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Action

Legislative Committee

Analyses of Bills

AGENDA INSERT

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

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

Presenters: Anne Padilla, Consultant, 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

March 2012

Bill Analysis

Assembly Bill 1765 (Brownley)
Teacher Leaders

Recommended Position: Watch
Sponsor: Author
Bill Version: As Introduced

Analysis of Bill Provisions
AB 1765 would require the Commission on Teacher Credentialing (Commission) to convene an advisory panel of stakeholders with expertise in the field of teacher leadership to explore the recognition of leadership roles within a teaching career pathway. The Commission would be required to consider the advisory panel's findings and report to the Governor and Legislature by January 1, 2014.

Background
The subject of teacher leaders has become an education policy focus in part due to the statewide increase in the use of experienced teachers as mentors, support providers, master teachers, teacher leaders, and providers of professional development services to other teachers. This increased use of the knowledge, skills and abilities of experienced teachers as peer developers and supporters has come in large part as a result of programs such as induction and internships, as well as local efforts to improve teacher quality in order to improve student achievement. Policy makers question whether teachers are appropriately recognized, prepared, and compensated for these types of roles with the existing teaching credential structure.

Educational Testing Service (ETS) developed model teacher leader standards in collaboration with education entities and institutions (including the Commission on Teacher Credentialing). Most recently, these standards have formed the centerpiece of a peer-to-peer network under the egis of The Teacher Leadership Exploratory Consortium.

In California, the Bay Area New Millennium Initiative lists among its strategies for improving teaching quality, "embracing teaching leadership." This strategy includes the creation of new career lattices that offer opportunities for teachers to lead and spread their expertise to inform instructional and school policy innovations.

Other state education policy makers are also exploring teacher leadership and approaching this topic from a variety of perspectives. For instance, some states are interested in exploring teacher leadership as a means for retaining effective veteran teachers while others are viewing it as an important step towards improving student

achievement by improving the instructional practice of all teachers. Eleven states[1] presently have some form of teacher leader recognition.

Commission Activity

Currently, the Commission may issue Specialist Instruction Teaching Credentials recognizing teachers with advanced preparation in the fields of Agriculture, Bilingual, Early Childhood Education, Health Science, Mathematics and Reading. All of these credentials require that the holder have a valid basic credential.

In the area of new policy development, the Commission considered information items on teacher leaders at meetings in 2010[2] and held stakeholder meetings to consider this subject. Additionally, the Commission heard an update on teacher leadership from Katherine Bassett of ETS on model standards for teacher leadership at the April 14, 2011 meeting of the Commission on Teacher Credentialing.

An identical bill authored by Assembly Member Brownley, AB 2040, was supported by the Commission and passed by the Legislature but vetoed by the Governor in 2010. The Commission supported the bill because the study was closely aligned with the Commission's policy for examining changes in the educator preparation system. The Commission had already begun to explore the subject of teacher leaders and staff was closely monitoring developments in this area at the national level. In his veto message, Governor Schwarzenegger indicated that the bill was unnecessary as the Commission could take up this issue without legislation.

Fiscal Impact

In 2010, the Commission determined that the study in AB 2040 could be funded within the current Commission budget. The Commission is not in a similar fiscal position today, and currently faces a 17 position reduction in the state budget, nine of which would come from the Professional Services Division; the division that would take the lead on this work.

Since we are at the beginning of the state budget deliberations, this personnel reduction may change as the budget is deliberated in the Legislative process. Unless the nine positions are restored to the Professional Services Division to undertake their core work of standards review, accreditation and exam administration, the Commission will not be able to take on additional policy work, no matter how meritorious. If, however, these positions are restored, the Commission would be in a position to convene this stakeholder group and explore the issues surrounding teacher leaders.

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[1] Alabama, Arkansas, Delaware, Georgia, Illinois, Kansas, Kentucky , Louisiana, Maryland, Massachusetts and Ohio

[2] http://www.ctc.ca.gov/commission/agendas/2008-10/2008-10-2F.pdf
http://www.ctc.ca.gov/commission/agendas/2009-12/2009-12-3E.pdf

Organizational Positions
Support

None noted at this time.

Opposition

None noted at this time.

Relevant Commission Legislative Policies

Policy 4: The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.

Reason for Suggested Position

The study outlined in the bill is closely aligned with the Commission's policy for examining changes in the educator preparation system. However, due to proposed reductions to staffing within the agency, particularly in the Professional Services Division, the Commission is not in a position to undertake this work at this time. A favorable change in the Commission's budget situation could allow the Commission to reconsider this position.

Staff recommends that the Commission take a **"Watch"** position on AB 1765 and further recommends that a letter is sent to the Author expressing support of the policy while noting concerns about the Commission's resources to carry out the work of the advisory panel.

Analyst: Anne L. Padilla
Date of Analysis: February 27, 2012

LEGISLATIVE GUIDELINES OF THE

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Adopted February 3, 1995

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.

2. The Commission supports legislation that proposes to maintain or establish high standards of fitness and conduct for public school educators in California and opposes legislation that would lower standards of fitness or conduct for public school educators.

3. The Commission supports legislation that reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation that would allow unprepared persons to serve in the public schools.

4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.

5. The Commission supports legislation that strengthens or reaffirms initiatives and reforms that it previously has adopted and opposes legislation that would undermine initiatives or reforms that it previously has adopted.

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.

7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.

8. The Commission supports legislation that affirms its role as an autonomous teacher standards board and opposes legislation that would erode the independence or authority of the Commission.

Possible Bill Positions for Commission Consideration

The Commission may adopt a position on each bill considered for action. The following chart describes the bill positions. The Commission may choose to change a position on a bill at any subsequent meeting.

Sponsor: Legislative concepts are adopted by the Commission and staff is directed to find an author for the bill and to aid the author's staff by providing background information and seeking support for the bill.

Support: The Commission votes to support a bill and directs staff to write letters of support to Legislative Committee members and to testify in support of the bill at Legislative Committee hearings. The Commission's support position will be recorded in the Legislative Committee's bill analysis. If the bill is successful in the Legislature, staff writes letters of support to the Governor.

Support if Amended: The Commission expresses support for the overall concept of a bill, but objects to one or more sections. The Commission votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, the Commission's position automatically becomes "Support."

Seek Amendments: The Commission expresses concern over one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Watch: The Commission expresses interest in the content of the bill but votes to direct staff to "watch" the bill for future amendments or for further movement through the Legislative process. Early in the Legislative session, the Commission may wish to adopt a "watch" position on bills that are not yet fully formed.

Oppose Unless Amended: The Commission objects strenuously to one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is not amended to reflect the Commission's recommendations, the Commission may vote to adopt an "Oppose" position at a subsequent meeting. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Oppose: The Commission expresses opposition to the overall concept of a bill and votes to direct staff to write letters of opposition to Legislative Committee members and to testify in opposition to the bill at Legislative Committee hearings. The Commission's "oppose" position will be recorded in the Legislative Committee bill analysis. If the bill is successful in the Legislature, staff writes letters of opposition to the Governor.

No Position: The Commission may choose to delay taking a position on a bill and may vote to direct staff to bring the bill forward at a subsequent meeting. The Commission may also choose to direct staff not to bring the bill forward for further consideration.