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Action

General Session

Approval of the June 2010 Consent Calendar

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

Recommended Action: Approve the June 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

June 2010

Consent Calendar

Division of Professional Practices

For your approval, the following items have been placed on the Consent Calendar for the June 3, 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. **ACUNA, William D.** Clovis, CA
He is the subject of **public reproof** for misconduct pursuant to Education Code section 44421, effective immediately.
2. **AUJLA, Jaspreet K.** Yuba City, CA
She is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
3. **BRADLEY-PERSON, Nellie J.** Cerritos, 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.
4. **CANDELARIA, Luis E.** San Juan Bautista, CA
He is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
5. **CASTRO, George** Blythe, CA
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
6. **CATLETT, Pamela J.S.** San Juan Capistrano, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended** for a period of ninety (90) days as a result of misconduct pursuant to Education Code section 44421.
7. **CHANEY, Christopher C.** Patterson, CA
He is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
8. **DIEGUEZ, Darren A.** Hillsborough, CA
He is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

9. **GARCIA, Olga M.** Hacienda Heights, 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.
10. **GIACOMELLI, Paul D.** Klamath Falls, OR
He is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
11. **GUITRON, Ariel** Downey, CA
He is the subject of **public reproof** for misconduct pursuant to Education Code section 44421, effective immediately.
12. **HUNN, Christopher T.** Berkeley, 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.
13. **LEE, Nai-Peng** Long Beach, CA
She is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
14. **MARTIN, Oran H.** Los Angeles, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
15. **MATHEW, Sarah E.** Fresno, 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.
16. **MUSSMAN, Robin A.** Mountain View, CA
She is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
17. **PERRY, Brian W.** Huntington Beach, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
18. **SMITH, Emily C.** San Mateo, CA
She is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.
19. **SUAREZ, Oscar A.** Lancaster, 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.

20. **TAYLOR, Yury** Sacramento, 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.
21. **UYENO, Sayoko** Palm Springs, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
22. **WILLIAMS, Victoria A.** Redlands, 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.
23. **YPARREA, Andrea L.** Fresno, 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.

CONSENT DETERMINATIONS

The following consent determinations have been adopted:

24. **FAUGHT, Teri R.** Los Gatos, CA
The Consent Determination stipulates that all certification documents are **suspended for a period of one hundred twenty (120) days**; however, the **suspension is stayed** and she is **placed on probation for a period of three (3) years** as a result of misconduct pursuant to Education Code section 44421.
25. **FLORES, Bridgette L.** Fontana, CA
The Consent Determination stipulates that all certification documents are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
- 25a. **GALLAGHER, Linda C.** Salinas, CA
The Attorney General's Consent Determination stipulates that her certification documents are **revoked**; however, the **revocation is stayed** and her certification documents are **suspended for a period of sixty (60) days** and she is **placed on probation for a period of three (3) years** as a result of misconduct pursuant to Education Code section 44421.
- 25b. **GWYNN, Joseph V.** Concord, CA
The Consent Determination stipulates that his application is granted and **revoked**; however, the **revocation is stayed**, and he is **placed on probation for a period of three (3) years** as a result of misconduct pursuant to Education Code section 44421.
26. **RODRIGUEZ, Benjamin C.** Fountain Valley, CA
The Attorney General's Consent Determination stipulates that his certification documents are **revoked**; however, the **revocation is stayed** and his certification documents are **suspended for a**

period of twenty-five (25) days and he is **placed on probation for a period of three (3) years** as a result of misconduct pursuant to Education Code section 44421.

27. **SHARMA, Vivek** Fremont, CA
The Consent Determination stipulates that all certification documents are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
28. **TVEIT, Jason** La Puente, CA
The Consent Determination stipulates that all certification documents are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

**RECONSIDERATION CONSENT
(Deny—no new information)**

29. **MATTINGLY, Tricia L.** Santee, CA
At its March 4, 2010 meeting, the Commission denied Ms. Mattingly's Petition for Reinstatement. Ms. Mattingly submitted a letter dated March 30, 2010, requesting reconsideration. No new information was provided.

DECISION AND ORDER

30. **QUESENBERRY, David S.** West Sacramento, CA
In accordance with the default provisions of Government Code section 11520, his certification documents are **revoked** and any pending applications are **denied**.

PROPOSED DECISION

31. **VIERRA, Harold J.** Manor, TX
The Administrative Law Judge's Proposed Decision, which reflects the Committee of Credentials' recommendation to **revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission, is adopted.

REQUEST FOR REVOCATION

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

32. **DELAO, Lisa N.** Redondo Beach, CA
Upon her written request, pursuant to Education Code section 44423, her Supplemental Authorization in English as a Second Language to her Designated Subjects Adult Education Teaching Credential: Full Time is **revoked**.
33. **McCABE, Carry L.** Glendora, 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.

34. **REDENBAUGH, Katherine M.** Colorado Springs, CO
Upon her written request, pursuant to Education Code section 44423, her Multiple Subject Teaching Credential is **revoked**.
35. **SOBERG, David F.** Pittsburgh, PA
Upon his written request, pursuant to Education Code section 44423, under the jurisdiction of the California Commission on Teacher Credentialing are **revoked**.
36. **THOMAS, Mark T.** San Diego, 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.

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. **BAPTISTE, Byron K.** Ontario, CA
38. **BARTLETT, Sarah B.** San Andreas, CA
39. **BORDELON, Dennis L.** Camarillo, CA
40. **BRITO, Jose A.** Santa Ana, CA
41. **CALVILLO, Maria G.** Lake Elsinore, CA
42. **CARDOZA, Michael D.** Santa Maria, CA
43. **CARTER, Daniel J.** Manteca, CA
44. **CHEN, Aldo C.** Alhambra, CA
45. **DYJAK, Sophia N.** Spring Valley, CA
46. **ESTRADA-FERNANDEZ, Wendie S.** Corona, CA
47. **FIRESTONE, Russ E.** Beaumont, CA
48. **FUENTES, Christina A.** Turlock, CA
49. **GUISKI, Marley K.** San Pedro, CA

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| 50. HERRERA-ARTEAGA, Raul A. | Salinas, CA |
| 51. LANDI, Destiny M. | Oxnard, CA |
| 52. LLORENTE, Jesse III | Tracy, CA |
| 53. LOPEZ, Christian D. | San Diego, CA |
| 54. MEDLOCK, Whitney R. | Lemon Grove, CA |
| 55. MENDEZ, Terri M. | Redondo Beach, CA |
| 56. OLEA, Johnny D. | Laverne, CA |
| 57. ORTIZ, Joseph A. | Long Beach, CA |
| 58. RANSELL, Alfred J. | Lakewood, CA |
| 59. RUIZ, Guadalupe | Los Angeles, CA |
| 60. SCHEIDEMANTEL, Jeff R. | Bakersfield, CA |
| 61. SPALDING, Susan R. | Walnut Creek, CA |
| 62. ST. LAURENT, Edna L. | San Jose, CA |
| 63. TELLES, Lana J. | Ridgecrest, CA |
| 64. THOMPSON, Paulette D. | Oceanside, CA |
| 65. TORNER, Luis G. | Highland, CA |
| 66. TRUONG, Cuong | Canoga Park, CA |
| 67. UNFERTH, Brenton J. | Helendale, CA |
| 68. VASQUEZ, Claudia C. | La Puente, CA |
| 69. WINCHELL, Karl E. | Claremont, CA |
| 70. WOODS, Maurice Jr. | Escondido, 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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| 71. BALOUN, Dawn M. | Rancho Santa Margarita, CA |
| 72. BARKER, Harvey N. | San Jose, CA |
| 73. BURGIN, Daniel J. | Newman, CA |
| 74. DAVIS, Brian C. | San Clemente, CA |
| 75. LILLEY, Patrick C. | Napa, CA |
| 76. MAURER, Jeffrey A. | Livermore, CA |
| 77. MORENO, Ryan A. | Beaumont, CA |
| 78. MOTT, Kristoffer R. | Morgan Hills, CA |
| 79. MYERS, Douglas S. | Upland, CA |
| 80. RODRIGUEZ, Jose N. | Pico Rivera, CA |
| 81. SCHWARTZ, Eric J. | North Hollywood, CA |
| 82. TRUJILLO, Ollin O. | Los Angeles, CA |
| 83. VEGA, Maria A. | Kierman, CA |
| 84. ZAMORA, Alberto | Los Angeles, CA |

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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| 85. PETERSON, Deirde M. | Fortuna, CA |
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NO CONTEST SUSPENSION

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

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| 86. PAIZ, Maria E. | Palmdale, CA |
| 87. RENTERIA, Martin F. | Paramount, CA |

REINSTATEMENT OF SELF REVOKED CREDENTIAL

- 87a. **BRINKS, Antoinette** Sacramento, CA
Pursuant to Government code section 11522, her application for reinstatement of her Single Subject Teaching Credential is granted after previously self revoking the credential pursuant to Education Code section 44423, with no known misconduct.

TERMINATIONS OF PROBATION

88. **BELTRAN, Lillian G.** San Martin, CA
Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission effective March 30, 2008, **the stay order has been made permanent.**
89. **BRITO, Lucio** Corona, CA
Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission effective April 16, 2005, **the revocation is vacated.**
90. **GALLEGOS, Julie A.** Los Angeles, CA
Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission effective April 12, 2006, **the stay order has been made permanent and her certification documents are restored.**
91. **GRAMAJO-OLIVARRI, Sonia N.** Culver City, CA
Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission effective March 28, 2008, **the stay order has been made permanent and she is publicly reproved.**
92. **SWAGERTY, Lisa F.** Palo Alto, CA
Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission effective February 29, 2008, **the stay order has been made permanent and she is publicly reproved.**
93. **VASQUEZ, Valerie M.** Cypress, CA
Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission effective February 29, 2008, **the stay order has been made permanent and she is publicly reproved.**

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
Genevieve Alvarez	Dinuba USD	Tulare	11/12/09-02/08/10
Jacquelyn Arsenault	Oceanside USD	San Diego	03/01/10-03/10/10
Gertrude Atchison	San Diego County	San Diego	03/02/10-03/17/10
Satvinder Atwal	Selma USD	Fresno	03/01/10-03/23/10
Felicia Ayala	Oceanside USD	San Diego	02/01/10-02/15/10
Tamara Beck	Coronado USD	San Diego	02/01/10-02/22/10
Yolanda Beltran	Ramona USD	San Diego	02/01/10-02/18/10
Lori Brown	Lakeside Union	San Diego	02/01/10-02/23/10
*Roberta Burkett	San Diego County	San Diego	03/02/10-03/03/10
Ken Choi	Anaheim UHSD	Orange	03/01/10-03/22/10
Babette Christian-Salmon	Oceanside USD	San Diego	02/01/10-02/12/10
Nelson Cohen II	Oceanside USD	San Diego	03/01/10-03/10/10
William Corrette	Ontario-Montclair SD	San Bernardino	02/02/10-02/02/10
Jenny Dart	El Nido	Merced	03/01/10-03/18/10
Erin Duran	Escondido Union HS	San Diego	03/01/10-03/16/10
**Thomas Fuentes	Fresno USD	Fresno	02/02/10-02/07/10
Tobin Hahn	Mendocino USD	Mendocino	03/01/10-03/12/10
Patricia Hernandez	Oceanside USD	San Diego	02/01/10-02/17/10
Karen Kavan	Cardiff USD	San Diego	02/01/10-02/22/10
Timothy Latulippe	Escondido Union HS	San Diego	02/01/10-02/02/10
***Mary Laughlin	San Diego County	San Diego	02/02/10-02/10/10
Jeffrey Maloney	San Diego County	San Diego	02/01/10-02/26/10
Safiah Mamoon	N. Orange Co. ROP	Orange	03/01/10-03/10/10
Phyllis Munoz	Ramona USD	San Diego	02/01/10-02/12/10
Peter Nagayama	Fresno USD	Fresno	02/02/10-02/16/10
Kimberly Nishimoto	Selma USD	Fresno	03/01/10-03/22/10
****Lucy Oxberry	Escondido Union SD	San Diego	04/01/10-04/20/10
Alixsandra Pazanowski	Cardiff USD	San Diego	03/01/10-03/22/10
Garry Puffer	Colton Joint Unified	San Bernardino	10/16/09-12/15/09
*****Barbara Raines	Le Grand Elementary	Merced	08/10/09-08/17/09
Tracy Reynolds	Escondido Union HS	San Diego	01/01/10-01/19/10
Jelen Rodecker	National SD	San Diego	04/01/10-04/12/10
Tim Sager	Poway USD	San Diego	02/01/10-02/18/10
Shari Sears-Markowitz	Irvine USD	Orange	03/01/10-03/23/10

Joanne Shields	Rocklin USD	Placer	06/01/09-03/24/10
Dina Spaggiari	Durham USD	Butte	04/01/10-04/05/10
****Catherine Titus	Irvine USD	Orange	02/01/10-02/17/10
Melinda Trees	Cardiff SD	San Diego	04/01/10-04/20/10
Kristie Warner	Winton SD	Merced	03/01/10-03/05/10
Judyann Watson	Oceanside USD	San Diego	03/01/10-03/10/10
Carol Wendstrand	Selma USD	Fresno	03/01/10-03/23/10
*Yul Whitney	Palo Verde USD	Riverside	12/01/09-12/15/09
Karen Zimmerman	Ramona USD	San Diego	02/01/10-02/18/10
Frank Zuidema	Oceanside USD	San Diego	03/01/10-03/14/10

***Pupil Personnel Services and Administrative Services Credentials**

****Multiple Subject Teaching and Administrative Services Credentials**

*****Single Subject Teaching and Administrative Services Credentials and Specialist Instruction in Special Education**

******Multiple Subject Teaching Credential and Specialist Instruction in Special Education**

*******Single and Multiple Subject Teaching Credentials and Specialist Instruction in Special Education**

Program Approval

Introduction

This agenda item presents three 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 three 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 are recommended to the Commission for approval. The programs have been aligned to the SB 2042 subject matter standards adopted by the Commission. The programs brought forward to the Commission at this time are California Polytechnic University, Pomona: Science; and San Francisco State University: Science; Humboldt State University: English.

Summary Information on the Single Subject Matter Programs

California State Polytechnic University, Pomona: Science

The proposed subject matter programs in Biology, Chemistry, Geological Sciences, and Physics at Cal Poly Pomona are designed to educate the participants to be functional scientists, while also addressing the required science content as detailed in the *Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve (1998)*. As a polytechnic institution, all of our courses are designed for students to “learn by doing”; this means that single subject candidates will exit the program as scientists skilled at designing and doing the experiments, analyzing the obtained data, and making sense of what the experimental results are telling them. The subject matter programs strive to develop their candidates' curiosity, creativity, open-mindedness and skepticism in approaching science studies. Especially important for future science teachers, the program provides a variety of ways for candidates to communicate science ideas. Candidate outcomes are that program completers will:

- be scientifically competent in the traditional sense;
- have critical thinking skills and scientific habits of mind;
- be broadly prepared in all the major disciplines of science;
- have a coherent understanding of major science concepts – the “big ideas”;
- understand and have experience in working with science in interdisciplinary situations.

San Francisco State University: Science

The SFSU's science subject matter programs were founded to provide prospective high school teachers with the subject matter preparation needed to teach general science through 9th grade and one of four science disciplines through 12th grade effectively. The science programs require students to apply and integrate their science knowledge; to propose innovative solutions to global environmental problems using these applications and integrations; and to

write, speak, and present detailed projects to fellow students. To ensure that the program continues to meet the standards in the future, the College of Science and Engineering has initiated the Center for Science and Mathematics Education (CSME) which will administer each program in cooperation with the contributing departments and promote science and mathematics education research and faculty and curriculum development collaborations among SFSU faculty, community college instructors, and the K-12 education community. SFSU science faculty are committed teachers first, but they are also active scholars and many are involved in partnerships with the community, including the K-12 education community. Candidates for the biology and physics single subject matter programs at SFSU are expected to achieve the following outcomes:

- A high degree of content understanding, evidenced by facility with the concepts, methodologies, and applications in their science field.
- A working knowledge of their field's integration with other sciences--biology, chemistry, earth sciences, physics, and astronomy.
- Facility with the concepts, methodologies, and applications of those additional interrelated sciences.
- Mastery of the process of science and a proven understanding of how scientists in general, as well as those within specific disciplines (biology, chemistry, earth sciences, physics, and astronomy), observe the natural world, form creative hypotheses about phenomena, set up experiments to test their hypotheses, record and interpret data, analyze results, and communicate their findings.
- Demonstrated ability to utilize the process of science, including observing phenomena; designing experiments; and testing, recording, interpreting, analyzing, and communicating data consistent with the conventions of their chosen field and other sciences.
- Demonstration of critical thinking and analytical skills, including the ability to reflect upon, evaluate, analyze, and interpret information in both breadth and depth coursework, and to draw logical conclusions about its accuracy, credibility, meaning, and significance.
- Demonstration of effective communication and presentation skills, including the ability to write, listen, read, speak, and present information in both breadth and depth coursework, and to use appropriate technology while communicating and presenting.

Humboldt State University: English

The Humboldt State University (HSU) English Subject Matter Program has a curriculum that amplifies the common themes found in the *English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve* (1997). Collectively, the course syllabi reflect the following elements: (a) activity-based instruction; (b) critical thinking; (c) active learning; (d) depth and breadth of knowledge; (e) performance-based assessment; (f) commitment to every K-12 student's success; (g) contextualized learning; (h) use of technology; (i) interdisciplinary learning; (j) meaning-centered curriculum; (k) connection to the world of work; (l) conceptual understanding; and (m) real-life problem solving. The approach of the HSU English department that informs our programs (including the English Education pathway) is one that balances study of canonical texts with cultural studies, in which "texts" take many forms. Research in a full range of sources, not the least of which are electronic, forms the basis for solid intellectual work in the program. The coursework is expressly designed to aid students in locating historical and political contexts for all of the texts that they study.

During the subject matter competency assessment procedures, students are evaluated on their performances in the coursework and with respect to the stated goals of the program of study. The English Program has established the following statement of outcomes for its students. The prospective English teacher will:

- Develop an understanding of a range of theoretical tools used in literary study, including critical, poststructural, feminist, and postcolonial approaches.
- Develop deep literacies, including academic literacy, media literacy, and socio-cultural literacies.
- Develop analytic and critical thinking skills and apply them to the broad range of texts available for study.
- Develop her or his own writing across a variety of genres, including expository, analytic, creative, and reflective genres.
- Develop an awareness of the relationships between linguistic, literary, and composition studies as aspects of the field of English studies.
- Develop speaking and listening skills to enhance literacy across content domains.
- Develop knowledge and an understanding of the English Content Standards for California Public Schools and how the Content Standards guide and support English education.
- Participate in fieldwork experiences in 6-12 schools to observe the instruction of English/Language Arts.
- Develop a broad understanding of the English studies with the necessary knowledge, skills and abilities to develop literacy among their 6-12 students.
- Examine ethical, moral, social, and cultural implications of significant issues and ideas in the English studies.

Recommendations

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

California Polytechnic University, Pomona: Science (Biology, Chemistry, Geoscience, and Physics)

San Francisco State University: Science (Biology and Physics)

Humboldt State University: English

Approval of California State University, Stanislaus, as an Alternative Language Assessor Agency for Portuguese

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 Portuguese 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 California State University, Stanislaus to be an Approved Assessor Agency for Portuguese

CSU Stanislaus offers Commission-approved teacher preparation programs that include BCLAD for both multiple and single subject candidates. The institution established a Center for Portuguese Studies ten years ago to promote the teaching of Portuguese language and culture throughout the university, and has offered a Portuguese program through the Department of Philosophy and Modern Languages for the past sixteen years. CSU Stanislaus has faculty members who are either native speakers of Portuguese or who use Portuguese in their areas of institutional research. In addition, CSU Stanislaus' Center for Portuguese Studies has been organizing the Portuguese BCLAD examination offered by the Merced County Office of Education and supporting that activity by providing proctors and assessors.

CSU Stanislaus submitted an application in April 2010 to the Commission to be an approved assessor agency for candidates for a single subject credential in Portuguese. The application has been reviewed by staff and found to comply with the qualifications described above. The assessors proposed by CSU Stanislaus include Dr. Elmano Costa, the Director of the Center for Portuguese Studies at CSU Stanislaus; Dr. Antonio Borba, co-author of a book about schooling for Portuguese speaking students as well as an assessor for the Merced COE Portuguese BCLAD examination; Dr. Mary Borba, who serves as an assessor for the Merced COE Portuguese BCLAD examination; and Ana Cristina Sousa, who is a credentialed teacher in Portugal and has been appointed by the Portuguese Ministry of Education and the Camoes Institute of Portugal as Coordinator of Portuguese Language Programs for the western United States and has been also serving as an assessor for the Merced COE Portuguese BCLAD examination. All of these individuals' Portuguese language skills are rated between the Distinguished and the Advanced Plus level on the ACTFL scale.

CSU Stanislaus 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.

CSU Stanislaus will make the language skills assessment available on a statewide basis as appropriate to respond to candidate assessment needs.

Recommendation

Staff recommends that California State University, Stanislaus be approved as an Alternative Language Assessor Agency for single subject candidates in Portuguese.