA
45. **JOHNSON, Margaret S.** Sacramento, CA
46. **KONUGRES, James S.** San Diego, CA
47. **LANG, Juli L.** Turlock, CA
48. **LeMAY, Gerald W.** Paradise, CA
49. **LINHART, Peter** Soulsbyville, CA
50. **MARTINEZ, Edgar** San Dimas, CA
51. **NGUYEN, Nam D.** La Puente, CA
52. **PADEN, William O.** Granada Hills, CA
53. **PERRY, James E.** San Diego, CA
54. **QUENTIN, Craig J.** Whittier, CA
55. **RAMIREZ, Cristina R.** Novato, CA
56. **ROSETA, Maribeth N.** Oceanside, CA
57. **SAINSBURY, Megan A.** Saratoga, CA
58. **SIDDALL, Sandal J.** Paradise, CA
59. **SPARKS, William R.** Richmond, CA
60. **SPRINGGS, Anita J.** Anaheim, CA
61. **STONE, Gregory C.** San Francisco, CA
62. **SUNDSTROM, Daniel H.** Upland, CA
63. **WATERS, Robert B.** Valencia, CA
64. **WRIGHT, Christopher L.** Camarillo, CA
65. **ZANE, Terry L.** Lodi, CA

AUTOMATIC SUSPENSIONS

All certification documents held by the following individuals were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d) and (e).

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|--------------------------------------|-----------------|
| 66. CATT, Shawn J. | San Diego, CA |
| 67. ESCOBAR, Ernesto S. | West Covina, CA |
| 68. HOGUE, Corey L. | Fontana, CA |
| 69. MAHONEY, Clark A. Jr. | Ontario, CA |
| 70. NGUYEN, William N. | San Jose, CA |
| 71. ONTIVEROS, Christopher J. | West Covina, CA |
| 72. RODRIGUEZ, Edward D. | Paramount, CA |
| 73. VICARS, Shane A. | Carmichael, CA |

NO CONTEST SUSPENSIONS

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

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| 74. FAHSBENDER, Douglas S. | Bakersfield, CA |
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TERMINATION OF AUTOMATIC SUSPENSIONS

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

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| 75. RENTERIA, Martin F. | Paramount, CA |
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TERMINATION OF PROBATION

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| 76. DIETZEN, Cheri W. | Llano, CA |
|------------------------------|-----------|
- Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission on October 26, 2007, **the stay order has been made permanent and her credential is restored.**

77. **GIDLEY, David A.**

Murrieta, CA

Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission on December 8, 2006, **the stay order has been made permanent and his credential is restored.**

78. **TUDEHOPE, Scott R.**

Etiwanda, CA

Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission on December 9, 2004, **the stay order has been made permanent and his credentials are restored.**

Certification, Assignment and Waivers Division

VALIDATION OF SERVICE RENDERED WITHOUT A CREDENTIAL

**The service rendered by the following persons is approved
pursuant to the provisions of the California Education Code, Section 45036.**

Name	School District	County	Period of Service
Carol Barringer	Fillmore USD	Ventura	01/04/10-01/06/10
Sherry Beatie	Sanger USD	Fresno	12/01/09-12/16/09
Patricia Benoit	Sacramento City	Sacramento	12/01/09-12/09/09
Jennifer Boldt	Sacramento City	Sacramento	08/01/09-10/27/09
Rachel Bridges	Sacramento City	Sacramento	12/01/09-12/05/09
Leslie Burke	Ventura USD	Ventura	01/01/10-01/07/10
*Rosemaire Hibler	Fillmore USD	Ventura	01/04/10-01/06/10
Mary Jeffers	San Diego County	San Diego	01/01/10-01/20/10
Lynda Kubinak	Ramona Unified	San Diego	01/01/10-01/20/10
Marc Orozco	Fillmore USD	Ventura	01/04/10-01/07/10
Ezequiel Paz	Fullerton SD	Orange	01/01/10-01/22/10
Cynthia Winstead	Ventura USD	Ventura	01/01/10-01/07/10

*Multiple Subject and Administrative Services Credentials

Program Approval

Introduction

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

Background

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

Subject Matter Program Review Procedures

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

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

context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program is recommended to the Commission for approval.

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

This report presents four single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by the appropriate review panel and is recommended to the Commission for approval. The programs have been aligned to the SB 2042 subject matter standards adopted by the Commission. The four programs brought forward to the Commission at this time are California State University, Long Beach: Music; California State University, Fresno: Art; California Polytechnic State University, Pomona: Physical Education; and San Jose State University: Art.

Summary Information on the Single Subject Matter Programs

California State University, Long Beach: Music

The Subject Matter Program in Music is designed to provide students with a foundation in music theory, history, literature, performance, applied music, conducting, and music education including the academic and creative aspects of music learning and performance, while also providing the training and experiences necessary for a successful teaching career in the ethnically and culturally diverse California public schools. The program prepares teachers to provide engaging, meaningful, and intellectually challenging learning opportunities for all students by drawing on a strong foundation in music and the liberal arts for a broad understanding of the historical, aesthetic, spiritual, and political condition; a deep knowledge of subject-specific content, a range of pedagogical strategies to utilize appropriate teaching contexts; and a sensitive understanding of students from different backgrounds with diverse social, emotional, and intellectual needs. As such, the program plays a critical foundational role in the pre-service phase of teacher development. Teacher candidates in the Subject Matter Program in Music are prepared for the opportunities and challenges of teaching to the K-12 California music content standards. Students overall performance is measured in multiple ways in every course to demonstrate not only what students know but how they demonstrate skills in the classroom/rehearsal setting and express themselves musically. Candidate outcomes and assessments include:

- Artistic Expression: to read and notate music at an advanced level and to relate this knowledge to sequential lesson plan design.

- Creative Expression: to understand how music is conceived and created through study of full instrumental and choral scores in theory, history and music education, including the ability to transfer this knowledge to the K-12 setting.
- Historical and Cultural Context: to (1) analyze and identify musical forms and styles, compositional devices, harmonic progressions, and cadences; (2) broaden their perspective on the music of diverse ethnic and cultural groups of the world; (3) address the socio-economic role of music and musicians, including composers, as well as the cultural and aesthetic values of artworks of each era; and (4) contributions of women as composers, performers, and patrons, within historical eras and cultures.
- Aesthetic Valuing: to apply their conceptual knowledge of compositional styles; harmonic, rhythmic, and melodic structure; and musicianship to analyze, critique, and make value judgments regarding musical performances of their own and others.
- Connections, Applications, Relationships: to integrate music and other subjects (film, art, architecture, theater, dance, literature, philosophy) as part of a general education program and to develop lesson plans that integrate and/or address California K-12 content standards in history-social science, science, mathematics, language arts, the other arts, and ELD.

California State University, Fresno: Art

The Subject Matter Program in Art at California State University, Fresno is based on the belief that a teacher of art should fully understand the communicative and expressive power of the visual art, and the capacity of art education to develop literate citizens in our society. Teachers should be educated broadly and deeply in the making of art, art history, art criticism, aesthetics, and the connections among the arts and other disciplines; they should have a personal sense of enthusiasm and lifelong commitment to the study of these components of art; and they should be educated, highly motivated, and sensitive practitioners of the teaching of art to a multi-cultural population in the California Public Schools. To that end, the Subject Matter Program in Art is closely related to the California Visual and Performing Arts Framework (2004), and Content Standards (2001). Art education faculty work in cooperation with school districts and teachers to maintain an ongoing and close relationship between the program and the changing needs of the public schools. Candidates who complete the program are expected to achieve:

- Comprehensive knowledge of the elements and principles of design, the ability to use the elements and principles of design in practice, and the ability to communicate the elements and principles to others.
- Knowledge, proficiency, and accomplishment in two-dimensional visual art, three-dimensional visual art, media art, and new and emerging forms in art,
- Knowledge of the historical and cultural context of the arts, the place of art in society, knowledge of the diversity of world arts, the ability to value history and to communicate it to others.
- Knowledge and practice in aesthetic valuing, the ability to make informed judgments, fluency in the methods of aesthetics and art criticism, including diverse philosophical and cultural perspectives.
- An understanding of the connection and applications between the visual arts and other disciplines, including the relation of visual art to literature, social science, and linguistics. Students will gain awareness of careers in the arts and applications of skills in arts to diverse professional and societal uses.

- An understanding of the history and theories of learning in art, including diverse linguistic, cultural, and ethnic influences on development, and a range of major theoretical approaches to the philosophy of teaching and curriculum development.

California Polytechnic State University, Pomona: Physical Education

The Cal Poly Pomona Department of Kinesiology and Health Promotion (KHP) is housed in the College of Letters, Arts and Social Sciences (CLASS) which embraces its role in providing courses and curricula in support of multiple and single subject teaching credential students. Teacher candidates in the KHP observe adapted and general physical education classes as the bases for two fieldwork classes. In addition, at least three required classes per year have assignments that are dependent on working with the high school on campus called International Polytechnic High School (I-Poly). KHP pedagogy faculty is also very involved in California public schools at a “hands on” level. The program outcomes and coursework are based on the *Physical Education Model Content Standards for California Public Schools (2005)*. Upon graduation from the single subject program, prospective teachers are expected to:

- demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
- demonstrate an understanding of movement concepts, principles, and tactics as they apply to the learning and performance of physical activities
- value physical activity for health, enjoyment, challenge and self-expression

San Jose State University: Art

The Art Teacher Preparation Program (ATPP) is designed to provide prospective teachers with opportunities to work with university faculty and other art professionals in order to develop their skills and knowledge in both art and education. The ATPP provides the coursework and field experiences necessary to teach art to all of California’s diverse public school population. The required studio work is intended to intensify awareness of visual art forms and introduce a variety of technical processes and theoretical approaches. The program involves candidates in coursework necessary to acquire and subsequently deliver the content of the state-adopted art content standards for K-12 students. The SJSU program philosophy embraces the ideals for a rich instructional program that are delineated in the *Visual and Performing Arts Content Standards for California Public Schools (2005)*. The ATPP provides for attainment of the knowledge and abilities needed by beginning teachers to deliver a comprehensive art program as well as continue their own development over a career of art teaching. The candidate outcomes include knowledge and abilities in:

- the five components of art – artistic perception, creative expression, historical and cultural context, aesthetic valuing, and community connections
- the interdependence of the arts as well as the independent nature of each arts discipline
- art processes as well as on art products or performances
- the affective and cognitive aspects of art
- art and cultures from many parts of the world in teaching and learning
- working cooperatively with colleagues, members of the arts community, and others responsible for arts education and providing opportunities for students to work and learn cooperatively
- developing and scoring art assessments, using a variety of methods
- using current technologies appropriate to creating and studying art

Recommendations

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

California State University, Long Beach: Music

California State University, Fresno: Art

California Polytechnic State University, Pomona: Physical Education

San Jose State University: Art

Approval of the Italian Cultural Society as an Alternative Language Assessor Agency for Italian

Introduction

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

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

Background

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

Qualifications Required of an Alternative Language Assessor Agency

The local assessor must be a faculty member at a college or university, or a credentialed K-12 teacher with expertise in the language and culture to be assessed, or have equivalent training, expertise and/or experience, if the assessor were a community member or member of a particular cultural organization. The assessor agency/organization applies to the Commission for approval to administer the alternative language assessment process, including in its application a description of the qualifications of the specific assessor(s) for each language.

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

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

Application from the Italian Cultural Society to be an Approved Assessor Agency for Italian

The Italian Cultural Society, located in Carmichael, CA, is a nonprofit organization with 501 (c) (3) status that has been working to promote and preserve the study of Italian Language and Culture for more than twenty-five years. The Society offers Italian language courses, an Italian film club, exhibits and other events related to Italy or to Italian language, culture, and heritage in California. Since 2006, the Society is also the local agency for Italy's Ministry of Foreign Affairs, and thus it manages the Italian Government's annual allocations granted for the promotion of Italian language courses. For this activity, the Italian Cultural Society's work is supervised by the Education Office of the General Consulate of Italy. According to Italian law, the Director of the Italian Consulate's Education Office is an Italian school principal whose duty it is to assess the quality of Italian courses and classes. The Italian Cultural Society has a 6,000 square foot facility located on Fair Oaks Boulevard in Carmichael, CA.

The Italian Cultural Society submitted an application in January 2010 to the Commission to be an approved assessor agency for candidates for a single subject credential in Italian. The application has been reviewed by staff and found to comply with the qualifications described above. The assessors proposed by the Italian Cultural Society are Marco Salardi, the Director of the Education Office for the Italian Consulate General of San Francisco; Antonella Bassi, a native Italian speaker on the faculty of the French and Italian Department at the University of California, Davis; Jay Vincent Grossi, currently the Director of the University of California, Davis, Summer Abroad Program in Rome, Italy; Francesca Petrone Baughn, an Italian instructor for the Italian Cultural Society presently completing a Masters Degree in Italian Teaching at the University of Perugia, Perugia, Italy; Patrizia Cinquini Cerruti, currently the Director of Italian Studies for the Italian Cultural Society of Sacramento; and Maria Antonietta Prencipe, who is a native Italian speaker on the Italian Language Program faculty at the University of California, Santa Cruz. All of these individuals' Italian language skills are rated at the Distinguished level on the ACTFL scale.

The Italian Cultural Society has modeled its assessment of candidate language skills proficiency on the current CSET: LOTE language skills assessment subtest and has provided a clear description of its proposed assessment processes.

The Italian Cultural Society will make the language skills assessment available on a statewide basis as appropriate to respond to candidate assessment needs.

Recommendation

Staff recommends that the Italian Cultural Society be approved as an Alternative Language Assessor Agency for single subject candidates in Italian.