

COMMISSION ON TEACHER CREDENTIALING

1812 9TH STREET
SACRAMENTO, CA 95814-7000

OFFICE OF THE EXECUTIVE SECRETARY

November 9, 1990

90-9013

TO: Deans of Education and Directors of Teacher Education

FROM: Philip A. Fitch, Ed.D.
Executive Secretary

SUBJECTS: (1) Public School Participation by Teaching Methods Faculty and Administrative Services Faculty

(2) Request for Information about Teacher Education Faculty Participation at Your Institution

As you know, Senate Bill 813 (1983) provided that faculty members who teach at least one teaching methods course on a regular basis are required to participate actively in the public schools at least once every three years. In 1984, additional legislation extended the requirement to faculty in Administrative Services Credential Programs. The intent of both laws was to ensure that all faculty who prepare candidates for professional responsibilities in schools remain current with the realities of classrooms, schools, students, and the duties performed by credential holders.

Title 5 Regulations Sections 80674 through 80674.6 pertaining to Faculty Participation in the Public Schools became effective on April 29, 1990. These regulations amended and replaced the regulations on the same subject that took effect on October 5, 1985, and were explained in Coded Correspondence 85-8615 (January 21, 1986). A comparison of the 1985 and 1990 regulations appears in Table 1 on Page 3 of this correspondence. Briefly, the new regulations (1) extend the public school participation requirement to faculty members who teach in Administrative Services Programs; (2) revise the number of participation hours that are required of all persons covered by the regulations; and (3) clarify the planning, reporting, and verification procedures. Please review Table 1 for differences in the two sets of regulations.

In 1989, Assembly Bill 1215 (Clute) was enacted into law (Chapter 1057 of the Statutes of 1989). This statute exempted from the public school participation requirement faculty members who teach in Administrative Services Credential Programs, but whose primary assignments are in schools or departments other than education. The 1989 legislation also limited the requirement to Administrative Services Program faculty who teach course "relating to administrative methods as defined by the Commission". On September 20, 1990, I sent a request for information regarding "administrative methods classes" to all Administrative Program Coordinators. The Commission will amend the administrative regulations in 1991 to implement AB 1215 (Clute).

Attachments to this Coded Correspondence

In addition to a comparison between the 1985 and 1990 regulations in Table 1, this coded correspondence includes four attachments.

- (1) Attachment A: Information about the interpretation and impact of the amended regulations pertaining to faculty participation in public schools.
- (2) Attachment B: Answers to the most frequently asked questions about the faculty participation requirement.
- (3) Attachment C: A request for information about the implementation of faculty participation among teacher educators at your institution.
- (4) Attachment D: The text of the amended Title 5 Regulations as they took effect in 1990.

The Commission needs the information requested in Attachment C by January 28, 1991.

Please distribute the enclosed attachments to individuals who need them. Thank you very much for your cooperation.

Table 1

Title 5 Regulations on Faculty Participation in Public Schools

A Comparison of 1985 and 1990 Regulations

Code Number	Subject of Code	1985 Regulations	1990 Regulations
80674.1	Definitions	Includes teaching specialist faculty and special class authorization (SCA) of Clinical Rehabilitation Services Program faculty among those who must meet the requirement. Required annual reports to the Commission.	Adds Administrative Services Program faculty to the requirement, and deletes SCA (special class authorization) faculty. Changes annual report to report by request of the Commission. (Please see enclosed Attachment C.) Clarifies language.
80674.2	Time Periods and Requirements for Faculty Members Required to Participate in the Public Schools	General statement on effective dates and identification of affected faculty.	Specific statements on: (a) effective dates; (b) faculty who must meet the requirement; (c) time requirement; and (d) participation cycle.
80674.3	Active Faculty Participation in Public Schools	Identifies the permissible activities.	Adds a requirement that participation be related to university assignment and activities related to administrative services.
80674.4	Assigned Time Requirement for Faculty	States requirements in terms of percentage of faculty load.	Percentage of time is deleted; time stated in 80674.2 (C) becomes 30 clock hours of activities.
80674.54	Faculty Implementation Plan	States need for plan.	Identifies the responsible parties.
80674.65	Reporting of Exemplary Practices	States when reports need to be submitted to the Commission.	No change.
80674.76	Verification Procedure	States who is responsible for verifying participation, and identifies the consequences of failure to comply.	Clarifies language.

Attachment A

Information about the Amended Regulations for

Faculty Participation in the Public Schools

Commission on Teacher Credentialing

September 1990

This document summarizes the faculty participation requirements and provides information about activities that were most productive for participants from 1985 through 1989. The latter information is based on data collected by the Commission during the past two years. Attachment B provides answers to the most frequently asked questions about faculty participation that the Commission has received in recent years.

Time Requirement and Who Must Participate

Each faculty member who teaches a professional methods course in one or more of the following credential programs must spend the equivalent of 30 clock hours participating in public schools every three academic years.

- Professional Preparation Programs for the Multiple Subject Teaching Credential (including Bilingual Emphasis, Early Childhood Emphasis and Middle Level Emphasis Programs).
- Professional Preparation Programs for the Single Subject Teaching Credential (including Bilingual Emphasis and Middle Level Emphasis Programs).
- Specialist Teaching Credential Programs (including Adapted Physical Education, Agriculture, Bilingual Education, Early Childhood Education, Health Science, Language Development, Mathematics, Reading/Language Arts, and Special Education).
- Administrative Services Credential Programs (including Preliminary and Professional Level Programs).

Many participants have reported that it is most productive to pursue activities in a concentrated period of time, or at a regularly scheduled time (i.e., one period a week for a term). Classroom activities that are directly related to the ongoing curriculum of the class and the faculty member's own teaching assignment have also been reported as particularly valuable. In many cases, participants have indicated that the benefits of an activity increased when more than the minimum time was spent.

Active Participation Requirement

The regulations require that *at least* one-half of the faculty participation time be spent in direct instructional interactions. In the case of the teaching and specialist credential faculty, this means providing instruction to an individual pupil, or a small group, or a whole class carried out alone or in a team arrangement with the regular classroom teacher. In the case of faculty in administrative credential programs, it means direct interaction with students, teachers and administrators.

The remaining half (or less) of the faculty participation time must be spent in the context of the classroom, must contribute to the professional development of the faculty member, and may include any of the following activities: staff development, curriculum development, conducting research, providing clinical supervision, or offering other educational services.

During the past two years the Commission has reviewed the faculty participation activities of teacher education faculty at nearly twenty institutions. Below are some of the characteristics of the most productive activities.

- Activities are connected to (not interrupting) the flow of activities in the classroom, and are coordinated with the curriculum of the class.
- Activities demonstrate innovative or experimental methods to the regular teacher and to student teachers.
- Activities are followed by analytical discussions between the faculty member and the cooperating teacher or administrator.

Faculty Implementation Plan and Verification of Completion

Each affected faculty member must develop a plan for the activities to be completed. The activities should be discussed and planned collaboratively by the faculty member and the participating classroom teacher (for an administrative faculty member, the plan could be developed collaboratively with a teacher *or* an administrator). The written plan must be signed by the faculty member, the responsible IHE administrator, a representative of the participating district, and the cooperating teacher (or administrator).

Completion of the planned activities by each faculty member should be verified on a separate document. Verification should include the signatures of the faculty member, the responsible university administrator, and the responsible administrator in the participating district attesting that the activities have been completed. Failure of faculty members to complete the requirement, or indications that the intent of the statutes have been disregarded, may cause the Commission to assign probationary status to the preparation program.

Implementation of the Requirements by the Commission

In 1984 the Commission adopted Title 5 Regulations to implement the faculty participation requirements for teacher education faculties. These regulations were approved by the Office of Administrative Law and promulgated by the Secretary of State, and took effect on October 5, 1985.

In 1986, the Commission adopted *Standards of Program Quality, Factors to Consider and Preconditions for the Evaluation of Multiple and Single Subject Credential Programs*. In April, 1990, the Commission also adopted *Common Standards, Factors to Consider and Preconditions for Specialist and Services Credential Programs*. In each of these documents, one of the preconditions relates to faculty participation in public schools. In each case, the precondition must be met if the Commission is to grant approval or continued approval to each affected program. The 1985 regulations have been used to determine technical compliance with the precondition for program approval.

In 1988-89, the Commission began to collect information about faculty participation as part of the evaluation of professional preparation programs. During 1988-89 and 1989-90, the Commission's staff examined the available data related to Multiple and Single Subject Credential programs. In 1990-91 the Commission has directed the staff to (1) continue to review faculty participation in basic teaching credential programs, and (2) begin to review the documentation of participation by faculty in all Specialist Credential Programs and Administrative Services Credential Programs.

Attachment B:

Most Frequently Asked Questions About
Faculty Participation in Public Schools
Commission on Teacher Credentialing

September 1990

- (1) In Teaching Credential Programs, which faculty members must complete the school participation requirement?

All faculty members who teach one or more professional methods courses in Multiple Subject, Single Subject or Specialist Credential Programs are subject to the requirement. Professional methods courses include "courses in which candidates predominantly study and practice ways of teaching classes and organizing curricula in elementary or secondary schools" (Precondition 3, Standards of Program Quality and Effectiveness for Multiple and Single Subject Credentials).

In teacher education programs, faculty who teach courses that are commonly referred to as "foundation" courses are *not* obligated to complete this requirement. Precondition 3 refers to these courses as "courses in which candidates predominantly study concepts, information or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers."

- (2) In Administrative Services Credential Programs, which faculty members are subject to the requirement?

Faculty members whose primary university assignments are in schools, colleges or departments of education, and who teach administrative methods courses are affected by the amended regulations. The Commission is presently compiling information to serve as a basis for defining "administrative methods courses" (see Attachment D). At present, the Commission considers the requirement to apply to education faculty who teach credential candidates about the professional practices of school administrators. Faculty whose primary assignments are outside of education are not subject to the requirement, regardless of the nature of their courses.

- (3) Is there a difference between the amount of time that full-time and part-time faculty members must spend in faculty participation activities?

No. According to the 1990 regulations, all affected faculty must participate for a minimum of thirty (30) hours every three academic years. In the course of amending the 1985 regulations, the Commission deleted the provisions that related a faculty member's obligations to his/her teaching load.

- (4) What if a faculty member who teaches a methods course is also employed in a public school classroom or administrative position?

In preparing information for the Commission about the implementation of the faculty participation requirements, the institution should note the name and responsibilities of each such individual. Employees of school districts and county offices of education do not need to complete separate activities to fulfill the law, but they should be included in the institution's report on faculty participation.

- (5) Can faculty meet the requirement by participating in private K-12 schools?

No. Education Code Section 44227.5 specifically states that participation must be in "public elementary or secondary schools or classrooms". Legislation would be required to change this.

- (6) Does the Commission have a standard form for reporting the activities of individual faculty members? Will such a form be produced in the future?

The Commission has not produced a standard reporting form, and we have no plan to do so. Reporting forms that have been developed by institutions are available by calling Dr. Michael McKibbin, Consultant in Program Evaluation and Research, at (916) 445-4438.

- (7) When does the Commission verify adherence to laws and regulations that pertain to faculty participation?

The Commission reviews each institution's record regarding faculty participation prior to each scheduled evaluation of its professional preparation programs. This verification procedure began in 1988-89 and will continue until the Commission changes it.

- (8) What information should be presented to the Commission at the time of the evaluation?

The regulations require that each affected faculty member shall develop an implementation plan for his/her school-based activities. The plan should include:

- The name of the cooperating school and district.
- The name of each cooperating teacher or administrator.
- A list of direct instructional activities to be pursued.
- A list of other planned participation activities

The amounts of time to be spent on each activity should be stated in the implementation plan. The implementation plan should be signed by the faculty member, responsible university administrator, district administrator, and cooperating teacher or administrator.

The regulations require that documentary verification of the completion of school-based activities should be kept separate from each faculty member's plan. The verification should be signed by the faculty member, IHE administrator, and school district administrator.

Minimally, then, the institution must present to the Commission:

- A list of all faculty members who must meet the requirement;
- A schedule that shows when and where each individual's participation has occurred and will occur in each three year cycle since October, 1985;
- Signed implementation plans for each affected faculty member; and
- Signed verification of the completion of school-based activities.

In addition, the implementation plans and verification records of many institutions have included the following information.

- Each faculty member's professional goals and objectives.
- Schedules of the school-based activities of all affected faculty members.
- Summaries or logs of completed activities.
- Personal observations, anecdotes, and personal notes.
- Faculty evaluations or reflections of participation activities

(9) What happens if a faculty member in an approved program fails to meet the requirement?

The program may be placed on probation by the Commission.

Attachment C

Request for Information about Faculty Participation Activities by Teacher Education Faculties in California Colleges and Universities Commission on Teacher Credentialing

September 1990

As the agency that is responsible for setting standards and procedures for faculty participation, the Commission has collected information about faculty responses to the legal requirements during the last two years. These data-collection activities have been conducted as part of the program evaluation process.

Commission Study of Faculty Participation in the Schools

During 1990-91, the Commission will complete a study of faculty participation in public schools. The Commission will present its findings to legislators, colleges, universities, cooperating school districts, professional organizations, and other policymakers and educators. The objectives of the study include the following.

- To determine the kinds, duration, costs, and quality of activities completed by faculty members to meet the requirements of this mandate.
- To examine the effects of this mandate, if any, in the ways in which the participating faculty members teach or approach teacher preparation.
- To explore the impact of the requirement on the participants' credibility among cooperating educators and candidates in credential programs.
- To identify, describe and explain the successes and benefits of the faculty participation mandate.
- To determine if there are procedural or logistical problems or concerns that inhibit the implementation of faculty participation.
- To determine what changes, if any, should be made in this state mandate.

To achieve these objectives of the study, the Commission hereby requests information and materials from each college or university with an approved Multiple or Single Subject Credential program. Institutions that provided materials to the Commission as part of the program evaluation process during the last two years do not need to provide any further information at this time.

Request for Information

The Survey Form on the following page provides a list of the materials that the Commission would like to receive regarding faculty participation activities in each institution. The Commission asks that the Survey Form be completed by a responsible administrator, and that existing documents, records, and other materials be returned with the completed Survey.

In addition, the Commission encourages institutions to forward other materials that are related to faculty participation activities, but which are not explicitly mentioned in the Survey. Finally, general comments or statements about the requirement would be welcomed by the Commission.

Please return the requested information and materials by January 28, 1991 to the following address.

Michael McKibbin
Consultant in Program Evaluation and Research
Commission on Teacher Credentialing
1812 9th Street
Sacramento, CA 95814-7000

Survey Form: Faculty Participation in Public Schools
Commission on Teacher Credentialing

1990-91

Please return this form to the Commission by January 28, 1991.

Name of College or University _____

Responsible Administrator _____

Person Completing Form (if different than above) _____

Address _____

Telephone _____

Please indicate which of the following documents are included in your response to this request for information. Please forward you materials with your completed Survey.

_____ Master schedule indicating when *teaching* methods faculty embers completed (and will complete) their classroom participation.

_____ General agreements between the university and school districts.

_____ Specific agreements (plans) and verification records by individual faculty members, (please check all that are attached).

_____ signed agreements and signed verification records

_____ lists of cooperating teachers, administrators, schools and districts

_____ lists of instructional and other activities pursued by faculty

_____ goals and objectives of participation activities

_____ schedule of participation activities for each faculty member

_____ summaries, logs, observations, or anecdotes of completed activities

_____ faculty evaluations or reflections of participation activities

Other materials (please specify)

If you wish, please include any general statements or suggestions about this requirement. Thank you very much for assisting the Commission in this study.

COMMISSION ON TEACHER CREDENTIALING

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OFFICE OF THE EXECUTIVE SECRETARY

Attachment D:

Title 5 Regulations

Pertaining to Faculty Participation in the Public Schools

(Sections 80674.1 through 80674.6)

Effective Date: April 29, 1990

Commission on Teacher Credentialing

State of California

1990

Adopted June 2, 1989

COMMISSION ON TEACHER CREDENTIALING

PART 8 OF TITLE 5 OF THE CALIFORNIA CODE OF REGULATIONS

PROPOSED AMENDMENT TO SECTIONS 80674.1, 80674.2, 80674.3,
80674.4, 80674.5 AND 80674.6 PERTAINING TO FACULTY
PARTICIPATION IN THE PUBLIC SCHOOLS

CHAPTER 5. APPROVED PROGRAMS

ARTICLE 3. Other Program Approval Procedures

FACULTY PARTICIPATION IN THE PUBLIC SCHOOLS

80674.1 DEFINITIONS. As used in this article, the following terms shall have the meanings set forth below:

- (a) "Professional preparation program" refers to all programs of an accredited higher education institution which lead to a multiple subject, single subject, specialist, or administrative services credential.
- (b) "Direct instructional interaction" means instruction of an elementary or secondary school class, group, or individual, carried out alone or in a team arrangement with the regular classroom teacher.
- (c) "Course in teaching methods" means any course offered in an approved program at a higher education institution which focuses upon applied classroom instructional strategies and techniques for effective instruction of elementary and secondary pupils.

- (d) "Course in administrative services" means any course offered in a Commission-approved program at a higher education institution as provided in Sections 80096 and 80097 of Title 5, California Administrative Code California Code of Regulations.
- (e) "Evaluation process" is the Commission's process by which teacher education programs at accredited higher education institutions are approved, placed on probation, or terminated as a result of being visited by a team of external evaluators. This team is composed of educators, including classroom teachers, and lay persons.
- (f) "Probationary status" means the status assigned to an approved program of professional preparation which has been determined to be out-of-compliance with one or more Commission requirements on the basis of findings by a program evaluation process, but which is allowed to continue operation and recommend candidates for credentials. The term "Probationary Approval" does not apply to subject matter programs. The implementing institution of higher education/local education agency has no more than one year to correct the identified deficiencies and to regain "Standard Approval" or be subject to "Terminated Approval."
- (g) "Reports" are written reports requested by the Commission which document data about the faculty participation programs deemed to be worth collecting and sharing with institutions of higher education and others interested in teacher education.
- (h) "Commission" means the Commission on Teacher Credentialing, referenced in Section 44210 of the Education Code.

Authority cited: Sections 44225(b) and 44228, Education Code.

Reference: Sections 44227.5 and 44203(d), Education Code.

80674.2 Time Periods and Requirements for Faculty Members Required to Participate in the Public Schools

- (a) For purposes of implementation of these rules the initial three-year period to determine required participation pursuant to this section and section 80674.3 shall commence on October 2, 1985 for educational methods faculty and October 1, 1987 for education administration faculty.
- (b) Each faculty member who has taught at least one course in teaching methods and/or administrative services in professional preparation programs during the preceding three-year period shall actively participate in the public schools in activities provided in Section 80674.3 of these rules.
- (c) Each faculty member affected by these provisions shall participate for a minimum of thirty (30) clock hours each three-year period.
- (d) Each successive three-year period of required participation for an individual faculty member affected by these rules shall not be required to commence before thirty-six (36) months has elapsed from the initial date of the preceding three-year period of participation.

Authority cited: Section 44225(b), Education Code.

Reference: 44227.5, Education Code.

80674.3 ACTIVE FACULTY PARTICIPATION IN THE PUBLIC SCHOOLS

Active participation shall be involvement in a public elementary or secondary school and/or district office in a competency area related to the faculty member's assignment in the professional preparation program.

Acceptable activities for meeting the requirement for active participation by faculty members affected by this statute are those activities which enhance the professional development of the faculty member through direct involvement in public schools and classrooms and/or the administrative functions of the public schools. Such involvement shall consist of either (a) or (b):

- (a) For faculty members whose assignment is to teach one or more courses in teaching methods such involvement shall include:
- (1) Direct instructional interaction with students in a classroom setting during the regular school day for a minimum of one-half the time assigned for each faculty member to participate in the public schools.
 - (2) The other half of the assigned time may also include the following activities within the context of the classroom, for a maximum of one-half the time assigned for each faculty member to participate in the public schools:
 - (A) Inservice education/staff development for school personnel and faculty.
 - (B) Curriculum development.
 - (C) Research grants and/or pilot projects related to the schools.
 - (D) Educational service to school districts and/or county offices.
 - (E) Clinical supervision of student teachers and/or inservice of classroom teachers.
- (b) For faculty members whose assignment is to teach one or more courses in administrative services, such involvement shall include direct interaction with students, teachers and administrators during the regular school day. Emphasis shall be given to participation in the administrative and instructional functions of the public schools and may include activities described in subdivision (a)(2)(A)-(E) of this section.

Authority cited: Section 44225(b), Education Code.

Reference: 44227.5, Education Code.

80674.4 FACULTY IMPLEMENTATION PLAN

Individual higher education faculty members who are affected by this regulation shall complete a plan for their participation in the public schools, pursuant to Section 80674.3, to be approved and retained by the college or university administrator responsible for teacher and administrator education for the purposes of review prior to participating in a school-based activity which shall include, but not be limited to, the following:

- (a) A signed general agreement between the institution and the school district to participate in the process provided in Section 80674.3.
- (b) A specific proposal describing the activity/activities developed by the faculty member, in conjunction with the appropriate school district administrators and classroom teachers when applicable, and signed by all parties to the agreement.

Authority cited: Section 44225(b), Education Code.

Reference: Section 44227.5, Education Code.

80674.5 REPORTING OF EXEMPLARY PRACTICES

School districts and/or institutions of higher education shall, upon request, provide the Commission periodically with summaries and reactions regarding the successes and benefits of the participation activities and implementation modes.

Authority cited: Section 44225(b), Education Code.

Reference: Section 44227.5, Education Code.

80674.6 VERIFICATION PROCEDURE

- (a) A verification procedure shall be established by the responsible college or university administrator in which the completed participation activities of each participating faculty member are reported to the responsible college/university administrator. The college or university administrator in collaboration with the responsible administrator in each participating school district shall verify whether or not the participation activity has been completed by each affected faculty member.

- (b) All documentation of faculty participation activities shall be reviewed for compliance during the evaluation process and shall be subject to random monitoring by the Commission. Failure by the responsible college or university administrator to provide verification that all affected faculty members have satisfied the provisions of Sections 80574.2 and 80674.3 may result, in the assignment of probationary status for each professional preparation program whose assigned faculty member or members have not fulfilled these requirements.
- (c) Institutions of higher education shall provide reports on implementation of these provisions to the Commission upon request.

Authority cited: Section 44225(b), Education Code.
Reference: Section 44227.5, Education Code.