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# 4A

## Information

### *Legislative Committee*

### Status of Legislation

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## AGENDA INSERT

**Executive Summary:** Staff will present the status of legislative measures on which the Commission has adopted a position.

**Recommended Action:** For information only

**Presenter:** Anne L. Padilla, Consultant, Office of Governmental Relations

### Strategic Plan Goal

#### *III Communication and Engagement*

- ◆ Advise the Governor, Legislature, and other policy makers as appropriate regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.

September 2012

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## Status of Legislation

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The *Status of Legislation* agenda item is brought to the Commission to provide updates on the status of bills on which the Commission has taken a position and on the Commission's sponsored bills. Bill updates are listed according to the position adopted by the Commission on each bill.

### Support

#### **AB 1853 (Bonilla) Teacher credentialing: Recognition of study in Transitional Kindergarten**

**Location:** Vetoed

**Summary:** This bill would have authorized the Commission on Teacher Credentialing to do the following:

- Convene a work group consisting of specified members to develop program standards for the issuance of a recognition of study in Transitional Kindergarten (TK), as defined, for holders of multiple subject teaching credentials who will be teaching pupils enrolled in Transitional Kindergarten (TK).
- Add a recognition of study in TK to the multiple subject teaching credential of a teacher who meets the established standards.
- Work with the Superintendent of Public Instruction to gather and post, on an appropriate Internet Web site, best practices from school districts and schools on curriculum development and professional development relating to implementing and sustaining TK programs.

The bill stipulated that the recipient of a recognition of study in TK was not authorized to teach English learners, except as specified, and that a recognition of study in TK was not considered a type of authorization, could not be used as a condition of employment, did not replace subject matter competence requirements, and could not be used in making employment decisions relating to reductions in employee positions.

The bill further specified that only private funds could be used to support the workgroup and prohibited General Fund moneys from being used for purposes of the group. The bill required Department of Finance verification that the private funds were sufficient to fully support the activities of the workgroup before the workgroup could be convened. The bill contained other related provisions.

Veto message:

*I am returning Assembly Bill 1853 without my signature. This bill would require the Commission on Teacher Credentialing to create a committee to do the preliminary work that would be required to create yet another teaching credential -- -- something we don't need.*

**SB 1292 (Liu) School employees: Principals: Evaluation**

**Location:** Signed by the Governor, Chapter 435, Statutes of 2012

**Summary:** This bill authorizes school districts to evaluate principals and establish provisions to guide principal evaluation, as follows:

- The governing board of a school district may evaluate a school principal annually for the first and second year of employment as a new principal in a school district and at regular intervals after this period.
- Additional evaluations may be agreed upon between the evaluator and the principal and the evaluator and principal may review school success and progress throughout the year.
- The criteria for principal evaluation may be based upon the California Professional Standards for Educational Leaders (CPSELs). The bill explains that these standards identify a school administrator as being an educational leader who promotes the success of all pupils through leadership, as defined.

The bill further suggests evidence that may be considered as part of a quality school principal evaluation, specifies that federal carryover funds received from Title I and Title II of the Federal No Child Left Behind Act of 2001 and any other available state and federal funds may be used to implement this act, and makes legislative findings and declarations, and states legislative intent, related to the development of high quality and uniform system for principal evaluation.