

COMMISSION FOR TEACHER PREPARATION AND LICENSING

OFFICE OF THE EXECUTIVE SECRETARY

100 STREET

SACRAMENTO, CALIFORNIA 95814

445-0184



November 1, 1978

78-7916

TO: All Individuals and Groups Interested in the Activities
of the Commission for Teacher Preparation and Licensing

FROM: Peter L. LoPresti, Executive Secretary

SUBJECT: Title 5 Regulations

A handwritten signature in cursive script, reading "Peter L. LoPresti".

The Commission for Teacher Preparation and Licensing has approved and adopted the following Title 5 Regulations of the California Administrative Code. These regulations have also been approved by the California State Board of Education.

Amends Section 5504 as follows:

5504 (New number 6074.5). Report of Dismissal and/or Resignation. The governing board shall immediately report to the Secretary of the State Board Commission for Teacher Preparation and Licensing the name and last known address of any certificated employee of the district who has been dismissed, or who has resigned or otherwise left the service of the district, for any reason stated in law as cause for the suspension or revocation of a credential issued by the State Board or the Commission for Teacher Preparation and Licensing, together with all pertinent facts, including but not necessarily limited to a transcript of the findings and conclusions of the recommending Commission on Professional Competence together with any evidentiary material, including investigative reports, on which such recommendations were based.

Adds new Section 80025.1 as follows:

80025.1. Temporary County Certificate. An application for a Temporary County Certificate shall be made on an application provided by the Commission for Teacher Preparation and Licensing. It is to be used when dates of employment are known, if the candidate's salary is being withheld because a credential has not yet been filed in the county and/or district office. The completed Temporary County Certificate application may serve the district or county as the Temporary County Certificate.

Amends Section 80032.2 as follows:

80032.2 (a) Special Education Training for Teachers and Administrators. The Special Education training requirement specified in Section 67.5 of Chapter 1247 of the Statutes of 1977 shall be required of each applicant for a clear Multiple or Single Subject teaching credential or an Administrative Services credential issued in accordance with the provisions of Section 44259 of the Education Code. This requirement may be satisfied by a course of study, which may be offered or accepted by an approved college or university. The college or university recommending the applicant for a clear Multiple or Single Subject teaching credential or Administrative Services credential shall submit a plan for Commission approval indicating how this requirement will be met. Each plan submitted to the Commission shall include but not be limited to the following:

1. A description of the program elements which lead to the demonstration of the competencies knowledge and skills as provided herein;
2. A description of how such program elements relate to each specified competency knowledge and skill area for each credential;
3. A description of the specific program options available to each candidate for completing acquiring the competencies knowledge and skills;
4. Provisions for giving credit or establishing equivalency toward completion of this requirement in the form of in-service training, work taken for credit at other institutions, including out-of-state institutions, or a combination of these or other options.

(b) After July 1, 1979 no institutional recommendation shall be issued for the clear Multiple or Single Subject teaching credential unless the recommending institution has presented evidence, consistent with its approved plan, of the completion by that the candidate of all the following competencies consisting of the demonstrated ability to: has completed a program preparing the individual to:

1. Diagnose Recognize children's academic strengths and weaknesses, perceptual characteristics, and preferred learning modalities (i.e., auditory, visual, kinesthetic) through formal and informal assessment procedures appropriate for classroom teachers to administer;
2. Demonstrate the ability Be able to assess the characteristics and behavior of exceptional pupils in terms of program and developmental needs;

3. Recognize the differences and similarities of exceptional and non-exceptional pupils;
4. Analyze non-discriminatory assessment including a sensitivity to cultural and linguistic factors;
5. Produce and evaluate short- and long-term educational objectives based on for regular classroom aspects of the Individualized Education Program goals;
6. Utilize various diagnostic/prescriptive materials and procedures in reading, language arts, math, and perceptual-motor development, when appropriate;
7. Apply diagnostic information toward the modification of traditional school curriculum and materials for selected children;
8. Identify and teach non-academic areas, i.e., socialization skills, career and vocational education;
9. Discuss inter- and intra-personal relationships with students and be able to communicate appropriate information in a non threatening manner to teachers and parents;
Promote pupil growth in the affective domain and in inter-personal relationships;
10. Be able to communicate appropriate information in a non-threatening positive manner to other professionals and to parents;
11. Explain Understand current enabling legislation dealing with Special Education, including the concept of least restrictive alternatives environment, and due process to for parents and teachers.

(c) After July 1, 1979 no institutional recommendation shall be issued for the Administrative Services credential unless the recommending institution has presented evidence, consistent with its approved plan, of the completion by that the candidate of all of the following competencies consisting of the demonstrated ability to: has completed a program preparing the individual to:

1. Demonstrate the ability Be able to assess the characteristics and behavior of exceptional pupils in terms of program and developmental needs;
2. Recognize the differences and similarities of exceptional and non-exceptional pupils;
3. Analyze non-discriminatory assessment including a sensitivity to cultural and linguistic factors;

4. Discuss interpersonal relationships and human relations problems and issues with students and parents;
5. Communicate information in a non-threatening positive manner to teachers and parents;
6. Evaluate the concept of least restrictive environments and its implications for the instructional process;
7. Define and explain the admission, review, and dismissal processes of Special Education legislation;
8. Formulate and illustrate an Individualized Educational Program in consultation with the appropriate support personnel and parents for individuals with exceptional needs;
9. Identify and select alternative instructional programs;
10. Contrast and explain individual protections of Special Education legislation as ~~it~~ they pertains to parents, teachers and students;
11. Apply diagnostic information toward the modification of traditional school curriculum and materials for selected children.

Amends Section 80041 as follows:

80041. Issuance of Preliminary Designated Subjects Credentials for Adult Education Until June 30, 19789. Issuance of Preliminary Designated Subjects Credential authorizing teaching in classes organized primarily for adults:

(a) Until June 30, 19789, and not thereafter, a Preliminary Designated Subjects Credential may be issued for not more than five years under the following conditions, in addition to the provisions of Sections 80038 and 80039.

(1) The applicant is recommended by a local education agency as defined in Section 80034, which certifies the following:

(A) The applicant will be employed in a specified full-time or part-time capacity.

(B) The applicant meets the minimum requirements for education and experience as defined in Section 80036(a) or (b).

(2) The recommending local education agency stipulates it will make available the program of personalized in-service training specified in Section 80036(a)(4) for the applicant to whom a credential is issued for full-time service.

(3) The recommending local education agency stipulates it will make available the program of personalized in-service training specified in Section 80036(b)(2) for the applicant to whom a credential is issued for part-time service.

(b) The credential issued in accordance with (a) above shall authorize the holder to teach the subject or subjects specified on the credential in classes organized primarily for adults, except that the holder of a part-time credential may teach for no more than 160 hours per academic semester, or its equivalent.