

COMMISSION ON TEACHER CREDENTIALING

812 9TH STREET
SACRAMENTO, CA 95814-7000
(916) 445-0184

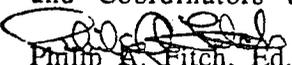


MEMORANDUM

92-9221

September 1, 1992

TO: Deans and Directors, Coordinators of Elementary Subject Matter Programs,
and Coordinators of Multiple Subject Programs

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

SUBJECT: Change of Termination Date for Multiple Subject Waiver Programs and A
Report on Actions Taken to Approve Programs for the Subject Matter
Preparation of Elementary Teachers

On August 21, 1992 the Commission on Teacher Credentialing took action to change the deadline for completing "old" Multiple Subjects Waiver Programs from September 1, 1994 to June 30, 1996. This action means that students who began their undergraduate coursework prior to September 1, 1991, may have until June 30, 1996, to complete old program requirements. This Coded Correspondence is designed to inform you of this action, so that appropriate steps may be taken by approved programs of elementary subject matter preparation. Also included in this item is a summary of the the actions of the Commission and the process that has been used in approving elementary subject matter programs.

As you will recall, in March 1988 the Commission adopted *Standards of Program Quality for Subject Matter Preparation Programs for Elementary Teachers*. At that time a schedule for implementing the program standards was approved. The schedule included the date September 1, 1994 for the termination of all old programs. Members of the Commission staff have received several inquiries, including a letter from the coordinators of Elementary Subject Matter Programs at San Jose State University, requesting a delay in the "cut off" date. Due to various circumstances, including the difficulty students are likely to have securing the appropriate courses, the university requested that the termination date be delayed two years.

Since it was not possible to determine all of the possible variables, such as the speed with which new programs would be developed and approved and the effects of economic downturns, staff recommended that the Commission reconsider the termination date. The Commission acted to revise the deadline for completion of Multiple Subject Waiver Programs, i.e. approved programs not based on standards of program quality, be set at June 30, 1996.

Therefore, students who can demonstrate that they began their undergraduate education prior to September 1, 1991, may have until the 1996 date to complete the old program requirements. Students who began their undergraduate coursework on or after September 1, 1991, will be required to meet all of the new subject matter requirements. After June 30, 1996, the only students who will be considered under the old requirements will be those individuals who have a basis for an appeal under Commission policies (out of country, extended illness, etc.). Those who do not meet the deadline continue to have available the examination option, the Multiple Subjects Assessment for Teachers (MSAT), to demonstrate subject matter competence. Any questions on these dates should be directed to Robert Salley, Administrator of Program Evaluation and Research at the Commission office.

Summary of Program Development and Approval for Subject Matter Preparation Programs for Elementary Teachers.

The Elementary Subject Matter Standards of Program Quality and implementation plan were adopted by the Commission in March 1988, after nearly two years of development and consultation. Prior to the development of standards, the Commission had engaged in more than four years of developmental work and study which culminated in a report on the "Subjects Commonly Taught in California Elementary Schools: Implications for Teacher Preparation and Certification" which was accepted by the Commission in 1985. Literally hundreds of individuals were involved in the developmental process.

The conclusions of that report led the Commission to advocate significant changes in the academic content requirements. In 1987 the Commission sponsored legislation that revised the academic preparation of elementary teachers. The required subjects were expanded to more adequately represent the content of an elementary school, and programs were to be approved based upon standards of program quality. The legislation was passed and signed by the Governor without receiving a negative vote in any Legislative committee or on the floor of either Legislative chamber.

In the Fall of 1988 and the Spring of 1989, the Commission staff held several regional meetings outlining the new subject matter preparation requirements. Beginning in 1989, staff assisted universities to develop programs. Approximately one third of the colleges and universities who would seek formal approval submitted their programs for staff review.

In Spring 1990, twenty educators were appointed to subject matter review teams. Ten members were from Southern California and ten from the North. Half of the teams were practicing elementary teachers and curriculum specialists, and half were university personnel including professors from academic disciplines, schools of education, and university administration. Besides being a practitioner or a university educator, each of the team members was selected because she/he had a particular expertise in at least one content area taught in elementary schools. All three university systems were represented on both teams.

The team members were brought together for two days of training which included instruction on the standards, review procedures for evaluating programs, and simulated program reviews. The first programs were reviewed in the Summer of 1990. Each program was reviewed by a minimum of three team members. The content specialists reviewed all programs in their speciality area.

Program documents from each institution requesting approval were sent to team members approximately one month before each meeting. The first day of each meeting was spent completing the analysis of the proposal, engaging in a discussion of the merits and shortcomings of each document, and reaching a consensus on each of the twelve program standards. On the last day of each meeting, the team met with representatives of each program. At that meeting a written preliminary report was given to the program representative. The report included a statement of concerns or questions that remained after reviewing the program document.

After the representatives had time to read the preliminary team report, the team members and the representatives held a clarification session. In some cases the representative was able to clarify the concerns or answer the questions; in some cases technical revisions needed to be made in the document for particular standards; and in other cases the program needed to make substantive revisions to its proposal on a particular standard(s). To be sent to the Commission with the team's recommendation for approval, all twelve standards had to be deemed to have been met by a consensus of the team members.

From July 1990 to now, the Northern team has met eight times and the Southern team has met ten times. To date 63 programs have been approved at 54 colleges and universities. These universities are listed in Table 1. Six universities have submitted programs that have not yet been recommended for approval. Another three universities have indicated that they will submit programs, but they have not yet been received for formal review. Nine universities have decided not to submit programs for approval. Students who wish to become elementary teachers from these institutions will need to use the examination (MSAT) option to demonstrate subject matter competence.

One of the most important changes in approved elementary subject matter programs was an expansion of the subjects that prospective teachers are expected to know. Prior to the change in statutes, it was not necessary for programs to include classes in child development, and courses in the visual and performing arts were optional. Even though physical education instruction was required for every elementary student, it was not necessarily a subject included in a teacher's preparation. A review of the content of prospective elementary teacher's programs showed that only one in four teachers had content background in fundamental knowledge of physical education. Many candidates entered professional preparation having taken only one course in mathematics, no coursework in geography, and none in language acquisition.

The Standards of Program Quality approved by the Commission in 1988 sought to address these concerns as well as the overall quality of subject matter preparation. Standards were developed to address candidate advisement and the coordination of approved programs. Opportunities for field experiences early in a student's undergraduate years were part of the standards. Appreciation for diversity and understanding the unique needs of persons with disabilities was built into the standards. The candidate's ability to use technology was an expectation included in the standards. Content knowledge was expanded to reflect the California Curriculum Frameworks and to provide the foundation that practicing teachers and other experts said was necessary for an elementary teacher to succeed.

To date the program evaluation teams have not recommended nor the Commission approved a program unless all standards were deemed met. No program has been approved with fewer than two courses that reflect the content of the Mathematics Framework. Each program has contained coursework in all three science content areas; biological, physical, and geo-sciences. All programs have at least one course in physical education that is not an "activity" course. All programs have at least one course in human development. All programs have coursework in music and art. Although specific courses may not be required, the content of programs must include knowledge of geography and language acquisition. The curriculum must be representative of the diversity of our society and be academically rigorous rather than being a watered down collegiate curriculum.

Some other examples of improvements in approved programs include the increased attention to the demonstration of subject matter competence of prospective teachers. Many approved programs are using portfolio review as part of the assessment process. Liberal Studies Coordinators have reported significant improvements in the advisement process, particularly advisement of those who begin their collegiate education in community colleges. This is particularly important since seventy per cent of those who eventually become elementary teachers begin their college experience in community colleges.

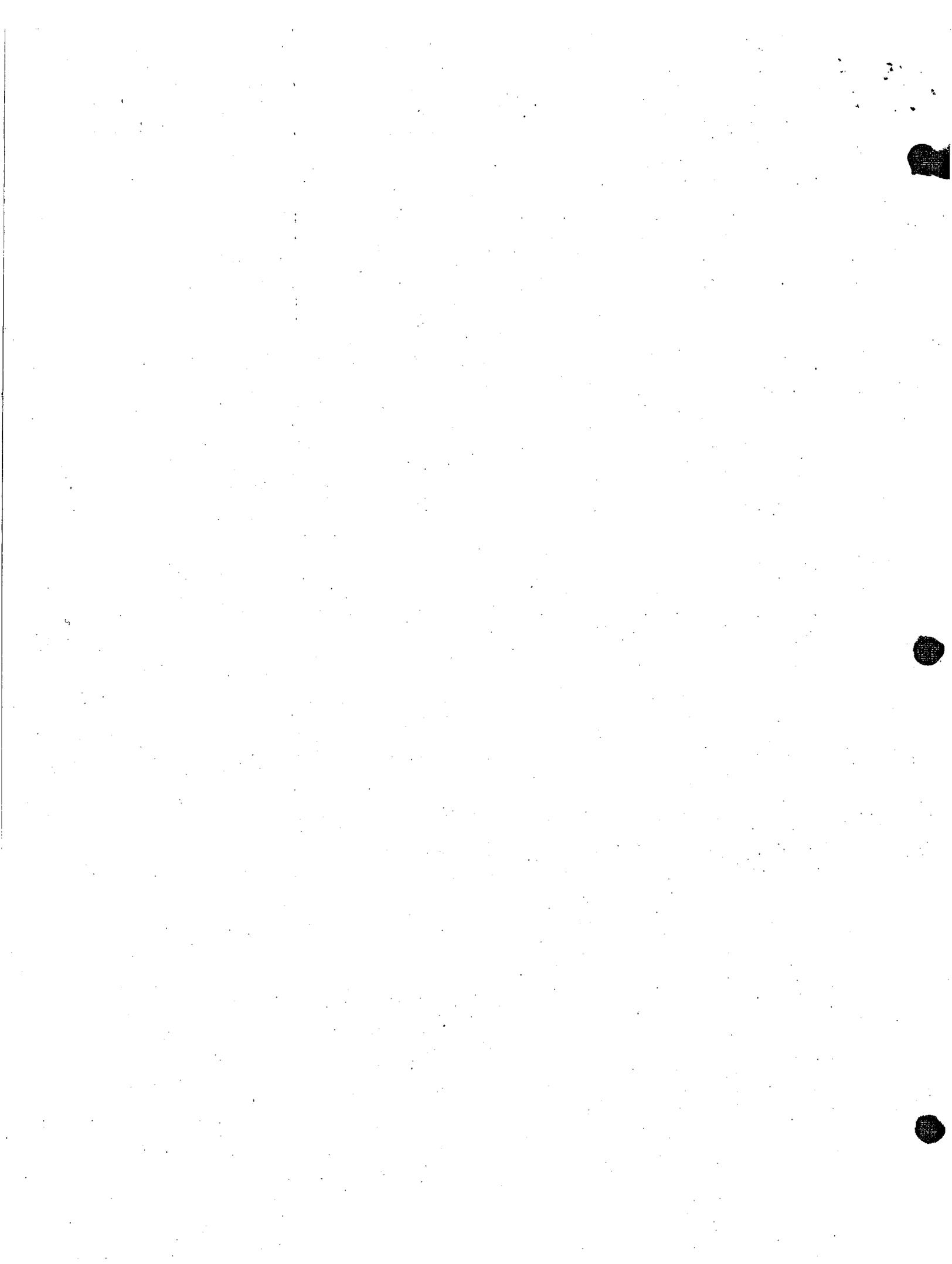
Staff has tried to maintain contact with program coordinators throughout the state. The mood could be best described as "cautious optimism." They believe that the new programs are of substantially higher quality than the old programs. In general, they report that the development of their programs, and the review and approval process of the Commission took longer than they had expected. They are concerned that because of budget problems the courses in the new programs will not be offered as frequently as was originally anticipated. Their commitment to provide a foundation of knowledge for prospective elementary teachers is impressive.

The Commission appreciates the efforts that have been made by the faculty and administrations of California colleges and universities that have developed elementary subject matter programs. If other difficulties such as the need to change the termination date arise, the Commission hopes that you will communicate your concern. Staff will continue to monitor the implementation of the new programs and will report to the Commission on any problems or concerns that may develop. Thank you for the work that you have done in approving the quality of preparation of California's elementary teachers. Please contact Michael McKibbin at (916) 445-4438 if you have additional questions regarding the subject matter preparation of elementary teacher programs.

Table 1

Subject Matter Preparation of Elementary Teachers
 Institutions with Programs APPROVED by the Commission
 63 Approved Programs at 54 Institutions

<u>Institutions with Programs APPROVED by the Commission</u>	<u>Approval Date</u>
Azusa Pacific College.....	2/7/92
Bethany College.....	7/18/91
Biola University.....	8/21/92
California Baptist College.....	6/6/91
California Polytechnic University, Pomona.....	11/7/91
California Polytechnic University, San Luis Obispo.....	6/6/91
California State University, Bakersfield (Child Development).....	7/18/91
California State University, Bakersfield (Child Development/Biling. Emp.).....	7/18/91
California State University, Bakersfield (Liberal Studies).....	6/6/91
California State University, Bakersfield (Liberal Studies/Bilingual Emp.).....	11/7/91
California State University, Chico.....	6/6/91
California State University, Dominguez Hills.....	10/3/91
California State University, Fresno.....	4/4/91
California State University, Fullerton.....	1/4/91
California State University, Hayward.....	1/4/91
California State University, Long Beach.....	7/18/91
California State University, Los Angeles.....	8/30/91
California State University, Northridge.....	7/18/91
California State University, Sacramento.....	4/4/91
California State University, San Bernardino.....	3/6/92
California State University, San Marcos.....	12/5/91
California State University, Stanislaus.....	8/30/91
Christ College Irvine.....	11/7/91
College of Notre Dame.....	7/18/91
Dominican College.....	1/10/92
Fresno Pacific College.....	8/30/91
Holy Names College.....	8/30/91
Humboldt State University.....	7/18/91
John F. Kennedy University.....	4/3/92
Loyola Marymount University.....	7/17/92
Mills College.....	7/18/91
Mount Saint Mary's College.....	1/4/91
Pacific Christian College.....	8/30/91
Pacific Union College.....	8/30/91
Patten College.....	7/17/92
Pepperdine University.....	10/3/91
Saint Mary's College.....	7/18/91
San Diego State University.....	8/30/91
San Diego State University, Imperial Valley Campus.....	8/30/91
San Francisco State University.....	6/5/92
San Jose State University (Child Development).....	1/4/91
San Jose State University (Creative Arts).....	6/6/91
San Jose State University (Environmental Studies).....	6/6/91
San Jose State University (Liberal Studies).....	1/4/91
San Jose State University (Natural Sciences).....	1/4/91
San Jose State University (Social Sciences).....	4/3/92
Santa Clara University.....	12/5/91
Sonoma State (Environmental Studies).....	7/18/91
Sonoma State-Hutchins.....	8/30/91
United States International University.....	6/5/92
University of California, Los Angeles.....	1/10/92
University of California, Riverside (Political Science).....	4/4/91
University of California, San Diego.....	4/4/91
University of California, Santa Barbara.....	6/5/92
University of California, Santa Cruz.....	12/5/91
University of LaVerne.....	11/7/91
University of Redlands.....	12/5/91
University of San Diego.....	8/21/92
University of San Francisco.....	12/5/91
University of Southern California.....	7/18/91
University of the Pacific.....	7/18/91
Westmont College.....	7/17/92
Whittier College.....	8/30/91



COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814-7000



92-9222

Date: September 22, 1992

To: Persons Interested in the Regulations Governing the Preliminary and Clear Specialist Instruction Credential in Special Education for Individuals Trained Out-of-State

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

Re: Approval of Amendment to Title 5 Regulations, Section 80048.2, Specific Requirements for Preliminary and Clear Specialist Instruction Credential in Special Education, Including Guidelines for Reviewing Applications

The Office of Administrative Law has recently approved the amendment of Title 5 regulations Section 80048.2 pertaining to the Preliminary and Clear Specialist Instruction Credential in Special Education, deleting the sunset date. These regulations allow continued use of the Preliminary Specialist Credential in Special Education for out-of-state candidates who have never held, and do not now hold, a California basic teaching credential.

School districts and county offices of education throughout California may continue to hire teachers in special education who have completed a professional preparation program in a specialist category comparable to a Commission-approved program, but *completed outside California*. Training must have included a 24-semester unit special education program and successful completion of student teaching or supervised field experience.

Employing school districts and county offices must inform applicants of their responsibility for completing the requirements for the Multiple or Single Subject Teaching Credential within the five-year term of the Preliminary Credential or before another credential authorizing special education instruction will be issued. For the preliminary basic credential this includes regular classroom student teaching, verification of subject matter competence, a course or examination covering the U. S. Constitution, and a course or examination covering the teaching of reading. For the professional clear credential, the requirements also include a fifth year of study, health education, computers in education, and mainstreaming. Written acknowledgement from the employing district that applicants are so informed is required under subsection (a)(4) of the regulations.

Most credential candidates will not wish to apply for both the Specialist Credential and a basic teaching credential at the same time even if they qualify. The period of validity for the specialist credential is determined by the expiration date of the prerequisite teaching credential which, in most cases, will only be valid for one year. Thus, if the applicant applies for the basic credential at the same time as the specialist credential, the specialist credential would not be valid for five years.

Please note that the Preliminary Specialist Instruction Credential does require passage of the CBEST and is available as a one-year nonrenewable (ONYR) credential. The Preliminary Specialist may not be renewed.

To apply for the Five-Year Preliminary Special Education Credential, the applicant must submit:

1. Application and fees.
2. A written statement from an employing California school district or county office of education, acknowledging that the applicant is aware of the responsibility for completing the requirements for the Multiple Subject or Single Subject Teaching Credential prior to the expiration date of the Preliminary Special Education Credential.
3. Official transcripts showing completion of a minimum of 24 semester units including student teaching or supervised field work, with a minimum grade of "B", in the categorical area stated on the application (see below).
4. A clear credential authorizing service to the students in the categorical area stated on the application from the state where the program was completed. If program equivalency cannot be established with one of the California Specialist categories (LH, SH, CH, PH, VH), the application will be returned to the applicant. He or she will be required to obtain a statement from the college or university where the program was completed, or the state licensing agency, as to the categorical area of the program. If the explanation is still considered inadequate, i.e., "generic," the applicant will be required to contact a California IHE for a coursework equivalency evaluation. If the program is not deemed equivalent, the applicant will have to apply for an emergency specialist credential.

Definitions of special education categories from Title 34 of the Code of Federal Regulations, Subpart A that apply to California credentials and that are used in evaluating applications include:

Learning Handicapped -- including specific learning disability and mentally retarded (mild);

Severely Handicapped -- including severely emotionally disturbed, mentally retarded (severely), multi-handicapped, and other health impaired (autistic);

Communication Handicapped -- including speech and language impaired, deaf, deaf-blind, and hard-of hearing;

Visually Handicapped -- including the visually handicapped and deaf-blind;

Physically Handicapped -- including multi-handicapped, orthopedically impaired, and other health impaired (having limited strength, vitality, or alertness).

Any person wishing additional information on these regulations should contact Dr. Marie Schrup at the Commission, (916) 327-2966.

Attachment

PROPOSED AMENDMENT OF SECTION 80048.2
TITLE 5, CALIFORNIA ADMINISTRATIVE CODE

SPECIFIC REQUIREMENTS FOR
PRELIMINARY AND CLEAR SPECIALIST INSTRUCTION CREDENTIAL IN
SPECIAL EDUCATION

Section 80048.2. Specific Requirements for Preliminary and Clear Specialist Instruction Credential in Special Education.

(a) The minimum requirements for the preliminary Specialist Instruction Credential in Special Education shall include all of the following:

(1) A baccalaureate or higher degree from a regionally accredited institution of postsecondary education;

(2) The completion of a professional preparation program in a special education specialist category comparable to a Commission-approved program, including successful completion of student teaching or supervised field study, but taken outside of California and approved by the appropriate agency in the state where the coursework was completed;

(3) Passage of the California Basic Education Skills Test described in Education Code Section 44252; and

(4) Written acknowledgement from the applicant and the employing district that the applicant is responsible for completing the requirements for the Multiple or Single Subject Teaching Credential, including the student teaching requirement, during the five-year term of the preliminary credential or before another credential authorizing special education instruction will be issued.

(b) The minimum requirements for the clear Specialist Instruction Credential in Special Education shall include all of the following:

(1) A baccalaureate or higher degree from a regionally accredited institution of postsecondary education;

(2) The completion of a Commission-approved professional preparation program in one or more special education categories or completion of a professional preparation program in one or more special education categories comparable to a Commission-approved program, including successful completion of student teaching or supervised field study, but taken outside of California and approved by the appropriate agency in the state where the coursework was completed; and

(3) Possession of a California Multiple or Single Subject Teaching Credential or an equivalent California Teaching Credential issued under prior statutes and regulations.

(c) The period of validity of the preliminary Specialist Instruction Credential in Special Education is five years. The preliminary credential may not be renewed. ~~The provisions of subsections (a)(1) through (4) shall be repealed on September 30, 1992.~~ The issuance of this preliminary credential is an interim measure to address a severe special education teacher shortage while awaiting completion of a study on this issue.

(d) The period of validity of the clear Specialist Instruction Credential in Special Education is dependent upon the period of validity of the prerequisite teaching credential, or five years, if the prerequisite teaching credential is valid for life.

(e) Authorization. The preliminary or clear Specialist Instruction Credential in Special Education authorizes the holder to teach in the special education specialist category named on the credential and as specified in Sections 80046.5 and 80047 through 80047.9.

Note: Authority Cited: Section 44225, Education Code. Reference: Sections 44225 and 44265, Education Code.