

---

# 5D

## Information/Action

### *Credentialing and Certificated Assignment Committee*

#### **Discussion Pertaining to Adding a Teaching or Content Area to a Valid General Education Teaching Credential**

---

**Executive Summary:** This agenda item describes the current options for a general education teacher to add an additional content area to a general education credential or earn a new general education teaching credential without completing the full professional preparation program for the new content area or credential type.

**Policy Question:** Are the current options to add another content area or general education teaching credential sufficient?

**Recommended Action:** Provide guidance to staff on policy for adding an additional content area or earning a general education teaching credential that would allow staff to begin the Title 5 regulatory process to update Title 5 section 80499.

**Presenter:** Terri H. Fesperman, Consultant, Certification, Assignment and Waivers Division

#### **Strategic Plan Goal: 1**

#### **Promote educational excellence through the preparation and certification of professional educators**

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

August 2012

---

# Discussion Pertaining to Adding a Teaching or Content Area to a Valid General Education Teaching Credential

---

## Introduction

Title 5, California Code of Regulations, section 80499 allows a California credentialed teacher to add an additional content area to an existing general education credential or obtain an additional general education teaching credential without completing the full professional preparation program for the new content area or credential type. Language from the current leaflets on adding an authorization to a general education teaching credential is provided in Appendix A.

The section of regulations has been updated several times to clarify and redefine the requirements with the last change in 2000. However, the regulation section is no longer consistent with current credential requirements or current practices. Two changes in statute, one for out-of-state prepared teachers and the other concerning National Board Certification, have occurred since the regulations were last updated and need to be included in regulations. In addition, there are several policy issues to discuss prior to proposing regulation changes to Title 5 section 80499. Commission direction will help shape the future regulation items.

## Background

General education teaching credentials have been issued since the inception of teacher licensing in California; first under the California Department of Education and continuing with the creation of the Commission as an independent standards board in 1971. For this discussion, general education teaching credentials include Multiple and Single Subject Credentials and previously initially issued elementary and secondary General and Standard Teaching Credentials. Discussion concerning Career Technical and Special Education Teaching Credentials will be brought to the Commission at a later date.

The requirements for the California-prepared Multiple and Single Subject Credential candidates are outlined in Appendix B. To illustrate the difference in preparation requirements, Career Technical Education and Special Education Credential requirements are also provided in the appendix. The requirements for Multiple and Single Subject Credentials are closely aligned with the exception of the Reading Instruction Competence Assessment (RICA) which is only required for the Multiple Subject Credential.

Both the Multiple and Single Subject Teaching Credential authorize service in grades preschool, K-12 and adults. However the authorizations differ in the type of setting. The Multiple Subject Credential holder may teach in a *self-contained classroom* in grades preschool, K-12 and adults and *core settings in grades 5-8* while the Single Subject Credential holder may teach in a *departmentalized classroom in subject(s) listed on document* in grades preschool, K-12 and adults.

Shortly after the Commission began issuing Ryan general education teaching credentials in the mid 1970's, Title 5 section 80499 was approved as an avenue for holders of general education

teaching credentials based on a baccalaureate degree and a general education preparation program to earn another general education teaching credential or add a content area by satisfying specific, limited requirements. The opportunity to earn another general education teaching credential provides flexibility for the employer and allows more employment opportunities for teachers. This has been an important option in areas of statewide shortage such as mathematics and science and was most helpful in 1996 when class size reduction went into place and there was a need for more elementary credentialed teachers.

### **Current Requirements for Title 5 Section 80499**

The current regulations are not consistent with the requirements for currently issued Multiple and Single Subject Credentials as the regulations were last updated prior to the implementation of SB 2042 (Chap. 548, Stats.1998) in 2003.

The one common requirement for all routes in Title 5 section 80499 is subject-matter competence in the credential or content area sought. Beyond the subject-matter competence requirement, there are few similarities on the requirements that must be completed.

Holders of departmentalized general education credentials must complete a beginning reading course or pass RICA when seeking a Multiple Subject Credential even though they may have completed a reading course to earn the secondary credential. The Multiple Subject Credential holder does not need to complete a departmentalized reading course to earn a Single Subject Credential.

A departmentalized subject-matter pedagogy course is required to earn a Single Subject Credential for holders of a Multiple Subject Credential. However, the regulations do not require that the course be in the specific single subject content area sought. In addition, holders of Single Subject Credentials seeking to add another content area do not need to complete a pedagogy course in the area sought. A pedagogy course related to self-contained classroom settings is required to earn a Multiple Subject Credential for holders of a Single Subject Credential.

Education Code section 44225(e) requires holders of pre-Ryan teaching credentials (General, Standard, and Special Secondary) to meet only the subject matter requirement in adding an additional general education content area or credential. Holders are exempt from other credential requirements.

### **Policy Issue Discussion Related to Title 5 Section 80499**

There are both legislative and policy topics that are discussed in this section. At the end of the legislative topics, the changes needed in regulations are listed. At the end of each section for the policy topics, the issues that need to be addressed for each topic are listed with staff recommendations (in italics). Appendix B shows the current requirements in Title 5 section 80499 showing staff recommendations.

#### *Legislative Changes*

Changes in statute including Senate Bill (SB) 1209 (Chap. 517, Stats. 2006) and SB 941 (Chap. 348, Stats. 2011) need to be added into the regulation section.

## **SB 1209**

Statute specifies the requirements for issuance of credentials to out-of-state (OOS) and outside the United States prepared individuals. The most recent change in statute was the passage of SB 1209 in 2007.

Since January 1, 2007, SB 1209 allows the Commission to issue a Preliminary Multiple or Single Subject (and Education Specialist) Credential based on an OOS professional level credential. The requirements to earn a clear credential are based on whether the individual has teaching experience out-of-state and the requirements do not align with the requirements that a California-prepared individual must complete. With two years of OOS teaching experience, the individual must have a master's degree or complete 150 hours aligned with the California Standards for the Teaching Profession (CSTP) and hold an EL authorization to earn a clear credential. With less than two years of teaching experience, an Induction program and EL authorization are required for the clear credential.

Some California-prepared Multiple or Single Subject Credential holders subsequently earn an OOS credential and want to add that authorization to their California credential. Currently, these individuals are evaluated as OOS-prepared because they hold an OOS credential which could result in only a preliminary credential issued to the holder of a clear credential. If these individuals hold a clear Multiple or Single Subject Credential, they have already met the clear credential requirements and should not need to complete additional requirements except for the EL requirement if not previously met. If the individual holds a California preliminary credential, he/she should only need to meet the renewal requirements listed on their current credential and not additional requirements.

*Staff suggests a possible change to the Title 5 regulations that would allow possession of a professional level teaching credential issued by another state or U.S. Territory to meet the requirement to add a teaching credential or content area as listed below:*

- 1) For a Single Subject Credential, an OOS credential with a departmentalized classroom teaching authorization that is comparable to a content area currently issued on a Single Subject Credential, or
- 2) For a Multiple Subject Credential, an OOS credential with an elementary education or self-contained classroom teaching authorization.

An individual with a professional level credential has completed pedagogy courses to earn their OOS credential; therefore, no pedagogy course should be required. See the section on the English learner requirement for information on this requirement for individuals earning their credential using this option.

## **SB 941 - National Board Certification (NBC)**

Effective January 1, 2012, individuals may earn an additional credential or add a content area to a general education teaching credential based on NBC. Previous to this change in statute, holders of Multiple or Single Subject Credentials wishing to add another subject or credential type who earned NBC in a new content area or credential type were required to complete subject-matter competence and other requirements. These changes must be added into regulations.

The new statute allows the Commission to determine if an individual earning a credential using this new option must also satisfy subject-matter competence by examination to comply with the federal No Child Left Behind (NCLB) Act. While SB 941 was going through the legislative process, Commission staff consulted with the California Department of Education, the California agency responsible for NCLB Compliance. Working with the United States Department of Education, it was determined that the Commission through the California Department of Education would need to apply to the United States Department of Education for a waiver of the examination requirement based on the submission of a thorough analysis of the content of the NBC assessments. This process will require further review.

Therefore, a subject-matter examination is required to earn the Multiple Subject Credential. Holders of a Single Subject Credential, or previously issued equivalent general education teaching credential, earning a Multiple Subject Credential based on NBC using this new option must pass the California Subject Examination for Teachers (CSET): Multiple Subjects examination. This information must be added into regulations.

*Noting the sections above, the option to meet subject-matter competence could be verified by one of five methods:*

1. Verify possession of a National Board Certificate in a subject area that is comparable to a statutory single subject content area or verify possession of a National Board Certificate in the appropriate elementary level and pass the CSET: Multiple Subjects examination.
2. Achieve a passing score on the appropriate Multiple Subject or Single Subject Credential subject-matter examination(s).
3. For Single Subject Credentials only, complete a Commission-approved subject-matter program, or its equivalent, and obtain verification of completion from the authorized person in the education department of a California college or university with an approved subject-matter program.
4. For Specialized Science content areas only, individuals may take and pass the appropriate subject matter examinations or obtain verification of completion of subject-matter course work from the Commission on Teacher Credentialing. There are currently no approved subject-matter programs for Specialized Science content areas.
5. One of the following:

For a Single Subject Credential, possession of a professional level teaching credential issued by another state or U.S. Territory with a departmentalized classroom teaching authorization that is comparable to a content area currently issued on a Single Subject Credential.

For a Multiple Subject Credential, possession of a professional level teaching credential issued by another state or U.S. Territory with an elementary education or self-contained classroom teaching authorization.

#### *Non-substantive Changes*

There are non-substantive changes that need to be included in Title 5 section 80499 such as to remove all references to “professional” clear credentials and change the title of the section to

better reflect the substance of the regulations. In addition, the option to verify subject-matter competence by completion of a subject program when seeking a Multiple Subject Credential needs to be deleted to align the section with NCLB.

### *English Learner Requirement*

*Williams v. State of California (Williams)* was filed as a class action lawsuit in 2000. The basis of the lawsuit was that state agencies had failed to provide public school students with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The case was settled in August 2004 and several bills implementing the settlement were enacted including one that requires additional annual assignment monitoring and EL data collection. As noted in the previous section, SB 1209 added the English learner (EL) requirement to credentials that did not previously include the requirement.

Although many individuals qualifying via Title 5 section 80499 hold a credential that required an EL authorization, some individuals do not hold an EL authorization. The EL requirement is not currently in Title 5 section 80499. Therefore, holders of credentials who do not hold a separate EL authorization are not required to earn an EL authorization to qualify via Title 5 section 80499.

An individual who qualifies for an additional authorization using NBC, as shown in the section starting on page 4, are not required by statute to complete the EL requirement. If an applicant already holds an EL authorization, the Commission will add that authorization to the new document based on NBC but cannot require an individual to complete the EL requirement if using NBC to earn an additional authorization.

The English learner issue that needs to be addressed includes:

- 1) Should the EL requirement be added to regulations to ensure all educators earn an authorization to teach English learners?

*The English learner authorization should be required for all individuals earning a teaching credential using the Title 5 section 80499 except those qualifying using NBC as they are exempt by statute.*

### *Pedagogy Requirement*

The ability to translate knowledge of a subject area into content that is understandable and developmentally appropriate is critical for teachers at all grade levels. The ability to provide illustrations and examples and to attach what is being learned to what a student already knows is essential to the art and skill of teaching. Content knowledge alone does not provide these skills. Courses in pedagogy are designed to provide these kinds of skills. When a teacher chooses to teach content knowledge to students at a different setting and/or subject area of their base general education credential, he/she needs to have developmentally appropriate pedagogical instruction in that subject area.

Currently a pedagogy course must be completed when an individual is adding a Multiple Subject Credential while holding a Single Subject Credential and vice versa. To earn a Multiple Subject Credential, the regulations state the course must be a self-contained pedagogy course. For the Single Subject Credential the course must be a departmentalized course but the regulations do

not specify that the departmentalized course be in the content area of the new Single Subject Credential. For example, the holder of a Multiple Subject Credential who has passed the appropriate mathematics examinations can earn a Single Subject in Mathematics by completing a pedagogy course in English, art or generic secondary pedagogy course.

The regulations do not require the holder of a Single Subject Credential adding a new single subject content area to complete a pedagogy course. Therefore, the holder of a physical education credential may pass the subject matter examinations for mathematics and add mathematics to his/her Single Subject Credential without completing a mathematics pedagogy course.

Some program sponsors offer a generalized secondary methods course that has differentiated content specific to each content area. Other program sponsors have developed a general secondary methods course with no specific single subject area content while others offer pedagogy courses in the single subject content areas.

Since the regulations were last updated, the focus in schools and preparation programs has changed and there is an increased emphasis on content specific pedagogy. Allowing an individual to complete a generic departmentalized pedagogy course is not parallel or equivalent to the rigor of current preparation program requirements or the needs of the schools.

Currently it is possible for the Commission to accept pedagogy courses completed out-of-state or outside the United States (based on a transcript evaluation from a Commission-approved agency). Questions have been raised whether this practice should continue as there is not an avenue to evaluate these courses to validate if they are equivalent to California preparation program pedagogy courses.

All California program sponsors with a Multiple and/or Single Subject Teaching Credential program offer Commission-approved pedagogy courses. Most California universities with Commission-approved teacher preparation programs have both Multiple and Single Subject Credential programs. However, some may only offer one of the programs. Some institutions with only one of the two programs have developed pedagogy courses for individuals to use to earn a credential via the Title 5 section 80499 provisions. These courses are not provided for approval by the preparation program and may not align with current Commission program standards. Absent a full teacher preparation program, the question is whether a course from one of these programs should be accepted.

Pedagogy coursework issues that need to be addressed include:

- 1) Should the Commission continue to accept pedagogy courses completed in other states and countries?  
*Staff recommends that the Commission should consider not accepting a single pedagogy course completed outside California.*
- 2) Should a Commission-approved teacher preparation program sponsor who does not have a Single Subject program be able to provide a departmentalized pedagogy course for this section of regulations? The same issue exists for the Multiple Subject Credential.

*Staff recommends that the Commission should consider amending section 80499 to specify that only a program sponsor with a Commission-approved program in the credential or content area should be able to offer a pedagogy course to use for Title 5 section 80499.*

- 3) Should the Commission require that the pedagogy course align with the specific new content area for those obtaining a Single Subject Credential?

*Staff recommends that the Commission consider if a pedagogy course used to add an authorization must align with the specific content area requested in the added authorization.*

- 4) If the Commission requires a specific content area pedagogy course, will all general secondary level pedagogy courses need to offer the differentiated content?

*Staff recommends that the Commission state if 'generic' secondary level pedagogy courses are sufficient to meet the pedagogy course requirement.*

- 5) If adding a new content area to a Single Subject Credential, should a pedagogy course specific to the new content area be required?

*Staff recommends that the Commission consider if a subject specific pedagogy course should be required when adding a new content area to a Single Subject Credential.*

#### *Reading/RICA Requirement*

California-prepared Multiple and Single Subject Credential holders complete a self-contained or departmentalized reading course, as appropriate to the credential, within their preliminary preparation program. In addition, effective October 1, 1998, the Reading Instruction Competence Assessment (RICA) is also required for Multiple Subject Credential candidates.

The holder of a Preliminary, Clear or Life Single Subject Credential seeking a Multiple Subject Credential must complete **either** the beginning reading requirement or pass the RICA.

The reading requirement issue that needs to be addressed include:

- 1) Should there be any change to the reading requirement for holders of Single Subject Credentials seeking a Multiple Subject Credential?

*Staff recommends that the Commission consider if both the reading course and the RICA should be required for holders of Single Subject Credentials earning a Multiple Subject Credential using Title 5 section 80499.*

#### **Next Steps**

Staff seeks guidance regarding the policy issues for adding an additional content area or type of credential that will allow the Title 5 regulatory process to begin. Staff will present an information item with proposed changes to Title 5 section 80499 based on the discussion from this item at a future meeting.

Guiding principles determined in this agenda item could be used to address other areas such as holders of a special education credential to earn a Multiple or Single Subject Credential or vice versa and Single Subject Credential holder to earn a Career Technical Education Credential or vice versa. These discussions would take place at a future meeting.

## Appendix A

### Current Requirements and Possible Changes

(from CL-621 and CL- 621A)

Items to be deleted are ~~lined through~~ and changes are in *italics*. There are additional specific requirements such as completing the clear credential program depending upon the term of the credential held (preliminary, clear or life) and if the individual is prepared in California or outside California that are not shown below.

Note that the English learner requirement will be added to the requirements but not listed in each section below:

#### ***Multiple and Single Subject Credentials***

- I am the holder of a valid Multiple Subject Teaching Credential and am seeking a Single Subject Teaching Credential. Document completion of all of the following:
  - a. Content area subject-matter competence (by examination, Commission-approved subject-matter program *or possession of a professional level teaching credential issued by another state or U.S. Territory with a departmentalized classroom teaching authorization that is comparable to a content area currently issued on a Single Subject Credential*)
  - b. A three-semester-unit or four-quarter-unit course in methodology ~~directly related to teaching in a departmental setting~~ *in the specific content area completed through a program sponsor with a Commission-approved program in the content area*
  
- I am the holder of a valid Single Subject Teaching Credential and am seeking a Multiple Subject Teaching Credential. Document completion of all of the following:
  - a. Elementary subject-matter competence (by examination or ~~Commission-approved subject-matter program~~ *possession of a professional level teaching credential issued by another state or U.S. Territory with an elementary education or self-contained classroom teaching authorization*)
  - b. A three-semester-unit or four-quarter-unit course directly related to teaching in a self-contained classroom excluding the methods of teaching reading *completed through a program sponsor with a Commission-approved elementary program*
  - c. Course work in developing English language skills for beginning readers completed *through a program sponsor with a Commission-approved elementary program* ~~or~~ *and pass the Reading Instruction Competence Assessment*
  
- I am the holder of a valid Single Subject Teaching Credential and am seeking to add another single subject authorization. Document completion of all of the following:
  - a. Content area subject-matter competence (by examination, Commission-approved subject-matter program *or possession of a professional level teaching credential issued by another state or U.S. Territory with a departmentalized classroom teaching authorization that is comparable to a content area currently issued on a Single Subject Credential*)
  - b. A three-semester-unit or four-quarter-unit course in methodology *in the specific content area completed through a program sponsor with a Commission-approved program in the content area*

### ***General and Standard Teaching Credentials***

- I am the holder of a valid General or Standard Teaching Credential authorizing service in a self-contained classroom seeking a Single Subject Teaching Credential. Document completion of all of the following:
  - a. Content area subject-matter competence (by examination, Commission-approved subject-matter program, *or possession of a professional level teaching credential issued by another state or U.S. Territory with a departmentalized classroom teaching authorization that is comparable to a content area currently issued on a Single Subject Credential*)
  
- I am the holder of a valid General or Standard Teaching Credential authorizing service in a departmentalized classroom and am seeking a Multiple Subject Teaching. Document completion of all of the following:
  - a. Elementary subject-matter competence (by examination or ~~Commission-approved subject-matter program~~ *possession of a professional level teaching credential issued by another state or U.S. Territory with an elementary education or self-contained classroom teaching authorization*)
  
- I am the holder of a valid General or Standard Teaching Credential authorizing service in a departmentalized classroom and am seeking to add another single subject authorization. Document completion of all of the following:
  - a. Content area subject-matter competence (by examination, Commission-approved subject-matter program, *or possession of a professional level teaching credential issued by another state or U.S. Territory with a departmentalized classroom teaching authorization that is comparable to a content area currently issued on a Single Subject Credential*)

### ***National Board Certification – All to be added to regulations***

- I am the holder of a valid Multiple Subject Teaching Credential and am seeking a Single Subject Teaching Credential based on National Board certification. Document completion of all of the following:
  - a. *Photocopy of National Board Certificate*
  
- I am the holder of a valid Single Subject Teaching Credential and am seeking a Multiple Subject Teaching Credential based on National Board certification. Document completion of all of the following:
  - a. *Photocopy of National Board Certificate*
  - b. *Passage of a Commission-approved subject matter examination*
  
- I am the holder of a valid Single Subject Teaching Credential and am seeking another single subject authorization based on National Board certification. Document completion of all of the following:
  - a. *Photocopy of National Board Certificate*

## Appendix B Requirements for CALIFORNIA-PREPARED Teachers

Requirement	Multiple Subject	Single Subject	Education Specialist	CTE <sup>1</sup>
<b>Requirement Satisfied Prior to Issuing the Identified Credential</b>				
Fitness/Character review	Preliminary	Preliminary	Preliminary	Preliminary
Bachelor's degree or higher	Preliminary	Preliminary	Preliminary	
High school diploma				Preliminary
Basic Skills Requirement	Preliminary	Preliminary	Preliminary	
Subject-matter competence	Preliminary	Preliminary	Preliminary	
US Constitution	Preliminary	Preliminary	Preliminary	Clear
Work experience/coursework in subject area sought <sup>3</sup>				Preliminary
<b>Completed during the Preparation Program</b>				
Professional Preparation program/Program of personalized preparation <sup>2</sup>	Preliminary	Preliminary	Preliminary	Clear
Student teaching	Preliminary	Preliminary	Preliminary	
Teaching of Reading Course	Preliminary	Preliminary	Preliminary	
RICA	Preliminary		Preliminary	
English Learner (SDAIE for CTE)	Preliminary	Preliminary	Preliminary	Clear
Health Education	Preliminary	Preliminary	Preliminary	Clear
Computer Education	Preliminary	Preliminary	Preliminary	Clear
Induction	Clear	Clear	Clear	
Two years of teaching experience while holding the preliminary or advanced personalized preparation program <sup>4</sup>				Clear

<sup>1</sup> CTE issued on or after 1/1/2009

<sup>2</sup> Professional preparation program includes Relationships Between Theory and Practice; Pedagogical Preparation for Subject-Specific Content Instruction; Equity and Diversity; Preparation to Teach Reading; Create a Supportive, Healthy Environment for Student Learning, Use Technology in the Classroom, Teach English Learners, and Teach Special Populations; Supervised Field Work; Student Teaching and Passage of the Teacher Performance Assessment. Program of Personalized Preparation includes Equity and Diversity, Preparation to Teach Curriculum, Use Technology in the Classroom, Teach English Learners and Teach Special Populations; and Assessing Student Learning, and Professional, Legal, and Ethical Responsibility.

<sup>3</sup> May use one year of full-time general education teaching experience in preschool or grades K-12 earned in a public or private school of equivalent status to satisfy one of the three required years.

<sup>4</sup> Advanced preparation program is designed to support teachers' attainment of the *California Standards for the Teaching Profession* (CSTP) and to advance the beginning teacher outcomes to develop integrated instruction that meets State-adopted CTE curriculum standards, related academic content standards, and curriculum frameworks. The program provides formative and summative assessment opportunities for teachers to demonstrate their development as teachers.