

The background of the cover features a stack of several old, leather-bound books. A pair of round, wire-rimmed glasses is placed on top of the books. To the right, a globe is partially visible, showing a map of the world. The entire scene is set against a light, textured background.

HONORING THIRTY YEARS OF COMMITMENT

MEETING **THE STANDARD**

California Commission on Teacher Credentialing
Annual Report 2001

MEETING THE COMMISSION

THE MEMBERS OF THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Alan Bersin, *Administrator, Chairman*

Lawrence Madkins, *Teacher, Vice-Chairman*

Chellyn Boquiren, *Teacher*

Margaret Fortune, *Public Representative*

Beth Hauk, *Teacher*

Elaine C. Johnson, *Public Representative*

Carol Katzman, *Public Representative*

Alberto Vaca, *Teacher*

Marilyn Whirry, *Designee, Office of Superintendent of Public Instruction*

EX-OFFICIO REPRESENTATIVES

Carol Bartell, *Association of Independent California Colleges and Universities*

David Leveille, *California Postsecondary Education Commission*

Joyce Justus, *Regents, University of California*

Bill Wilson, *California State University*

EXECUTIVE DIRECTOR

Dr. Sam W. Swofford

VISION STATEMENT TO ENSURE THAT THOSE WHO EDUCATE THE CHILDREN OF THIS STATE ARE ACADEMICALLY AND PROFESSIONALLY PREPARED.

MISSION STATEMENT THE MISSION OF THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING IS TO ASSURE THE FULLY PREPARED AND EFFECTIVE EDUCATORS ALL STUDENTS DESERVE AND OUR COMMUNITIES REQUIRE. THE COMMISSION WILL CARRY OUT ITS STATUTORY MANDATES BY:

- Conducting regulatory and certification activities
- Developing preparation and performance standards in alignment with state adopted academic content standards
- Proposing policies in credential related areas
- Conducting research and assessment
- Monitoring fitness-related conduct and imposing credential discipline
- Communicating its efforts and activities to the public





GOALS OF THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

GOAL 1: PROMOTE EDUCATIONAL EXCELLENCE THROUGH THE PREPARATION AND CERTIFICATION OF PROFESSIONAL EDUCATORS

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates
- Assess and monitor the efficacy of the Accreditation System, Examination System, and State and Federal Funded Programs
- Evaluate and monitor the moral fitness of credential applicants and holders and take appropriate action
- Implement, monitor, and report on the outcomes of new program initiatives

GOAL 2: CONTINUE TO REFINE THE COORDINATION BETWEEN COMMISSIONERS AND STAFF IN CARRYING OUT THE COMMISSION'S DUTIES, ROLES, AND RESPONSIBILITIES

- Conduct periodic review of the efficiency of the day-to-day operations and financial accountability of the Commission
- Continuously improve the development, distribution, and dissemination of agenda and information to the Commission
- Orient new Commissioners and staff on the roles and responsibilities of the Commission
- Continuously update the Commission's policies and procedures

GOAL 3: PROVIDE QUALITY CUSTOMER SERVICE

- Use technological innovation to maximize operational efficiency and improve customer access to information and services
- Provide timely, accurate, and responsive processing of credential applications

GOAL 4: CONTINUE EFFECTIVE AND APPROPRIATE INVOLVEMENT OF THE COMMISSION WITH POLICY MAKERS ON KEY EDUCATION ISSUES

- Sponsor legislation as appropriate
- Influence legislation regarding the preparation and certification of professional educators
- Respond to policy makers' information inquiries
- Sustain productive relations with key policy makers and staff
- Collaborate with and advise appropriate agencies
- Design and develop strategies to implement new legislation

GOAL 5: ENHANCE EFFECTIVE, TWO-WAY COMMUNICATION WITH THE COMMISSION'S STAKEHOLDERS

- Pursue strategies to refine the Commission's public affairs activities

GOAL 6: PROVIDE LEADERSHIP IN EXPLORING MULTIPLE, HIGH QUALITY ROUTES TO PREPARE PROFESSIONAL EDUCATORS FOR CALIFORNIA'S SCHOOLS

- Work with education entities to expand the pool of qualified professional educators
- Pursue avenues with other organizations in expanding the pool of qualified educators

CHAIRMAN'S MESSAGE

**THIS REPORT...
CELEBRATES THE COMMISSION'S
30TH ANNIVERSARY, THE
LONGEST IN THE NATION,
AS AN INDEPENDENT
STATE STANDARDS BOARD.**

Welcome to the Commission on Teacher Credentialing's 2001 Annual Report. This report outlines the accomplishments and activities of the Commission in 2001 and celebrates the Commission's 30th anniversary, the longest in the nation, as an independent state standards board.

Thanks to Governor Gray Davis, the California Legislature, Commission staff, and educators from across the state who volunteered their time to share their skill and knowledge, the Commission served California's public school children by improving teacher preparation and increasing the number of fully qualified teachers. This year we approved new teaching standards, reduced barriers to teachers prepared in other states, and sponsored legislation that created a "fast track" to a teaching credential.

As a result of SB 2042 (Chapter 548, Statutes of 1998), authored by Senator Dede Alpert and then Assemblymember and now Secretary for Education Kerry Mazzoni, the Commission adopted new teaching standards this year. A task force of educators designed new standards creating multiple routes to a teaching credential and requiring prospective teachers to demonstrate their knowledge, skills, and abilities. These new standards will improve instruction by aligning teacher preparation with state-adopted student performance standards.

Thanks to AB 877 (Chapter 703, Statutes of 2000), authored by Senator Jack Scott and signed by Governor Davis last year, the Commission may award a California credential to experienced teachers from other states and to newly prepared teachers from other states with comparable teacher education standards. This year we found 36 states had comparable elementary school teaching credentials. We also found many states had comparable single subject or high school subject standards, for example 49 states and the District of Columbia had comparable standards for English teachers. By comparing standards, California increased the number of qualified teachers that can come to California to teach.

This year, the Commission sponsored SB 57 (Chapter 269, Statutes of 2001) by Senator Jack Scott. Governor Davis signed the bill and created a "fast track" to a teaching credential. Experienced teachers may challenge state requirements and cut the time it takes to earn a teaching credential from two years to just a few months. Capable individuals meeting state standards may quickly become teachers and help California reduce its teacher shortage.

I look forward to the challenges and opportunities of the upcoming year. These include further review of the requirements for the Administrative Services Credential. To ensure all stakeholders are included in the review process the Commission appointed a task force, held statewide forums, and surveyed credential candidates. After gathering the information, the Commission devoted several hours during a series of its monthly meetings to understand the issues and receive recommendations. The Commission is committed to this review because principals remain the cornerstone of school improvement efforts and, together with professional development and support of our teachers, a critical path to improving student achievement.

I trust you will benefit from the information contained in the Commission's 2001 Annual Report. Together, let us do what we must to provide the opportunity for a quality education to each of California's children.

For our students,



A handwritten signature in black ink that reads "Alan Bersin". The signature is written in a cursive, flowing style.

Alan D. Bersin
Chairman

EXECUTIVE DIRECTOR'S MESSAGE

**READ AND DISCOVER BOTH
THE SUCCESS AND PROMISE OF
THE CALIFORNIA COMMISSION
ON TEACHER CREDENTIALING.**

As the California Commission on Teacher Credentialing concludes its thirtieth year as an independent standards board, its mission and purpose remain clear—to assure that our communities receive the fully prepared and qualified educators that all students deserve. The Commission is working diligently to support the implementation of the several legislative reforms made during the 2001 session. This proved to be a benchmark year for reforms regarding teacher preparation, seeing many changes that strengthen the dynamic relationship between teacher preparation and student achievement.

At the end of this thirtieth year, the Commission continues to support the ongoing efforts being made by Governor Gray Davis, and his proposed education initiatives for the coming year. As California adopts world-class standards for education, the need for highly qualified teachers will grow. It is this challenge of growth that will offer the Commission the opportunity to marshal its resources to ensure the preparation of educators in California, as our classrooms deserve no less.

In order to advance the current statewide teacher recruitment effort, new legislation is being implemented to address the teacher shortage in the State. California has pioneered reciprocity as a way to recruit teachers from around the nation. In addition, provisions of SB 57 (Scott, Chapter 269, Statutes of 2001) offer the opportunity for individuals to expedite the formal credentialing process by waiving the internship course work component for those who can demonstrate the knowledge, skills and ability necessary to teach in California's public schools. Alternative routes to certification, such as the intern programs, are available to prospective teachers, offering user-friendly options to earn credentials.

This year, the Commission approved new standards to determine the content and delivery of teacher preparation for the next generation of teachers in California. These new standards are aligned with K-12 academic content standards, coupling teaching skills with the subject matter being taught. In addition, new options have been established to expedite the teacher education process by allowing prospective teachers to complete the teacher preparation component of their education while completing a bachelor's degree in their chosen field of subject matter.

We are planning carefully to ensure that we are ready for the growth in demand for highly qualified educators. Our agency is streamlining the teacher preparation and recruitment process by making information more easily available to the Commission's stakeholders. Current efforts to provide secure, online access to teacher certification information have made significant headway in 2001, with the successful launch of the Teacher Credentialing Service Improvement Project and online database. A second web-based certificate renewal application is set to launch before the end of fiscal year 2002.

Growth means reform, and our commitment to the school children of California is to implement reforms that will ensure that they have access to the most academically prepared educators available. It is in the spirit of these reforms that I invite you, on behalf of the staff and members, to read and discover both the success and promise of the California Commission on Teacher Credentialing.

Best Wishes,



Dr. Sam W. Swofford
Executive Director





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MEETING THE CHALLENGE
REFORM THROUGH STANDARDS AND LEGISLATION

IMPLEMENTING MAJOR EDUCATOR PREPARATION REFORM

The California Commission on Teacher Credentialing (Commission) is responsible for developing and adopting standards to govern the structure and content of educator programs. Program accreditation decisions are based on how well programs meet the standards. (For more information on accreditation, please see page 14.)

It is fitting that the Commission heralds its 30th anniversary by implementing significant reform in teacher preparation. The reform process is the result of a multifaceted effort including legislation, changes to the credential preparation structure and content, and new standards designed to prepare teachers for the challenges of the new century. Countless individuals throughout California contributed to the teacher preparation program reform process and more will help make the transition to new programs a smooth one.

As a result of SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998), the Commission revised the structure of teacher preparation programs and recently adopted new teacher preparation standards. The new standards are aligned with the Academic Content Standards for K-12 students adopted by the California State Board of Education.

This landmark legislation has already:

- aided teacher recruitment in California by providing multiple pathways to a credential, including teaching internships and a new, expedited option that allows college students to complete their subject matter studies and their teacher preparation while obtaining a bachelors degree;
- provided a program of beginning teacher support and assessment for all first and second year teachers in California; and
- laid the groundwork for a teaching performance assessment, requiring all would-be teachers to demonstrate their teaching ability in a classroom setting.

The standards outline all aspects of teacher preparation including subject matter studies, teaching methodology, and teacher induction. Research in teacher preparation shows that effective teachers have a strong background in the subject(s) they teach, and have the skills to help students learn the subject. Beginning teachers who receive systematic support stay in teaching and improve their teaching skills at rates much higher than those who receive no support. The new teaching standards follow this formula for success by addressing these three essential aspects of learning to teach. The new Elementary Subject Matter Standards outline what elementary school teachers must know about their subject matter and are aligned with California's K-12 Academic Content Standards for students. The new teacher preparation standards address how one should teach content to a diverse student population, and the teacher induction standards provide for the support, formative assessment, and ongoing development of the entering workforce. Colleges and universities have until December of 2003 to meet these new standards.

SB 908 (Rodda) signed into law, altering the Fisher Act, establishing a diversified major for teachers

AB 451 (Ryan) signed into law, guaranteeing due process on all complaints brought before the State Department of Education's (SDE) Committee on Credentials

The Commission is currently conducting a study of the four core areas for secondary instruction: English, Social Science, Science, and Mathematics. Standards aligned with the K-12 Academic Content Standards in these subjects will be completed next fall.

The Commission has also adopted new Standards of Quality and Effectiveness for Developing and Evaluating Credential Programs of Professional Preparation for Pupil Personnel Services (PPS) specialists in School Counseling, School Psychology, School Social Work, and Child Welfare and Attendance Services.

The thirty-nine colleges and universities with PPS credential programs have until January 2003 to submit program proposals showing how their programs will meet the new standards. There are 32 school counseling, 23 school psychology, 10 school social work, and 9 child welfare and attendance credential programs in the state.

In the Commission's ongoing effort to ensure that all educator preparation programs remain effective, standards are reviewed for each type of program on a cyclical schedule.

LEGISLATION 2001

COMMISSION SPONSORED LEGISLATION

In 2001 the Commission sponsored two bills, SB 57 and SB 299. After the bills were approved by the Legislature, Governor Davis signed both measures into law. In keeping with the Commission's legislative policies, the measures contribute to ensuring that the laws relating to educator preparation contribute to meeting the certification needs of California's public schools.

SB 57 (Scott, Chapter 269, Statutes of 2001) Allows qualified individuals to "test out" of some credential requirements. Under SB 57:

- Teacher candidates can "challenge" traditional teacher preparation course work by successfully completing tests and classroom observations. These candidates will take a rigorous, national test on teaching methods, learning development, classroom management, reading instruction, and other topics. The test will be consistent with California's standards for teacher preparation, which are linked to the California standards for students in grades K-12.
- Candidates who pass the written test continue on a "fast-track" and are observed by trained assessors in a classroom setting. Candidates that pass the test and classroom observation will be awarded a preliminary teaching credential by the Commission.
- The Commission will waive a program of professional preparation for private school teachers with six years of demonstrated experience in an accredited private school in the subject and level of the credential sought.

1969

AB 740 (Ryan), the first Ryan Act, was passed by the Senate by a 27 to 2 vote, only to be vetoed later by Governor Ronald Reagan

1970

1970

AB 122 (Ryan), the second Ryan Act, signed into law by Governor Ronald Reagan, and the Commission on Teacher Preparation and Licensing (CTPL) is established

- To qualify for a credential all credential candidates must meet the existing requirements of a bachelor's degree, subject matter competence, basic skills test, and character fitness.

SB 299 (Scott, Chapter 342, Statutes of 2001) Clarifies the Education Code Sections related to the Committee of Credentials to ensure that credential holders convicted of federal sex offenses are immediately removed from classrooms. It strengthens the privacy rights of credential holders, and provides flexibility in cases of contract abandonment. Additionally, SB 299 addresses numerous "clean-up" provisions relating to out-of-state prepared special education teachers, California trained applicants who obtain National Board Certification, individuals using Peace Corps teaching experience, and coursework applicable toward a credential.

OTHER LEGISLATION OF INTEREST TO THE COMMISSION

AB 75 (Steinberg, Chapter 697, Statutes of 2001) creates a voluntary program to train all of California's principals and vice-principals in three years. The training includes a focus on academic standards, leadership skills, and the use of management and diagnostic technology. The Governor sponsored this bill and the 2001-2002 Budget included \$15 million for this program.

AB 961 (Steinberg, Vasconcellos, Ortiz, Diaz et al., Chapter 749, Statutes of 2001) Establishes the High Priority Schools Grant Program and allocates \$200 million to low performing schools in Academic Performance Index (API) deciles one through five. Schools in the first and second deciles receive priority for funding.

AB 1241 (Robert Pacheco, Chapter 714, Statutes of 2001) Requires the Chancellor of the California Community Colleges to submit a written report on the feasibility of developing a uniform teacher preparation program.

AB 1307 (Goldberg, Chapter 565, Statutes of 2001) Requires the Commission to adopt regulations specifying that credential candidates with less than 24 months to complete the program are exempt from new requirements under specified conditions.

SB 321 (Alarcon, Chapter 576, Statutes of 2001) Allows the Los Angeles USD to provide a 30-day training program for teachers who are hired on an emergency permit. After the Commission approves the training program, the Commission may disperse \$2 million to the District to carry out the program. The Governor deleted a \$2 million appropriation to implement the program and asked the Office of the Secretary of Education to identify existing funds to replace the funding.

SB 837 (Scott, Chapter 585, Statutes of 2001) Specifies the documentation that a school district must provide to the Commission to justify a request for an emergency permit.



MEETING THE GOAL
BECOMING A TEACHER

1971

The Commission on Teacher Preparation & Licensing (CTPL) holds its first meeting in Sacramento

1972

The State Board of Education resolves that the Committee on Accreditation is responsible for the accreditation of Teacher Preparation Programs

THE TEACHER CERTIFICATION PROCESS IN CALIFORNIA

Applicants for most credentials must complete a college degree. They must demonstrate academic preparation in the subject matter in which they wish to teach and they must complete a teacher preparation program. There are several options available to teaching credential candidates including:

- Undergraduate programs integrating degree-appropriate subject matter, teaching methods, and fieldwork;
- University or school district teacher internship programs; and
- Graduate programs including teaching methods and student teaching.

In addition, teacher preparation courses are often offered in the evening, during the summer, and on-line. Upon completion of the teacher preparation program, the applicant must receive a formal recommendation from the university or school district program sponsor. The program sponsor then forwards the application for certification to the Commission for processing.

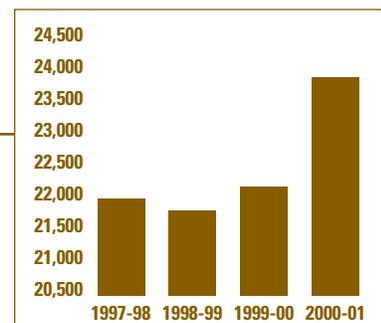
There are a variety of options available for applicants who are trained in other states and wish to become certified in California. These options vary, depending upon the professional preparation program or teaching experience completed outside of California. Teachers who have received their professional preparation outside of California may apply directly to the Commission. Recent legislation has effectively eliminated duplicative work for out-of-state teachers who have completed equivalent requirements in another state.

The supply of credentialed teachers in California increased by 8 percent (22,122 to 23,926) from fiscal year 1999-00 to 2000-01. Many of these teachers previously held an intern credential, a pre-intern certificate, or an emergency permit and were teaching in California classrooms.

The following chart shows the numbers of teachers earning California credentials for fiscal years 1997-98, 1998-99, 1999-00, and 2000-01. The data shows teaching credential numbers for preliminary credentials and professional clear credentials combined.

TOTAL CALIFORNIA TEACHING CREDENTIALS ISSUED

	1997-98	1998-99	1999-00	2000-01	Change
California IHE Prepared	16,767	16,993	17,555	18,396	4.8%
District Prepared	393	508	703	805	14.5%
Out-of-State Prepared	4,837	4,216	3,864	4,724	22.3%
TOTALS	21,997	21,717	22,122	23,926	8.2%



Among other credentials issued by the Commission are credentials for school administrators, school counselors, vocational and adult education, and child development program teachers.

ACCREDITATION

The Commission appoints a Committee on Accreditation that accredits colleges, universities, and local education agencies that offer educator preparation programs. All programs are visited by accreditation teams on a cyclical schedule. Currently there are 81 accredited institutions that offer one or more credential preparation programs. Additionally, there are eight accredited District Intern Programs which prepare teachers locally. During 2000-2001, 12 institutions and one district internship program were accredited. Seven institutions received full accreditation, while two institutions received Accreditation with Technical Stipulations, and four received Accreditation with Substantive Stipulations. The institutions or local agencies that did not receive full accreditation have one year to address the stipulations.

ACCREDITED UNIVERSITIES AND COLLEGES

California State University

California State University, Bakersfield*
California State University, Chico
California State University, Dominguez Hills
California State University, Fresno
California State University, Fullerton
California State University, Hayward**
Humboldt State University**
California State University, Long Beach
California State University, Los Angeles
California State University, Monterey Bay
California State University, Northridge
California Polytechnic State University, Pomona**
California State University, Sacramento
California State University, San Bernardino**
San Diego State University
San Francisco State University
San Jose State University
California State Polytechnical University,
San Luis Obispo
California State University, San Marcos
Sonoma State University
Stanislaus, California State University**

University of California

University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of California, San Francisco
University of California, Santa Barbara
University of California, Santa Cruz

Private Universities and Colleges

Alliant International University
(formerly US International University)
Azusa Pacific University*
Bethany College**
Biola University
California Baptist University
California Lutheran University
Chapman University
Christian Heritage College
Claremont Graduate University
Concordia University
Dominican University of California
Fresno Pacific University
Holy Names College
Hope International University*
Interamerican College
John F. Kennedy University
La Sierra University
Loma Linda University
Loyola Marymount University
Masters College
Mills College
Mount St. Mary's College**
National University**
National Hispanic University
New College of California*
Notre Dame De Namur University
Occidental College
Pacific Oaks College*
Pacific Union College
Patten College

Pepperdine University
Phillips Graduate Institute
Point Loma Nazarene University
St Mary's College
Santa Clara University
Simpson College
Stanford University**
University of La Verne
University of the Pacific
University of the Redlands**
University of San Diego**
University of San Francisco**
University of Southern California
Vanguard University
Westmont College
Whittier College

Accreditation Pilot Programs

University of Phoenix
Antioch University
Argosy University
Nova Southeastern University
CalState TEACH

District Internship Programs

Compton Unified School District*
San Joaquin County Office of Education-IMPACT
Long Beach Unified School District
Los Angeles Unified School District
Orange County Office of Education
San Diego City Unified School District
Project Pipeline
Ontario/Montclair Unified School District

* INSTITUTIONS ACCREDITED WITH STIPULATIONS IN 2000-2001 THAT HAVE ONE YEAR TO REMOVE STIPULATIONS

** INSTITUTIONS THAT WILL BE REVIEWED DURING 2000-2001

1977

1977

Established Bilingual Certificate of Competence

1981

1981

AB 777 (Greene) creates a two-step administrative services credential

EXAMINATIONS

All teacher licensing examinations in California are required by law. In some cases, the examination is one option for meeting a requirement which may also be met through course work. All examinations are carefully developed through contracts with professional testing companies. The development process for each examination includes an initial analysis of the teaching tasks the examination should cover. These tasks are reviewed by experts and surveys are sent to thousands of practitioners in the field. The examinations are developed with the help of design teams comprised of teachers, administrators, school district personnel, teacher educators, and other experts. Once an examination is developed, it is thoroughly field-tested prior to implementation. In addition, the Commission works with professional testing companies to continually ensure the validity of each examination.

CBEST The California Basic Educational Skills Test (Education Code 44252) is required for all credential applicants. CBEST assesses basic skills in reading, writing, and mathematics.

MSAT The Multiple Subjects Assessment for Teachers (Education Code 44281) is an option for meeting the liberal studies subject matter requirement for elementary teachers. Teachers who earn a bachelor's degree in liberal studies, approved by the Commission, do not need to take this exam. The exam covers the basic subject areas taught in elementary classrooms. Fifty-eight percent of the newly credentialed elementary teachers in California meet the subject matter requirement by passing the MSAT.

PRAXIS/SSAT The Professional Assessments for Beginning Teachers (Praxis) and Single Subject Assessment for Teaching (SSAT) (Education Code 44281) are required for single subject credential candidates, traditionally teachers in grades 7-12 in departmentalized classrooms, who do not complete an approved subject matter program. There are 13 single subjects listed in the Education Code for credentialing purposes. Each subject area covers course work typically taught in California's middle schools and high schools. Twenty-one percent of the newly credentialed middle and high school teachers in California meet the subject matter requirement by passing the PRAXIS/SSAT.

RICA The Reading Instruction Competence Assessment (Education Code 44281) is required for individuals seeking a multiple subject teaching credential. The exam is mandatory, but offers two options: a written exam or a video performance assessment.

CLAD/BCLAD The (Bilingual) Cross-cultural, Language and Academic Development Examination (B/CLAD) (Education Code 44253.5) authorizes the teaching of English learners in specialized settings. The new teacher preparation standards, scheduled for full implementation by late 2003, include the competencies for teaching English learners currently in CLAD programs and the exam. However, an examination will remain available for teachers who earned credentials prior to the implementation of the new standards. A BCLAD authorization, or appropriate assignment option, is required for teaching in a designated bilingual classroom. An examination will also remain available for teachers interested in adding an authorization to teach in designated bilingual classrooms.

1982

1982

Pursuant to SB 283 (Hughes, Hart), the Hughes Hart Reform Act, California Basic Education Skill Test (CBEST) becomes a requirement for prospective teachers

1983

1983

Commission on Teacher Preparation & Licensing (CTPL) is renamed the California Commission on Teacher Credentialing (CCTC)

TEACHER DEVELOPMENT STATE-FUNDED PROGRAMS

The Commission administers a number of local assistance grant programs designed to support prospective teachers in completing the requirements for a teaching credential. Taken together, these programs represent a continuum of learning to teach. These programs have proven to be effective tools for recruiting and retaining teachers in California’s schools.

PTTP The Paraprofessional Teacher Training Program (PTTP) is designed to support paraeducators (instructional assistants/aides) through a local education agency-based career ladder program towards completion of a bachelor's degree and a teacher preparation program leading to a teaching credential. Participants receive assistance with college/university tuition, fees, and books as well as other support services to promote success in the program. Participants must be working fulltime to participate in the program.

PRE-INTERN The Pre-Intern Program is designed to reduce the number of emergency permit teachers in the state by assisting individuals to meet requirements for entry into the Internship Program. The program provides formal support and assistance to individual participants to help meet the subject matter competency requirement for credentialing. State funding is provided to local school districts and/or county offices of education who assign experienced teachers to serve as coaches, provide basic pedagogical training, and focus on providing instruction toward the participants' completion of the subject matter competency requirement.

Analysis of the participation in the PTTP and the Pre-Intern Programs can help forecast future credential numbers. There has been increased participation in both programs, due in great measure to increased funding. The Paraprofessional Teacher Training Program shows a 334.5 percent increase (522 participants to 2,268) in participation from 1999-00 to 2000-01. The Pre-Intern Program shows a 95.4 percent increase (4,142 to 8,092) in certificates issued from 1999-00 to 2000-01.

INTERN The Internship Program allows individuals to complete their teacher preparation program coursework concurrent with their first or second year in a paid teaching position. The program is designed to provide an alternative route into the teaching profession by providing coursework and an organized system of support from college and district faculty. Program participants must have fulfilled their subject matter requirements before entering a program and earn a full teaching credential at the end.

The Hughes-Hart Education Reform Act of 1983 (SB 813) (Hughes, Hart) establishes the Teacher Trainee Certificate

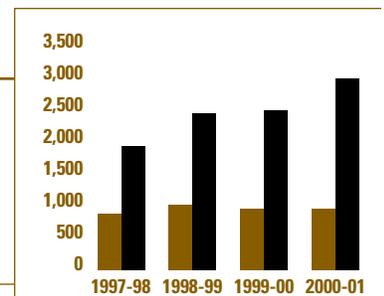
No more life credentials (SB 813)

The following chart shows the number of intern credentials and certificates issued for use in both university and school district programs. Data for fiscal years 1997-98, 1998-99, 1999-00, and 2000-01 show a steady increase in university internship programs with an enrollment of 3,056 in 2000-01 and a slight variation over time in district internship programs with an enrollment of 897 in 2000-01.

ALTERNATIVE TEACHER PREPARATION ROUTES

	1997-98	1998-99	1999-00	2000-01	Change
University Internships	1,909	2,458	2,557	3,056	19.5%
District Internships	834	1,030	855	897	4.9%
TOTALS	2,743	3,488	3,412	3,953	15.9%

UNIVERSITY INTERNSHIPS
DISTRICT INTERNSHIPS



TTT Troops to Teachers is a federally funded program designed to assist separating or retiring members of the Armed Forces, and prior civilian employees of the Department of Defense, as they obtain teacher certification and employment as teachers or teacher's aides. In California the program provides advisement regarding credential requirements through the Commission by acting as a conduit between program participants, teacher preparation programs, and education agencies seeking qualified applicants.

BTSA The Beginning Teacher Support and Assessment Program (BTSA), which is co-sponsored by the Commission and the California Department of Education, provides opportunities for fully prepared first- and second-year teachers to expand and deepen their teaching knowledge and skills. Participants work closely with support providers to determine areas of prior development and areas where further growth in teaching may be needed. The BTSA Program offers distinct learning opportunities and collegial services that are at a developmentally different level than the offerings of the Pre-Intern or Intern Programs.

CFASST The California Formative Assessment and Support System for Teachers is an innovative system that integrates two years of formative assessment and support through the lens of The California Standards for the Teaching Profession and the K-12 Academic Content Standards for Students. This program is used in almost all Beginning Teacher Support and Assessment Programs in California, in fact over 24,000 sets of CFASST materials are in use across the state. The system provides both support providers and beginning teachers rich opportunities to explore, examine, and extend professional practice.

A pencil is positioned diagonally across the upper half of the page, pointing towards the bottom left. Below it, a ruler is also positioned diagonally, parallel to the pencil, with the number '12' clearly visible. The background is a soft, light beige color with a subtle gradient.

MEETING THE DEMAND
THE CHALLENGE OF GROWTH

Multiple Subject Assessment Test (MSAT) becomes a requirement for prospective elementary teachers wishing to teach multiple subjects

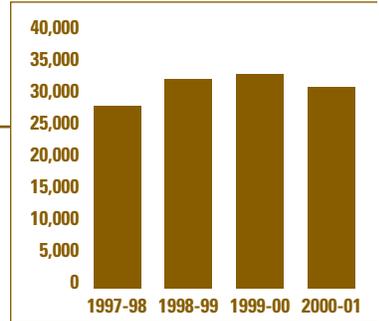
EMERGENCY PERMITS AND CREDENTIALLED WAIVERS ISSUED DURING 2000-01

The Commission issues emergency permits to individuals at the request of employers who are unable to sufficiently recruit fully credentialed staff to fulfill their employment needs. Many emergency permits are issued to persons who have completed most of their credential program, while others may already hold a full credential in another area.

For the first time since class size reduction was implemented in California in 1996, the number of emergency permits and credential waivers have decreased from the previous year. From fiscal year 1999-00 to 2000-01 the number of emergency teaching permits (Multiple Subject, Single Subject, and Special Education) decreased by 5 percent—from 34,309 to 32,573 in 2000-01. Additionally, the number of credential waivers decreased by 17 percent—from 2,724 in 1999-00 to 2,265 in 2000-01. Taking into account an increase in the number of certificated staff in California’s schools and the decrease in the number of emergency permits, the percentage of emergency permits has decreased from 11.6 percent in 1999-00 to 10.7 percent in 2000-01. Credential waivers decreased from 1.1 percent of the total certificated staff in 1999-00 to .7 percent in 2000-01. In addition to teaching permits, the Commission issued 992 emergency permits for certain types of service credentials such as those for school librarians and speech therapists.

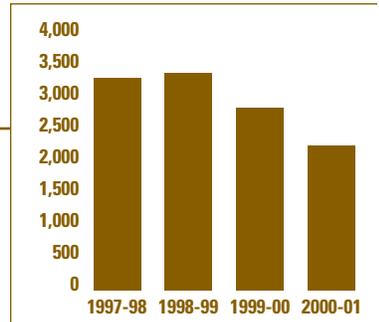
EMERGENCY TEACHING PERMITS

1997-98	1998-99	1999-00	2000-01	Change
28,518	33,496	34,309	32,573	-5.1%



WAIVERS

1997-98	1998-99	1999-00	2000-01	Change
3,213	3,377	2,724	2,265	-16.9%





MEETING THE REQUIREMENTS
SAFEGUARDING OUR SCHOOLS



1990

SB 1636 (Roberti) California School Paraprofessional Teacher Training Program signed by Governor George Deukmejian

1992

SB 1422 (Bergeson) the Bergeson Teacher Preparation Reform Act signed into law by Governor George Deukmejian

MONITORING FITNESS-RELATED MISCONDUCT

The Division of Professional Practices provides staff to support the disciplinary and legal activities of the Commission and to a statutorily created disciplinary review committee, the Committee of Credentials. The Committee is an investigatory body comprised of seven members appointed by the Commission for two-year terms. It consists of one elementary teacher, one secondary teacher, one school board member, one school administrator, and three public representatives. The Committee is charged with the responsibility of reviewing allegations of misconduct against a credential holder or applicant and making a recommendation to the Commission as to whether probable cause exists for adverse action against a credential or application. In certain situations where a holder or applicant has been convicted of a serious crime, the credential is revoked or denied mandatorily by operation of law. The Committee meets three days each month at the Commission’s office in Sacramento. In fiscal year 2000-2001, out of a total of 8,516 cases opened by the Division of Professional Practices, the Committee reviewed approximately 4,655 cases.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION (NASDTEC)

Since 1987 the Commission, as part of the National Association of State Directors of Teacher Education and Certification (NASDTEC), has participated in the establishment and maintenance of a national teacher identification clearinghouse to provide the exchange of disciplinary action information between participating states. The clearinghouse is designed to minimize the possibility that persons whose certificates were revoked or suspended in one state could apply for and receive credentials in other states without full disclosure of the previous discipline.

AB 1161 (Quackenbush) Alternative Certification Program was signed into law and became effective January 1, 1994

DISCIPLINE CASELOAD

The Commission experienced a substantial increase in discipline caseload between 1994 and 2001. With an increased student population, and the implementation of class size reduction, the number of credentialed teachers and applicants for teaching credentials has increased. In the six-year fiscal period of 1995-2001, the Commission revoked a total of 1,002 credentials, suspended a total of 253 credentials, and issued a total of 72 private admonitions. Since the inception of the public reproof in FY 1995-96, 231 have been issued. In the same six-year period, applicants were denied credentials in 407 cases. Disciplinary actions and reinstatements for 2000-01 are outlined in the chart below.

CCTC DISCIPLINARY ACTIONS AND REINSTATEMENTS 2000-2001

ACTION	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	TOTAL
Discretionary Revocations	8	0	9	9	8	9	13	5	8	8	4	4	85
Mandatory Revocations	9	0	22	11	6	7	2	4	6	8	2	7	84
Suspensions	1	0	6	10	5	4	7	5	8	2	4	9	61
Discretionary Denials	3	0	4	2	4	4	7	2	5	4	3	4	42
Mandatory Denials	5	0	6	4	3	5	3	6	3	2	1	5	43
Public Reproofs	9	0	4	2	4	5	4	2	7	3	1	6	47
Private Admonitions	4	0	2	0	0	1	0	1	1	1	0	2	12
TOTAL ADVERSE ACTIONS	39	0	53	38	30	35	36	25	38	28	15	37	374
No Contest Suspensions	1	0	1	2	0	1	0	1	1	0	0	0	7
Automatic Suspensions	2	0	6	3	3	4	2	3	6	1	1	5	36
No Contest Susp Terminated	0	0	1	0	1	0	0	0	0	0	0	1	3
Automatic Susp Terminated	3	0	2	3	0	2	0	1	2	1	1	1	16
Self Revocations (no cause)	1	0	0	3	1	1	0	0	1	1	1	3	12
Grant Reinstatements	0	0	1	0	1	1	0	1	0	0	1	0	5
Grant Susp/Prob	0	0	0	1	0	0	1	0	0	0	0	0	2
Deny Reinstatements	2	0	1	0	0	0	2	0	1	0	0	0	6
Deny Term of Susp/Prob	0	0	0	0	0	0	5	0	0	0	0	0	5

Funding for SB 1636 (Roberti) California School Paraprofessional Teacher Training Program was included in the State Budget for the first time

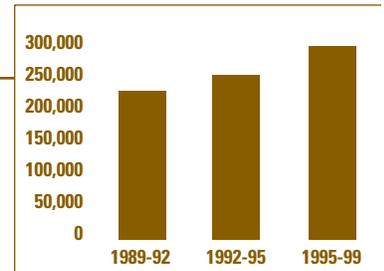
AB 3075 (Baldwin) Reading Instruction Content Requirement signed into law by Governor Pete Wilson

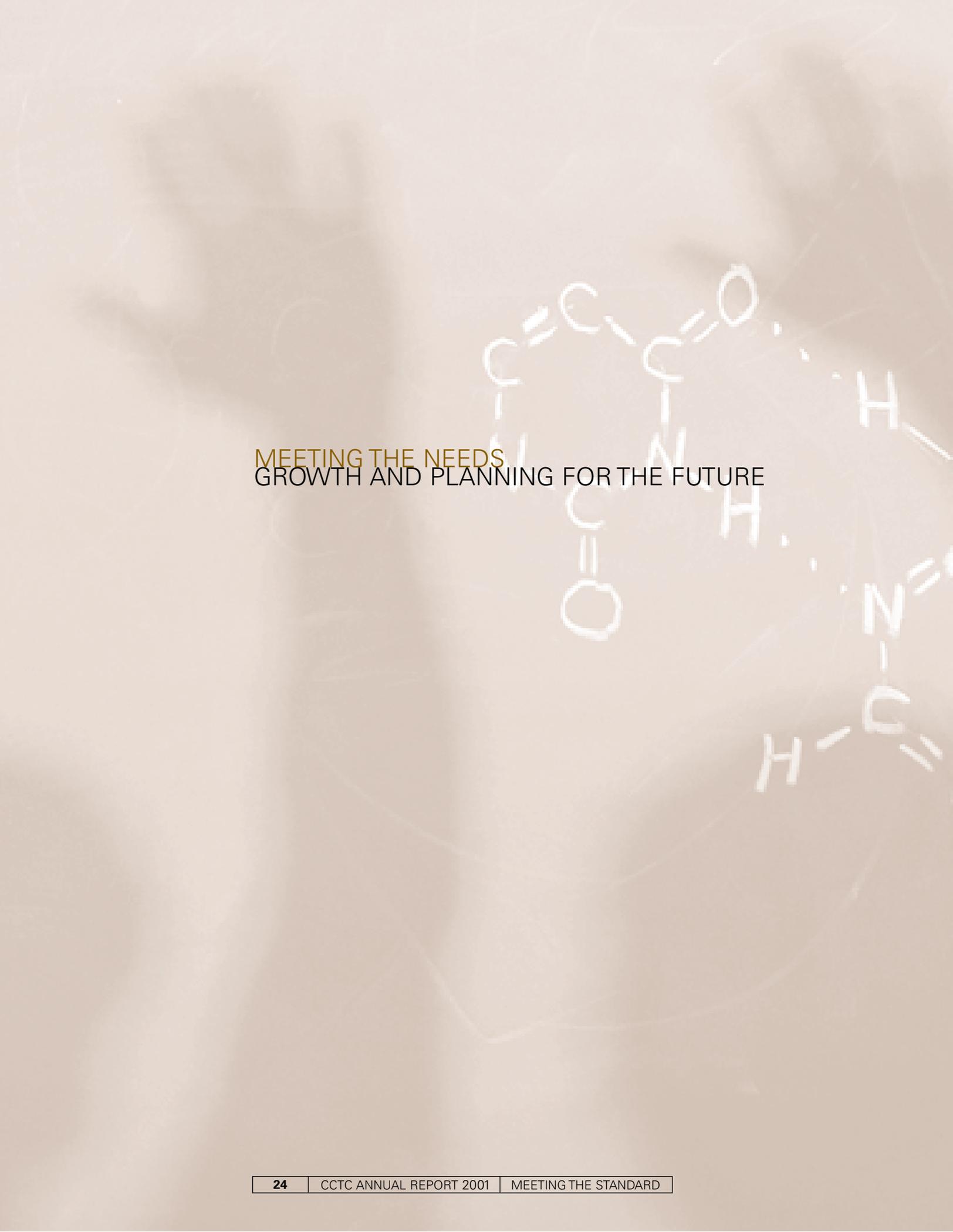
MONITORING CERTIFICATED ASSIGNMENTS

In addition to monitoring student safety through disciplinary review, the Commission is responsible for ensuring that teachers and other certificated personnel have appropriate credentials or other legal options for their school assignments. For example, a social science teacher should have a credential in social science and an elementary teacher should have a multiple subject credential. For fiscal year 2000-01, the Commission distributed \$350,000 on a pro-rata basis to county offices of education for monitoring activities. The Commission is also responsible for directly monitoring certificated assignments in the seven counties with only one school district. During a four-year cycle, one quarter of the certificated employees in California are monitored each year for appropriate assignment. Other than the seven state-monitored counties, all county offices of education submit the results of their review to the Commission. At the end of the four-year cycle, the Commission prepares a report for the Legislature. In the latest report, 1995-1999, the Commission found just over 2.5 percent of certificated employees to be misassigned. The current monitoring cycle will end in 2003. As in all areas related to the education of K-12 students, the workload has increased. From the 1989-1992 to the 1995-1999 monitoring cycle, the number of assignments reviewed increased by 68,639.

CERTIFICATED ASSIGNMENTS MONITORED BY THE COMMISSION 1989-1999

1989-92	1992-95	1995-99
227,789	249,231	296,428





MEETING THE NEEDS
GROWTH AND PLANNING FOR THE FUTURE

1996

AB 1178 (Cunneen) signed into law, the Reading Instruction Competence Assessment (RICA) is subsequently adopted by the Commission

1997

The Commission adopts its first Strategic Plan
 AB 1266 (Mazzoni) expanded the Beginning Teacher Support and Assessment Program (BTSA)

WORKLOAD ACTIVITIES 1996-97 TO 2000-01

As a result of class size reduction, an increase in the student population, and an increase in teachers nearing retirement age, the demand for teachers has increased substantially. The workload of the Commission has increased in parallel proportion to the increase in teacher demand. From fiscal year 1996-97 to fiscal year 2000-01, the credential processing and information services workload of the Commission increased by more than 30 percent. The following graph illustrates the various activities that are performed.

ACTIVITY	1996-97	1997-98	1998-99	1999-00	2000-01
Credential Applications Processed	168,030	197,269	200,825	227,970	226,480
Fingerprint Cards Processed*	45,513	46,696	44,098	18,383	3,207
Certificates of Clearance Issued	12,850	14,734	13,571	13,166	13,422
Correspondence Processed	9,175	9,206	8,071	7,846	7,750
Credential Waiver Applications Processed	7,192	7,646	7,612	7,659	7,865
E-Mail Processed (online 4/96)	4,925	11,149	19,136	24,931	32,562
TOTAL ACTIVITIES PROCESSED	247,685	286,700	293,313	299,955	291,286
Phone Calls Processed	80,000	85,000	100,000	180,000	263,566

**The decline in processing fingerprint cards is due to the increase number of applicants using the Livescan option*

PHONE INQUIRIES DURING 2000-01

During 2000-01, 263,566 phone calls were received by the Commission’s Information Services Phone Center. Of these calls, 113,061 were answered directly by staff. The remaining 150,505 were handled by the automated phone system.

CREDENTIALING QUESTIONS	44%
APPLICATION STATUS QUESTIONS	17%
APPLICATION PROCESSING QUESTIONS	12%
EXAM QUESTIONS	5%
APPEAL AND WAIVER QUESTIONS	1%
OTHER	21%

CERTIFICATION, ASSIGNMENT & WAIVER DIVISION CUSTOMER SERVICE SURVEYS

As part of the Commission’s ongoing commitment to high quality customer service, several customer service surveys were developed and implemented during fiscal year 2000-01. The goal was to assess the customer’s overall satisfaction with the various methods used in corresponding with the Commission.

CREDENTIAL SURVEY Ten thousand customer service surveys were mailed out with credentials to assess the applicants satisfaction with the credentialing process. Almost 2,000 surveys were returned with responses, with 64% rating the Commission’s overall customer service “above average” or “excellent” (with an additional 30% rating the Commission as “average.”)

EXCELLENT	31%
ABOVE AVERAGE	33%
AVERAGE	30%
BELOW AVERAGE	4%
POOR	2%

E-MAIL SURVEY The Commission has received over 700 responses to an ongoing e-mail customer service survey. Of these, 87% rate the Commission’s overall customer service “above average” or “excellent” (with an additional 10% rating the Commission as “average.”)

EXCELLENT	60%
ABOVE AVERAGE	27%
AVERAGE	10%
BELOW AVERAGE	2%
POOR	1%

1998

AB 496 (Lempert) established the California Mathematics Initiative for Teaching

2001

SB 57 (Scott) allowing qualified individuals to "test out" of some credential requirements, was signed into law by Governor Gray Davis

New standards for teacher preparation adopted

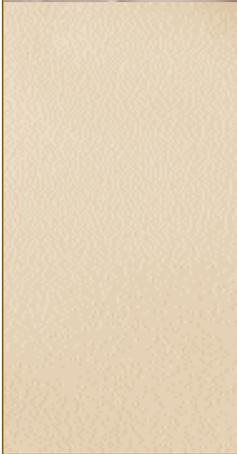
THE TEACHER CREDENTIALING SERVICE IMPROVEMENT PROJECT (TCSIP)

In an ongoing commitment to excellent service, the Commission developed a plan to provide easy access to credential information, make renewing credentials faster and more accessible, and to collect and track credentialing data to inform policy makers and the public. TCSIP is an e-government initiative of Governor Davis to enhance the level of customer service delivered to public school teachers, school districts, institutions of higher education, and other stakeholders. Constructed in three phases, the project is scheduled for completion in 2003.

The first phase, launched in October 2001 and completed on schedule in 90 days, enables teachers, school districts, institutions of higher education, and other stakeholders to view a teacher's credential or application status on the Internet using standard Web browser software.

The second phase of the project, scheduled for launch by the end of fiscal year 2002, gives teachers the capability to renew their credentials online.

The final phase of the project, due for completion in 2003, provides the Commission with a new technology system for credential processing that enhances the Commission's reporting capabilities in response to the needs of the Legislature, the Governor, and stakeholders.



FOR MORE INFORMATION

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Joe Gee, <i>Acting Director</i> <i>Information Technology & Support Management Division</i>	916-322-9989
Dale Janssen, <i>Acting Director</i> <i>Certification Assignment & Waivers Division</i>	916-323-5065
Mary Vixie Sandy, <i>Director</i> <i>Professional Services Division</i>	916-445-3224

WWW.CTC.CA.GOV

FOR CREDENTIALING INFORMATION:

888-921-2682 (TOLL FREE)

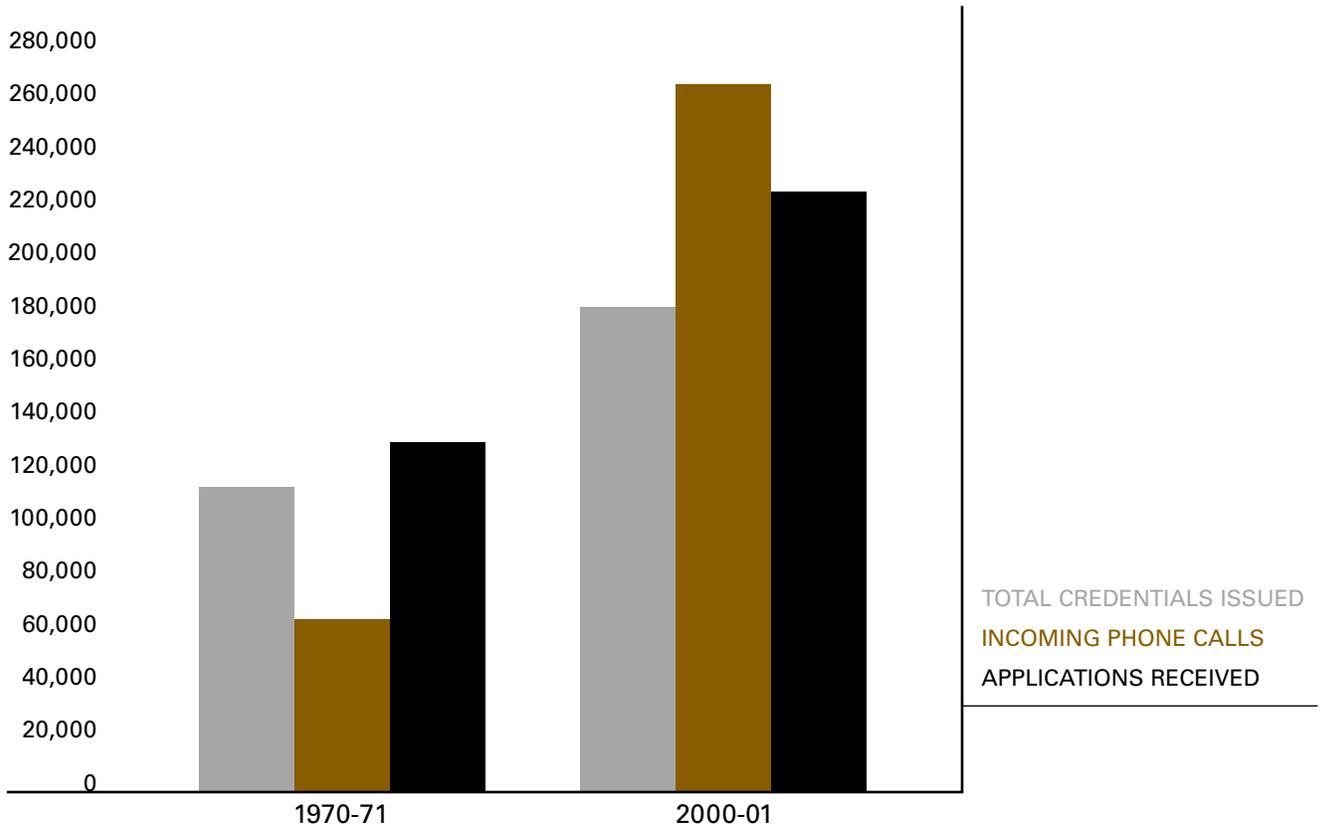
916-445-7254

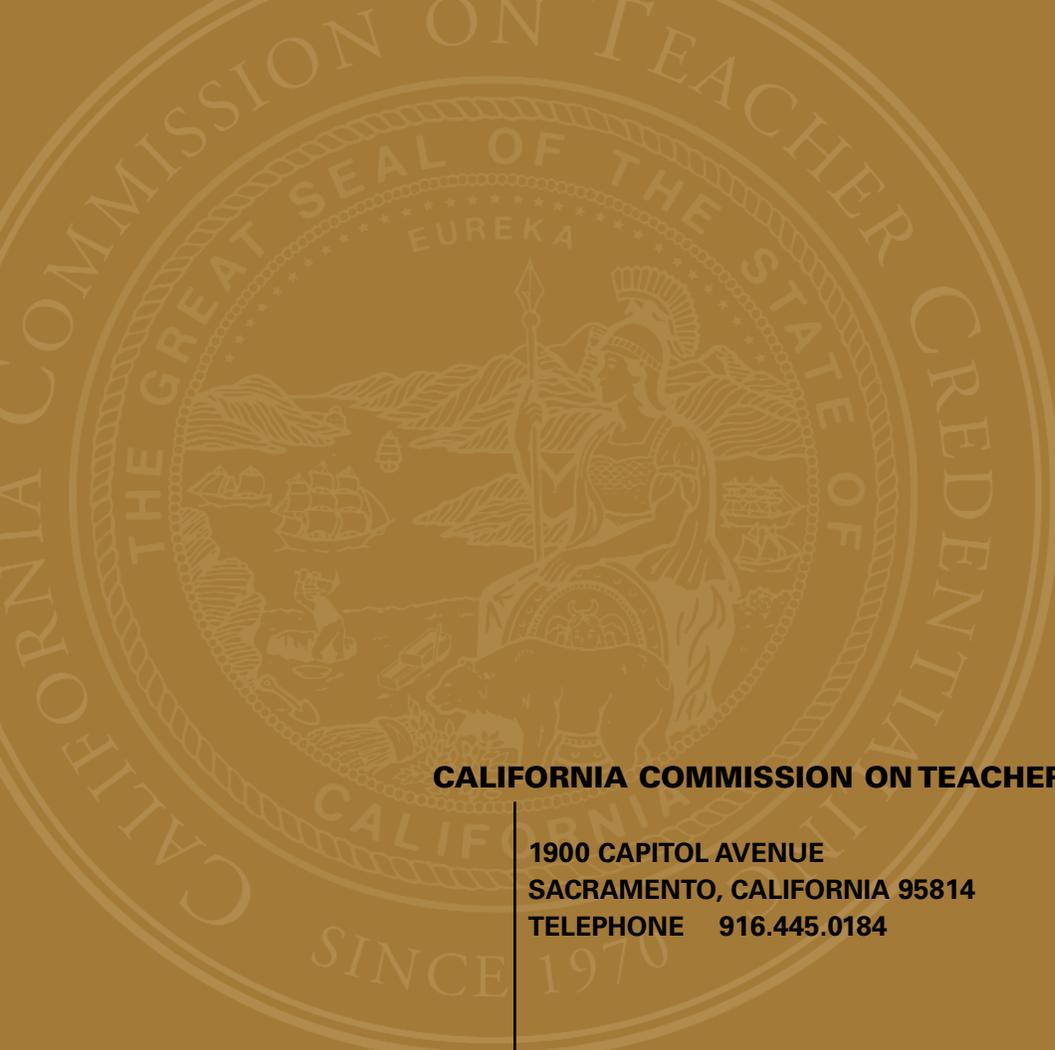
CREDENTIALS@CTC.CA.GOV

IN CONCLUSION

We hope that this report has served to better acquaint you with the important work of the California Commission on Teacher Credentialing. Our staff takes its statutory and regulatory responsibilities seriously and is dedicated to offering quality service to present and future members of the teaching profession, to those who prepare and employ credential holders, and most importantly, to the students who attend California's schools. We look forward to the challenges ahead and to reporting on the agency's progress next year.

COMMISSION ON TEACHER CREDENTIALING: **GROWING WITH CALIFORNIA**





CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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THE COMMITMENT CONTINUES...