

Handouts from the TAP Panel Table Discussions

February 28, 2012

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Routes to a Clear Multiple or Single Subject (SB 2042) Teaching Credential

Type of Employer	Teacher may participate in Induction	Employer is eligible to verify that Induction is not available. Candidate may opt to complete a General Education Clear Credential Program
Public school district or county office of education	Yes	Yes *
Charter School	Yes	Yes *
Private School, religious or nonsectarian	Yes	Yes *
Nonpublic, nonsectarian school or agency	Yes	NA
Juvenile court schools	Yes	Yes *
Adult Correctional System	Yes	Yes *
Juvenile Corrections	Yes	Yes *
School under a state agency jurisdiction	Yes	Yes *
Teaching outside California	<p><i>Yes, if an approved Induction Program will accept the candidate and a plan is developed.</i></p> <p><i>The plan must provide for the range of induction experiences' and opportunities including 'experiences with children' to demonstrate knowledge and skills required by the program.</i></p>	No
Long-term substitute		Depends
Day-to-Day Substitute		No
Working for the state of California (CDE or CTC)		No
Working in Pre-School ¹		? ¹
Working in Higher Education		No
Teaching/tutoring for an agency, i.e. studio, modeling agency, hospital, circus		Yes *
Teaching/Tutoring for a 'for profit' company		No
After school program		No
Home School teacher – not affiliated with a public/private school		No
Education affiliated setting, i.e. museum/zoo		No
Summer camp, YMCA		No
Employed in a non-education setting		No
Unemployed individuals		No

* Employer is defined as a California public school, any school that is sponsored by a private California K-12 school, non-public, non-sectarian school or agency, charter school, or a school operated under the direction of a California state agency. Employer must complete, and superintendent or designee, sign the CL 855 *Induction Program - Verification of Unavailability of a Commission-Approved Program* form.

1 If the preschool is run by the school district AND the teachers are on the regular teacher salary schedule, then 'Yes' to the employer signing the CL 855 letter. Otherwise 'No'.

Induction and Clear Credential Programs

- Although candidates earn a clear credential there are two pathways to earn a clear credential
 - Induction program
 - Clear program (yes, it IS confusing)
- Any CTC Tier II level program requires candidates to grow in the knowledge, skills and abilities learned in the Tier I program, in this case, teacher preparation
- General Education candidates may clear through either program while Education Specialist candidates must participate in Induction
- Most induction programs in the state are funded through BTSA (Beginning Teacher Support and Assessment) funds and are known as BTSA Induction programs

- General Education **Clear** or **Induction**: 6 standards
 - Category A: Programs Exhibit Effective Design Principles
 - Program Rationale and Design
 - Communication and Collaboration
 - **Support Providers and Professional Development Providers** or **Support Provided to the Participating Teacher**
 - **Formative Assessment** or **Systemic Formative Assessment**
 - Category B: Programs Provide Opportunities for
 - Participants to Demonstrate Effective Teaching
 - Pedagogy
 - Universal Access for all Students
 - Equity
 - Teaching English Learners
 - Teaching Special Populations
 - Differences between Induction and clear
 - Site administrator train vs. inform
 - Support Provider vs. system of support
 - Formative Assessment System vs. system of formative support
- **Education Specialist**: 7 standards
 - Same six as general education
 - **Standard 7: Education Specialist Induction Program Menu**

- Employment issues vs. working with students
 - To participate in induction, candidates need not be employed as the curriculum requires a candidate to have access to students for a significant amount of time, both in hours daily and in longevity of months but does not require employment
 - Clear programs **do** require that all candidates be employed

- AB 2210 established Induction as the preferred pathway to a clear credential (translation: if an employer has an induction program for which you are eligible, you will participate in that program to earn your clear)
 - Program can be LEA-based (district or county office) or IHE based (college or university). These programs are equivalent

- There are currently about 160 LEA-based Induction programs and 2 LEA-based (APU, UCLA--inactive at this time)
- To participate in a clear program, candidates must receive a CL-855 from the employer verifying that an induction program is not available to them

- Public, charter, private school participation in induction
 - Funding for public and charters through BTSA program (SB 1422 and SB 2042)
 - Prior to 2009 funding was based on a per participant funding scheme
 - Since 2010, funding is provided at base rate established by the number of participants in 2009, as it became part of flexible funding
 - No new funding is available. You may sponsor a new program, but it will not receive any state funds
 - Private school participation in Induction is through Memorandums of Understanding with existing BTSA Induction programs (many go to clear programs)

- Please see the accompanying *Routes to a Clear Multiple or Single Subject Credential Program*

Credential Pathways

Since the 1960's, statutes have prohibited an "Education Major" for undergraduates. Undergraduates were required to complete a major in any area other than education. A Liberal studies major was usually selected by candidates who planned to pursue a Multiple Subject credential. A specific single subject focus was selected by those interested in pursuing a secondary credential to prepare them to teach a specific subject area in middle or high school. Most persons prepared as teachers in California complete one of three types of programs.

Traditional Clinical Practice (Student Teaching) Model

- Candidates complete a post baccalaureate program of professional teacher preparation following their undergraduate preparation.
- The program consists of a series of courses and field experiences prior to student teaching.
- One year cap—the program must offer the opportunity for candidates to complete credential course work within the span of one year (prerequisite requirements do not fall under the one year cap)
- Student teachers are given increasing responsibility in the classroom under the direction of a supervising teacher.
- Multiple Subject Candidates must student teaching in two grade levels in a self-contained classroom selected from two of the following categories: K-2, 3-5, or 6-8
- Single Subject Candidates must student teaching in two grade levels inclusive of two subject areas or same grade level with two subject areas (i.e., Math: Algebra and Geometry)

Residency Model

- Candidates spend part of their time working at a school site under the direction of a supervising teacher and part of their time taking courses directly related to the school experiences.
- Many residency models are set up as a yearlong experience in a single classroom which creates difficulty for the candidates attempting to meet the current requirements of two grade levels or subject areas.

Blended Program

- Blended programs of professional preparation combine subject matter preparation and pedagogical teacher preparation coursework into a single program.
- Both areas are offered concurrently in a connected manner during undergraduate years.
- The blended teacher preparation model is a tightly structured program specifically designed for undergraduates who have decided relatively early to become teachers.
- Early/continuous fieldwork experiences and additional advising are needed for success.
- Candidates in blended programs complete both the requirements for a bachelor's degree and a teaching credential simultaneously usually within 4-5 years.

Education Specialist Teaching Credentials

The latest revision of the special education credentials occurred in 2007 when, as directed by the Commission and required by SB 1209 (Chap. 517, Stats. 2006), a Special Education Workgroup was formed to study the structure and requirements for Education Specialist and Other Related Services Credentials. The Workgroup made 25 recommendations for restructure of special education certification to the Commission, including those described below. Revised Education Specialist standards for special education authorizations were adopted by the Commission between 2008 and 2010.

Preliminary Education Specialist Program

Preliminary programs are offered by 58 program sponsors (22 California State Universities, 4 UCs, 26 Private Colleges and Universities and 6 District and County Office of Education Programs). The seven preliminary program specialty areas are:

Mild to Moderate Disabilities	Moderate to Severe Disabilities
Early Childhood Special Education	Deaf and Hard-of-Hearing
Language and Academic Development	Physical and Health Impairments
Visual Impairments	

Autism Spectrum Disorders (ASD) content is included in the preliminary Education Specialist Instruction Teaching Credential programs for all specialty areas.

Alignment with General Education Credentials

Preliminary Education specialist credential programs are aligned with general education credentials in teaching English learners, diversity and the teaching of reading.

Subject Matter Competence

Subject-matter competence is limited to No Child Left Behind (NCLB) core academic subject areas unless the individual already holds a teaching credential that required subject-matter competence or is applying for an Early Childhood Education Specialist Credential.

Clear Education Specialist Induction Program

Preliminary holders must complete the Clear Education Specialist program through a Commission-approved special education Induction Program. The Clear Education Specialist program does not focus on any specific specialty area and it is up to the program sponsor to decide how many of the seven preliminary specialty areas they wish to serve.

Alignment with General Education Credentials

The Clear Education Specialist Induction Standards are built upon the six General Education Induction Standards. The General Education Induction Standards were revised in 2009 to include a 7th Standard, Education Specialist Induction Program Menu, which places a specific focus on growth and development for Education Specialist candidates.

Added Authorizations in Special Education

Added Authorizations in Special Education (AASE) were approved effective July 3, 2009. The AASEs are issued in six specific subject areas:

autism spectrum disorders
emotional disturbance
other health impaired

deaf-blind
orthopedically impaired
traumatic brain injury

The AASEs are a subset of the full preliminary teacher preparation program and may serve as a stepping stone to earn the full specialty area.

**Adapted Physical Education, Early Childhood Special Education and Resources Specialist
Added Authorizations**

Regulations were approved for these three authorizations effective July 20, 2011. The titles of the credentials were changed to 'Added Authorization' to better reflect the type of program completed and the type of document earned. Requirements and program standards were updated for the authorizations. Programs must transition to the new standards by September 30, 2012.

For current information about Education Specialist Instruction Credentials please access the Commission's website at www.ctc.ca.gov The list of institutions that offer special education programs can be found on the Commission's approved programs webpage, <http://www.ctc.ca.gov/educator-prep/approved-programs.html>

The Special Education webpage includes FAQs and important background information about special education credentials and the work of the 2006-2007 Special Education Workgroup: <http://www.ctc.ca.gov/educator-prep/special-education.html>

Background Information on Examinations Requirements and Options

The Commission on Teacher Credentialing (Commission) issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public school. California uses a number of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and/or professional knowledge.

Basic Skills Requirement

The *California Basic Educational Skills Test (CBEST)* is one method used to verify basic proficiency in reading, mathematics, and writing, which is a requirement for nearly all credentials, certificates, and permits. Candidates who have not yet met this requirement are also required to take a basic skills exam for diagnostic purposes prior to admission to a program of professional preparation, and must pass the examination prior to certification. The CBEST was first administered in 1982. Website: www.cbest.nesinc.com.

Candidates have other options in addition to the CBEST to meet the basic skills proficiency requirements. These options include passing the CSET: Multiple Subjects Examination plus Writing Skills (see below), or passing a basic skills examination from another state, or passing both the math and English sections of the CSU Early Assessment Programs, or passing both of the CSU placement examinations: English Placement Test and Entry Level Mathematics.

Subject Matter Competency

The *California Subject Examinations for Teachers (CSET)* is the current set of examinations used to verify candidates' subject matter knowledge. Candidates are required to demonstrate competency in the content area(s) they will teach. The CSET examinations measure candidates' subject matter knowledge, skills, and abilities, not their pedagogical knowledge. The CSET examinations are offered for multiple subject candidates and in a range of content areas for single subject candidates. Education specialist candidates also use this option to verify subject matter knowledge. The CSET was first administered in 2003.

Beginning with the May 2007 administration of the CSET: Multiple Subjects examination, an optional fourth subtest known as the CSET: Writing Skills examination was added. Candidates for a multiple subject credential may use the CSET: Multiple Subjects examination plus the CSET: Writing Skills subtest to verify basic skills as an alternative to passing the CBEST. Website: www.cset.nesinc.com.

Single subject candidates have another option for meeting the subject matter competency requirement by completing a Commission-approved subject matter preparation program instead of passing the CSET examination.

Professional Knowledge

The *Reading Instruction Competence Assessment (RICA)* is designed to test professional knowledge about the teaching of reading. All multiple subject and education specialist teacher preparation programs are required to include instruction in the teaching of reading in their methodology courses. California candidates for these credentials must pass the RICA before they are recommended for a preliminary credential. Passage of the RICA is not a requirement for the single subject teaching credential. The RICA was first administered in 1998 and revised in 2009. Website: www.rica.nesinc.com.

The *Teaching Foundations Examinations (TFE)* satisfies a part of the pedagogical portion of the Early Completion Option of the internship program for multiple subject and selected single subject credentials.

Passage of the TFE serves as a proxy for completing the full professional preparation program. The TFE was first administered in 2004. The TFE is owned and administered by the Educational Testing Service and is not a Commission-owned examination.

The *Teaching Performance Assessment (TPA)* is required of all multiple and single subject teacher candidates as one of the requirements for the preliminary credential. The TPA assesses candidate teaching performance with actual K-12 students relative to the candidate's mastery of California's *Teaching Performance Expectations (TPEs)*. The TPA is locally administered and scored according to one or more rubrics by trained and calibrated assessors who may be instructors, master/mentor teachers, retired teachers, and other qualified individuals. There are currently three TPA models approved by the Commission: the CalTPA (the Commission's model); PACT (Performance Assessment for California Teachers), a model developed by a consortium of Stanford University, the University of California, and other IHEs; and FAST (Fresno Assessment of Student Teachers), a model developed by and used exclusively by CSU Fresno. Website: <http://www.ctc.ca.gov/educator-prep/TPA.html>.

The *California Teachers of English Learners (CTEL)* examination is used by candidates other than those prepared in SB 2042 teacher preparation programs (such as, for example, out of state candidates) to demonstrate they have the level of knowledge and skills required to effectively teach English learner (EL) students. The prior CLAD (Crosscultural Language and Academic Development) examination previously used for this purpose was replaced with the CTEL examination in December 2005. Website: www.ctel.nesinc.com. Candidates also have the option of completing a CTEL program, which may combine program components with examination components instead of passing the full CTEL examination.

For candidates seeking a bilingual authorization via examination, the *bilingual-specific subtests of the CSET: World Language (formerly the Languages Other Than English) examinations* are used to demonstrate bilingual language and cultural knowledge and skills. The prior BCLAD (Bilingual Crosscultural Language and Academic Development) examination was replaced by the CSET bilingual-specific subtests in 2007. There are also some BCLAD preparation programs available to candidates as an option rather than completing the examination. These programs may also combine program components with examination components.

For Further Information:

For full current report on passing score standards, passing rates, and related information:

<http://www.ctc.ca.gov/commission/agendas/2012-01/2012-01-3B.pdf>



Alternative Certification (Intern) Programs

The term "Alternative Certification" has a variety of meanings across the United States. The content of these programs can vary from preparation virtually identical to that of traditional teacher preparation, such as California's model, to preparation that is very minimal in nature. However, all alternative certification programs should provide participants with experiences that integrate theory and practice during the preparation process as well as providing participants with ongoing support throughout the process. California's alternative certification programs provide faster entry into the teaching profession, for hard to staff and/or shortage areas, as well as providing a pathway for nontraditional candidates.

An intern credential is issued by a commission approved teacher preparation intern program when a school district, county office of Education (LEA) employs an intern and agrees to provide support and participate in the program. The credential is a collaboration between the teacher preparation program and the LEA, with both parties having responsibilities for support of the intern while they are employed and on the credential. A LEA can hire an intern only when a suitable fully prepared teacher is not available (Education Code §44225.7). In 2009-10, 3,412 of the 291,011 employed teachers in California held an intern credential (representing 1.2% of the teaching force).

The preconditions for intern programs specify the entry requirements for candidates: a) a bachelor's degree; b) subject matter competency demonstrated by completing an undergraduate Commission-approved subject matter program or by passing the applicable CSET examination; c) U.S. Constitution knowledge; d) basic skills competency; e) 120 hours of preservice; and f) professional fitness.

The intern program preconditions require programs to develop an individual professional development plan for each intern. The plan must include: a) providing 120 hours of focused preservice coursework and field experiences for candidates relating to critical aspects of the job of teaching which candidates must complete prior to beginning service on the intern credential; b) providing ongoing coursework in the content area(s) of the credential; and c) providing continued support throughout the program.

The program's responsibilities to candidates are codified by a Memorandum of Understanding between the approved program and the employer. In order for an intern program to be approved by the Commission, the program must meet all of the Commission-adopted teacher preparation program standards and must participate fully in the Commission's ongoing accreditation process.

The legislative history of California interns includes:

- California's intern credential was established in 1967 (Education Code §44450).
- In 1983, the District Intern credential was established (Education Code §44325). District intern programs do not require direct collaboration with a postsecondary institution (IHE), but may include such collaboration.
- In 1993 the legislature created incentive funding for alternative certification (Education Code §44380) in order to recruit second career (including former military) participants and to address geographic and subject area shortages. The program became a part of the flexible funding in 2008-2009.

- In 2001, the Early Completion Option (ECO) was established for all multiple and single subject intern programs (SB 57; Stats. 2001 Education Code §44468).

A handbook of preconditions, standards and laws related to California intern programs can be found at <http://www.ctc.ca.gov/educator-prep/intern/files/Intern-Specific-Preconditions-Standards-and-Laws-Related-to-Accreditation.pdf>.

A listing of the current intern programs can be found in a Commission March Agenda item located at <http://www.ctc.ca.gov/commission/agendas/2012-03/2012-03-2B.pdf>.

Commission on Teacher Credentialing, prepared by Nadine Noelting, February, 2012

Teaching English Learners

- With the adoption of the SB 2042 Standards, all candidates for a Preliminary Teaching Credential are prepared to work with English learners. Individuals earn both a SDAIE and an ELD authorization.
- A teacher who completed an initial teacher preparation program which did not include the preparation to teach English learners may complete an approved California Teachers of English Learners (CTEL) program or pass the three subtests of the CTEL examination to add an authorization to teach English learners. The authorization includes both SDAIE and ELD.
- Concerns have been expressed about the preparation of general education teachers to be successful in working with English learners. The Commission convened an advisory panel, the English Learner Authorizations Advisory Panel (2009), to make recommendations about the preparation of individuals to teach English learners. The commission adopted recommendations from the ELAP in September 2010 (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>). The recommendations included the following:
 - Review all standards related to the preparation of teachers to work with English learners; make recommendations for modifications to better prepare teachers.
 - Concerns regarding preparation and authorization to teach English Language Development (ELD); limit the authorization for individuals prepared as single subject teachers from an authorization for both SDAIE and ELD to an authorization for SDAIE only.
 - Develop a new Single Subject English Language Development credential as one of the options within the World Languages credentials.
 - Review and modify single subject teacher preparation standards particularly the preparation to use SDAIE strategies not only in general, but also particular to the subject area of the credential.
 - Develop standards for an English Learner Specialist.
- A second advisory panel, the English Learner Authorizations Advisory Panel (2011) was convened to complete the work described above. This panel has reported to the Commission a number of times (<http://www.ctc.ca.gov/commission/agendas/2011-10/2011-10-3F.pdf>) and completed the following:
 - Developed Subject Matter Requirements (SMRs) for the new World Languages: English Language Development (WL: ELD) content area. These SMRs are being used to develop the CSET examination and are the basis of the adopted Program Standards for the subject matter program. The Commission adopted the SMRs at the January 2012 meeting. (<http://www.ctc.ca.gov/commission/agendas/2012-01/2012-01-3A.pdf>)
 - Developed recommended modifications to the Knowledge, Skills and Abilities (KSAs) statements that govern both the CTET examination and the CTET program standards. (<http://www.ctc.ca.gov/commission/agendas/2012-03/2012-03-2D.pdf>)
 - Developed recommended modifications to the Multiple and Single Subject Preliminary program standards related to the preparation completed by individuals in the areas of teaching English learners. (<http://www.ctc.ca.gov/commission/agendas/2012-03/2012-03-2D.pdf>)
 - Developed new language for program standard 8B(n) focusing on the new WL:ELD single subject content area. (<http://www.ctc.ca.gov/commission/agendas/2012-03/2012-03-2D.pdf>)

- Developed parallel recommendations regarding the preparation of individuals for a Preliminary Education Specialist teaching credential. (<http://www.ctc.ca.gov/commission/agendas/2012-03/2012-03-2D.pdf>)
- Developed recommended modifications for the General Education Induction and Clear Program Standards as well as the Clear Education Specialist Induction Standards. (<http://www.ctc.ca.gov/commission/agendas/2012-03/2012-03-2D.pdf>)
- Developed recommendations regarding the preparation of individuals for administrative services and pupil personnel services (school psychologists, school counselors, school social workers) credentials. (<http://www.ctc.ca.gov/commission/agendas/2012-03/2012-03-2D.pdf>)
- Recommended that MS, SS and Ed Sp teachers prepared in the future earn a SDAIE authorization but not a full ELD authorization. The Commission adopted a revised English Learner Authorizations Structure at the December 2011 meeting (<http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5B.pdf>).

EL Authorization Route	Revised Scope of the EL Authorization
SB 2042 Multiple Subject	SDAIE and ELD in self-contained and core settings
SB 2042 Single Subject	SDAIE and ELD within the content area(s) authorized on the credential
Education Specialist	SDAIE and ELD for students with special needs across the full continuum of placement options indicated in the students' IEPs and in alignment with the disability categories authorized by the teacher's credential and authorizations
CTEL or CLAD	SDAIE and ELD in the grade levels, subjects and settings authorized by the prerequisite teaching credential and ELD as a separate departmentalized content area in grades Pre-K-12 and for adults
Single Subject World Language: English Language Development	ELD in departmentalized settings and SDAIE (for additional subjects added to the basic credential or any additional basic credential earned)
English Learner Specialist/Instructional Leader	ELD in departmentalized settings (Note: candidate for this credential is required to hold a prerequisite teaching credential with an English learner authorization)

- Work to be completed
 - Field review of the proposed modifications for all standards governing the preparation of teachers to work with English learners
 - Decision by the Commission on the timeframe to modify the CTEL KSAs, CTEL examination and CTEL program standards.
 - Decision by the Commission on how to move forward with the proposed modifications to the standards governing the preparation of teachers to work with English learners. The standard language could be adopted and implemented now, the standard language could be provided to programs as guidance but not adopted until the full review and revision of the standards, or the standard language could be provided to the advisory panel
 - Title 5 Regulations to implement the revised EL Authorization structure and a decision by the Commission regarding the timeline for the implementation.

Subject Matter Requirement

- By law [EC §44259(b)(5)], a candidate must pass the Commission adopted Subject Matter Examination or complete an approved Subject Matter Preparation Program¹
- The Commission’s subject matter requirements must be aligned to the state adopted academic content standards [EC §44259 (b)(3)]

Current Single Subjects Content Areas

<u>Multiple Subjects Domains</u>		<u>Single Subject</u>
English	English	Music
History and Social Science	Mathematics	Physical Education
Science	Foundational Mathematics	World Languages
Mathematics	Social Science	World Languages: American Sign Language
Physical Education	Science: Biology	World Languages: English Language Development
Visual and Performing Arts	Science: Chemistry	Agriculture
Human Development	Science: GeoScience	Business
	Science: Physics	Health
	General Science	Home Economics
	Art	Industrial and Technology Education

The Commission’s Preconditions and Program Standards address when the Subject Matter Requirement must be satisfied

MS/SS Precondition 6: Subject Matter Proficiency. The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school.

Program Standard 14:

...Prior to assuming daily responsibility for whole-class instruction, each candidate must have satisfied the basic skills and subject matter requirements....

Subject Matter Requirements (SMRs) are developed for each content area identified above and both the Examination and Program Standards address the SMRs

Examination: California Subject Examinations for Teachers (CSET)

- SMRs are organized into Domains
- Three or four subtests are required for each content area identified above
- Scores are valid for 5 years from the passing date of each examination [Title 5 Regulation 80071]

Approved Subject Matter Preparation Programs

- Prospective programs are reviewed by experts in the field
- Programs are approved by the Commission
- Programs must include 45 semester units of specified coursework (32 units for Foundational Mathematics and General Science)

¹ As of 2004, all candidates for a Multiple Subject teaching credential must pass the CSET: MS due to California’s implementation of the HQT requirement of NCLB

Single Subjects by Subject and By Program or Exam Route, 2008-09

Content Area	Program	Exam	Total	Program %	Exam %
Agriculture	48	9	57	84%	16%
Art	220	123	343	64%	36%
Business	67	39	106	63%	37%
English	797	1394	2191	36%	64%
Foreign Language: American Sign Language	1		1	100%	
Foreign Language: Arabic		1	1		100%
Foreign Language: Filipino	2	1	3	67%	33%
Foreign Language: French	37	19	56	66%	34%
Foreign Language: German	15	3	18	83%	17%
Foreign Language: Hmong	1		1	100%	
Foreign Language: Japanese	2	4	6	33%	67%
Foreign Language: Korean	1	2	3	33%	67%
Foreign Language: Latin	6		6	100%	
Foreign Language: Mandarin	1	44	45	2%	98%
Foreign Language: Russian	6		6	100%	
Foreign Language: Spanish	242	242	484	50%	50%
Health Science	59	127	186	32%	68%
Home Economics	13	21	34	38%	62%
Industrial and Technology Education	23	25	48	48%	52%
Foundational-Level Mathematics	14	767	781	2%	98%
Mathematics	617	349	966	64%	36%
Music	236	87	323	73%	27%
Physical Education	439	340	779	56%	44%
Social Science	574	1050	1624	35%	65%
Foundational-level General Science	6	20	26	23%	77%
Biological Sciences	189	509	698	27%	73%
Biological Sciences (Specialized)	23	81	104	22%	78%
Chemistry	75	145	220	34%	66%
Chemistry (Specialized)	28	30	58	48%	52%
Geosciences	30	108	138	22%	78%
Geosciences (Specialized)	3	19	22	14%	86%
Physics	50	60	110	45%	55%
Physics (Specialized)	6	22	28	21%	79%
Total	3825	5619	9444	41%	59%

¹ As of 2004, all candidates for a Multiple Subject teaching credential must pass the CSET: MS due to California's implementation of the HQT requirement of NCLB