

# California Commission on Teacher Credentialing



## Annual Report 2003-2004

# Commission Members

## Commissioners

Lawrence Madkins (Chair)  
Elaine C. Johnson (Vice Chair)  
Kristin Beckner  
Steve Lilly  
Leslie Littman

Os-Maun Rasul  
Alberto Vaca

## Position

Teacher  
Public Representative  
Teacher  
Faculty Member  
Designee, Office of Superintendent of Public  
Instruction  
Non Administrative Services  
Teacher

## Ex-Officio Members

Marilyn T. McGrath  
Karen Symms Gallagher  
Athena Waite  
Bill Wilson

## Representing

California Postsecondary Education  
Commission  
Association of Independent California  
Colleges and Universities  
Regents, University of California  
California State University

## 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.

## Table of Contents

|  |    |
|--|----|
| Message from the Commission Chair .....                          | 2  |
| Message from the Executive Director .....                        | 3  |
| Chapter 1: Department Operations: Critical Issues.....           | 4  |
| Chapter 2: Regulatory and Certification Activities.....          | 8  |
| Chapter 3: Preparation and Performance Standards.....            | 14 |
| Chapter 4: Policy Development .....                              | 18 |
| Chapter 5: Research and Assessment .....                         | 22 |
| Chapter 6: Monitoring Teacher Fitness and Assignment.....        | 24 |
| Chapter 7: Communications and Service .....                      | 26 |
| Commission Publications and Reports .....                        | 29 |
| Goals of the California Commission on Teacher Credentialing..... | 30 |

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| The information in this annual report is current as of November 10, 2004 and includes Commission data and information covering FY 2002-2003 and FY 2003-2004. |
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## Message from the Commission Chair, Lawrence H. Madkins, Jr.



Thank you for taking the time to review the California Commission on Teacher Credentialing's Annual Report. The Commission's mission is to ensure that fully prepared and effective educators are provided for all K-12 public school students, their parents, and communities. Undaunted by surrounding circumstances, such as California's unprecedented budget crisis that necessitated changes in how we conduct our work, the Commission continued to fulfill that mission with the determination to ensure the creation of informed, sound solutions for the benefit of California's K-12 public school students.

The Commission continued to implement the standards resulting from SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). Many programs have been reviewed and approved under the *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*, the *Standards of Quality and Effectiveness for Blended Programs of Undergraduate Education*, and the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. With these approved programs providing stronger, richer curricula and field experiences, we are confident that quality teachers will continue to meet the needs of the increasingly diverse student population in the California public schools.

In addition, the Commission directed the Committee on Accreditation to conduct a review of the institutional accreditation system and recommend any changes. The current Accreditation Framework was adopted by the Commission in 1995. The Commission discussed the need to review the process as the landscape has changed dramatically since 1995. Over the past decade California has undergone a significant transformation towards greater accountability in education. The State Board of Education adopted the student academic content standards and SB 2042 required that the teacher preparation program standards align with these standards. While this was going on at the state level, federal requirements were placed on institutions and states, most notably, the Title II reporting requirements and the No Child Left Behind Act. Given these factors the Commission saw fit to revisit the process to ensure that California's accreditation process remains effective and provides a higher level of accountability to ensure quality programs.

I am thankful to all of the stakeholders who are working together with the Commission in this review process as well as the other processes that the Commission has undertaken to review. With all of us working together I believe that we can achieve the desired success for the benefit of the children and the good of our great state.

## Message from the Executive Director, Sam W. Swofford



It is my great pleasure to submit the California Commission on Teacher Credentialing's Annual Report to you. Annual reports are an invaluable resource to any agency as they provide an opportunity to reflect on past accomplishments and goals achieved. Looking back and considering the work we have completed at the Commission, I am grateful for the committed, dedicated staff and supportive stakeholders who have all contributed to the success of our agency. Though we faced many challenges and great difficulties in the state of California, we were able to continue our work to maintain our vision "To ensure that those who educate the children of this state are academically and professionally prepared."

The close of 2003 saw the final deadline for Elementary Subject Matter Programs and teacher preparation programs to come into compliance with the SB 2042 program standards.

With all programs having completed the review process, we will begin to see the fruits of our collective labor as these programs prepare high quality teachers for the public elementary school classrooms of California. While this work is ongoing the Commission has also adopted standards for the Single Subject areas of English, mathematics, science, social science, art, languages other than English, music and physical education. The first set of new subject matter examinations for English, mathematics, science, and social science have been available for one year. We anticipate that subject matter exams will be available for the other subjects in the very near future. Because these new subject matter program standards and examinations are aligned with the K-12 academic content standards we believe that both students and teachers will reap the benefits under these new SB 2042 programs.

The Commission, though, finds itself in critical times. All state agencies in California have had the unenviable task of managing budget reductions due to the deficit in the state. The Commission was not immune to these cuts and suffered a reduction in staff in each of its divisions while the workload for each either remained the same or increased. We have extended our staff and other resources and adapted our business practices in an effort to maintain productive service levels and meet the ongoing, increasing workload demand. However, it becomes increasingly difficult to maintain the excellent level of service we demand of ourselves and the public expects as we face further budget reductions. The delay in the release of this annual report serves as evidence of these difficult times. With the drastic staffing cuts and our need to shift responsibilities to address our priorities, we were unable to release this report earlier in the year. However, to remain as current and timely as possible we included data in this report through June of 2004. I assure you that we will continue to look for ways to become more efficient and make the most of our resources in these lean times while still upholding our level of service.

May we continue working together to ensure that those who educate the children of this state are academically and professionally prepared.

# Chapter 1

## Department Operations: Critical Issues

### Revenues

The California Commission on Teacher Credentialing (Commission) is supported through the fees for licensure which are deposited to the Teacher Credential Fund (TCF) and fees for examinations related to licensure which are deposited to the Test Development and Administration Account (TDAA). The credential fee is designed to fund a majority of the Commission's operating expenses. In the 1980's the Legislative Analyst recommended that credential renewal fees be equalized (reducing the initial fee) and established the policy that *all* teachers support, through initial and renewal applications, the licensing, discipline, preparation standards setting and institutional accreditation functions of the profession. The current revenue structure reflects this policy as adopted by the Legislature and the Administration and is consistent with that of all regulatory departments in the state, that is, those who receive the benefit of their services pay to provide those services.

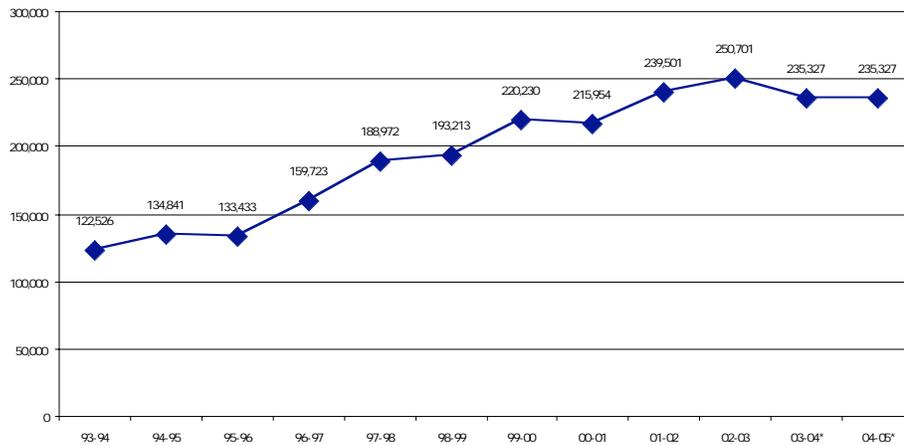
The challenge the Commission faces with this revenue structure is its volatility relative to the number of credential applications. Applications can vary dramatically as a result of new policies such as Class Size Reduction (CSR), which increased applications in the late 1990s, and current State and Federal efforts to increase the number of fully credentialed teachers (5 year annual renewal fee) and reduce the number of individuals serving on emergency permits and waivers (annual fee), which ultimately decreases the number of annual applications and therefore, revenue.

As a result of this volatility relative to application volume, annual revenues are decreasing as the number of individuals needing to apply annually decreases. In addition, it is important to note that from 1998-99 through 2003-04 the Commission was operating within a revenue structure whereby expenditures exceed revenues. Further, at the time the credential fee was reduced from \$60 to \$55, the TCF had a fund balance of approximately \$5.7 million. General Fund revenues were plentiful and the Commission's new Teacher Credential Service Improvement Project (TCSIP) was funded from the General Fund. Unfortunately, decreasing availability of General Fund dollars resulted in the shift of TCSIP expenditures to the TCF in FY 2002-03. In 2003-04 and 2004-05 this structural deficit was addressed through a combination of loans from the TDAA and cuts in staffing and unallocated reductions to operating expenses and equipment to reach a point where operating costs matched revenue. This further exacerbated the disparity between workload and staffing.

### Workload and Staffing

Current workload associated with credential counts remains significantly above the pre-Class Size Reduction numbers. In fact, since 1996, credential volume has increased from 159,723 to 235,527, an increase of 47%.

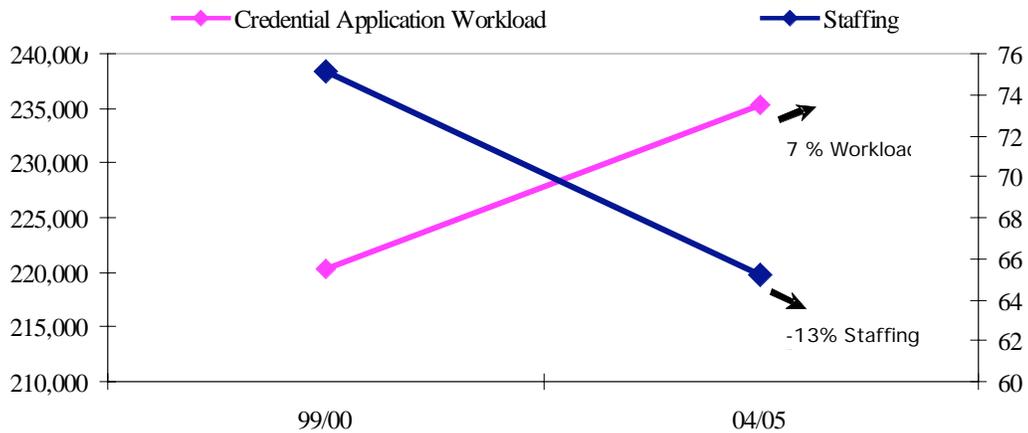
Commission on Teacher Credentialing  
 Credential Workload (Volume)



During this time of increasing volume, the Commission has lost staff in the Certification, Assignments and Waivers Division (CAW) at a rate significantly greater than the increase in workload over the same period.

Chart 2

Certification, Assignment and Waivers Division  
 Workload v Staffing 1999-00 to 2004-05

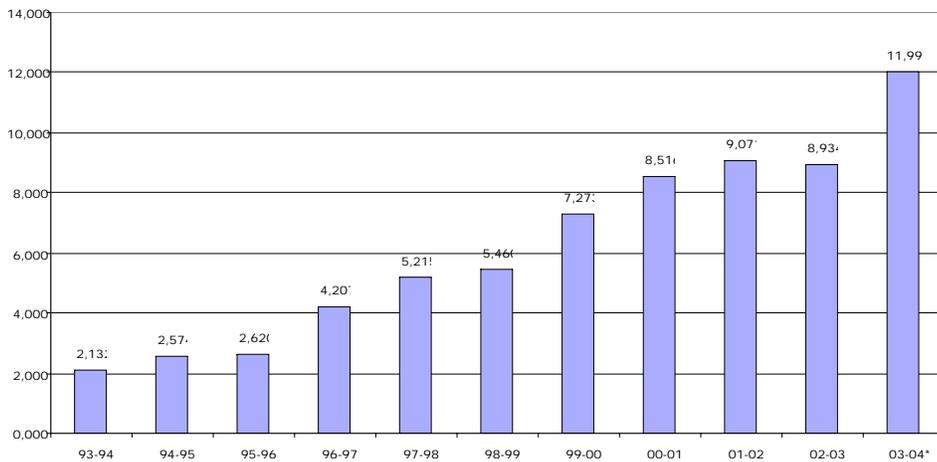


As a result, in order to maintain a processing schedule within the regulatory requirement of 75 working days, the call center hours were reduced in August 2003 by five hours each day and the front office service was reduced from 5 days a week, 9 hours a day to noon to 5 pm Monday, Wednesday and Friday. This change allowed the Commission to focus more staff on credential processing. Further reductions in staffing and associated resources could result in the elimination of the call center, front office service, work related training and the inability to maintain the 75 working day processing timeline as required in Title 5 Regulations.

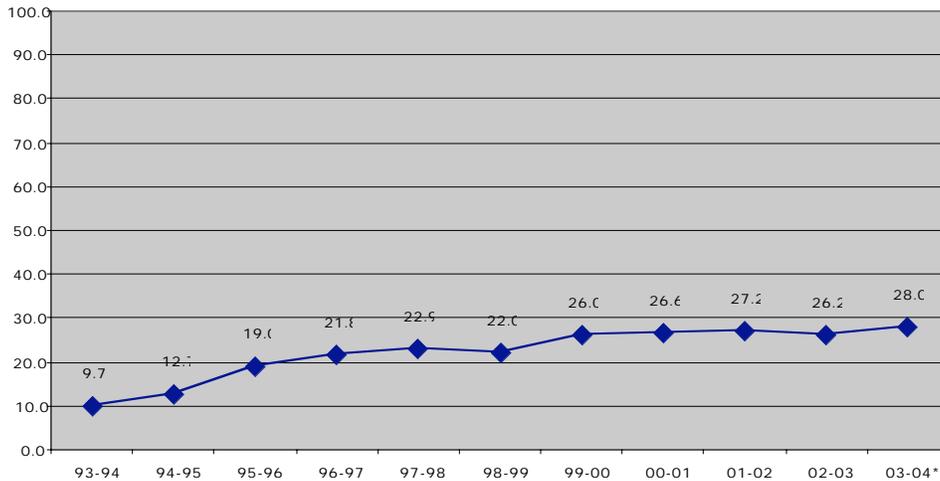
As processing time in CAW increases, there is ultimately a delay in the review and processing of applications through the Division of Professional Practices (DPP). Further reductions in staffing in CAW will impact the State's capacity to review allegations of misconduct against a credential holder or applicant. Given the role of DPP, to ensure that only those who are fit to be in the classroom are authorized to be there, the timeliness of DPP review of applications is essential for the safety and security of the children in California's classrooms.

It is important to note that workload in the DPP has also continued to increase (see Chart 3) while there has been a minimal increase in staffing (see Chart 4). In fact, over the past ten years DPP workload has increased 463%.

**Chart 3**  
**Division of Professional Practices Workload**  
**1993-94 to 2003-04**



**Chart 4**  
**Division of Professional Practices Staffing**  
**1993-94 to 2003-04**



## **Challenges Ahead**

Further reductions to the Commission's budget will result in the loss of the ability to give appropriate attention to the workload and issues relative to licensing, discipline, preparation standards setting and institutional accreditation, ultimately affecting the Commission's capacity to fulfill its mission according to statute. In efforts to maintain service levels and address ongoing workload, the Commission has modified its business practices and reassigned its workload to reflect the reality of addressing ever increasing workload with less staff resources to assure that strategic priorities are addressed first. Over the next year the Commission will continue to assess workload and resources, making adjustments to business practices to further maximize existing resources whenever possible.

For over thirty years California has recognized the viability and effectiveness of an independent standards board to regulate the teaching profession. In addition, it is evident that an independent entity, with a concentrated focus on the quality of professionals responsible for educating our children, works with sensitivity to the issues, developing and implementing balanced, well-measured policies. It is critical that the Commission have the capacity to ensure that revenues are sufficient to support the operating needs of the Commission plus a prudent reserve. This is both fiscally prudent and consistent with the Education Code.

# Chapter 2

## Regulatory and Certification Activities

### Credentials

California law provides that those licensed to teach in California public schools must be certified by the Commission. Applicants for almost all teaching credentials must complete a college degree. They also must demonstrate academic preparation in the subject matter in which they wish to teach and must complete a teacher preparation program. There are several credential options:

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

Additionally, teacher preparation courses are offered evenings, summer and on-line. After completing a preparation program, applicants must be formally recommended to the Commission by the university or school district program sponsor. Also, under SB 57 (Chapter 269, Statutes of 2001), qualified intern candidates can take a written test as an alternative to teacher preparation coursework. The Teaching Foundations Examination was made available for the first time in 2002 for teachers in the subject areas of English, Mathematics, Science, Social Science and Multiple Subjects (Elementary School Subjects).

A variety of options are also available for applicants who are trained in other states and wish to become certified in California. Options differ depending upon the comparability of the professional preparation program or teaching experience completed outside California. These teachers may apply directly to the Commission. Recent California legislation has also eliminated

duplicative work for out-of-state teachers who have completed equivalent requirements in another state.



The number of new teachers credentialed in California increased by 23.4% (21,997 to 27,136) from fiscal year 1997-98 to 2002-03, averaging a mean growth rate of 4.7% per year. Many of these teachers previously held an intern credential, a pre-intern certificate, or an emergency permit and were already teaching in California.

#### **TOTAL CALIFORNIA TEACHING CREDENTIALS ISSUED\***

|                       | 1997-98       | 1998-99       | 1999-00       | 2000-01       | 2001-02       | 2002-03       | Change       |
|-----------------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|
| Calif IHE Prepared    | 16,767        | 16,993        | 17,555        | 18,396        | 23,225        | 21,649        | -6.8%        |
| District Prepared     | 393           | 508           | 703           | 805           | 682           | 631           | -7.4%        |
| Out-of-State Prepared | 4,837         | 4,216         | 3,864         | 4,724         | 5,629         | 4,856         | -13.7%       |
| <b>TOTALS</b>         | <b>21,997</b> | <b>21,717</b> | <b>22,122</b> | <b>23,925</b> | <b>29,536</b> | <b>27,136</b> | <b>-8.1%</b> |

\* Please note numbers reflect 2002-03 year. Due to file dating of applications allowed by regulations, complete 2003-2004 numbers are not available as of the date of printing of this report. Please see the report entitled *Teacher Supply:2002-2003* for more details at [www.ctc.ca.gov/reports\\_on\\_line.html](http://www.ctc.ca.gov/reports_on_line.html).

As the chart on the previous page shows, between 2001-02 and 2002-03, there was a sharp decline in out-of-state prepared teachers and declines in both district-prepared teachers and IHE-prepared teachers.

**Emergency Permits and Waivers**

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. Such permits are often issued to persons who have completed most of a credential program, while others may hold a full credential in another area. Waivers are requested after efforts are made to find credentialed individuals or those eligible for an emergency permit. A limited period is allowed for those granted a waiver to qualify for a credential or emergency permit.

The number of emergency permits and credential waivers has decreased from the previous year for the third consecutive year since California class size reduction was implemented in 1996. Between fiscal years 1999-00 and 2000-01, the number of emergency teaching permits (Multiple Subject, Single Subject, and Education Specialist) decreased by 5%, in 2001-02 the number of permits decreased another 13.7%. In 2002-03 it further declined 26.8%. Additionally, the number of credential waivers from 1999-00 to 2000-01 decreased by 17%, in 2001-02 waivers decreased by 21.5%, and in 2002-03 the number dropped 36.3%.

**EMERGENCY TEACHING PERMITS**

| 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | Change from 2001-02 |
|---------|---------|---------|---------|---------|---------|---------------------|
| 28,518  | 33,496  | 34,309  | 32,573  | 28,126  | 20,583  | -26.8%              |

**WAIVERS**

| 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | Change from 2001-02 |
|---------|---------|---------|---------|---------|---------|---------------------|
| 3,213   | 3,377   | 2,724   | 2,265   | 1,778   | 1,132   | -36.3%              |

Taking into account an increase in the number of certificated staff teaching in California’s schools and the decrease in the number of emergency teaching permits, the percentage of certificated staff serving on emergency permits decreased from 9.4% in 2001-02 to 6.8% in 2002-03. Teaching credential waivers decreased from 0.6% of the total certificated staff in 2001-02 to 0.4% in 2002-03. The Commission issued 991 emergency permits for certain types of service credentials such as those for school librarians and speech therapists.

At its December 2003 meeting the Commission took action to discontinue the issuance of emergency permits to comply with the federally-instituted No Child Left Behind Act (NCLB). NCLB requires a highly qualified teacher in every core academic classroom by the end of the 2005-06 school year. The Commission will continue discussions to establish a document to assist employers in addressing unanticipated staffing needs.

## Accreditation

The Commission appoints a Committee on Accreditation (COA), which is responsible for accrediting colleges, universities, and local education agencies offering educator preparation programs. Currently there are 93 accredited institutions that offer one or more credential preparation programs. Additionally, there are eleven accredited District Intern Programs preparing teachers.

During 2002-03, there were five accreditation visits to colleges and universities and one accreditation visit to a local education agency. Of these:

- Four institutions received full *Accreditation*,
- One received *Accreditation with Technical Stipulations*, and
- One received *Accreditation with Substantive Stipulations*.

The COA has now completed its sixth year of accreditation decision-making. In addition to its major activity, hearing and acting upon six accreditation team reports and three accreditation re-visits, the COA made initial accreditation decisions for 187 professional preparation programs, mostly programs of professional preparation for multiple and single subject credentials in response to Senate Bill 2042 (Chapter 548, Statutes of 1998) and Standard 13 of the *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs* pursuant to AB 1059 (Chapter 711, Statutes of 1999). Each year, the COA has made improvements in the accreditation procedures or in its own procedures. The COA scheduled discussions at a number of its meetings about ways to improve the accreditation process and procedures. In addition, the



COA continued a practice initiated during its first year, of scheduling a debriefing discussion about the accreditation decision-making process at every meeting in which an accreditation decision had been made. These discussions have assisted in “fine-tuning” accreditation procedures. As a result, the COA has incorporated a number of refinements in their decision-making process.

In January 2004 the Commission directed the COA to examine the Commission’s current accreditation system and recommend to the Commission any changes that might be needed. An Accreditation Study Work Group, comprised of members of the COA and representatives of stakeholder groups, has been brought together to accomplish this task. This group is responsible for much of the research, issue exploration and identification of options for redesign. Once this group completes its work a recommendation will be brought to the COA, which will in turn bring its recommendations to the Commission for its consideration.

## Accredited Colleges and Universities

### California State University

Bakersfield  
Channel Islands  
Chico  
Dominguez Hills  
Fresno  
Fullerton  
Hayward  
Humboldt  
Long Beach  
Los Angeles  
Monterey Bay

Northridge  
Cal Poly-Pomona  
Sacramento  
San Bernardino  
San Diego  
San Francisco  
San Jose  
Cal Poly-San Luis Obispo  
San Marcos  
Sonoma  
Stanislaus  
CalStateTEACH

### University of California

Berkeley  
Davis  
Irvine  
Los Angeles

Riverside  
San Diego  
Santa Barbara  
Santa Cruz

### Private Colleges and Universities

Alliant International University  
Antioch University of Southern CA  
Argosy 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 CA  
Fresno Pacific University  
Holy Names College  
Hope International University  
InterAmerican College  
John F. Kennedy University  
La Sierra University  
Loma Linda University  
Loyola Marymount University  
The Master's College  
Mills College  
Mount St. Mary's College  
National Hispanic University  
National University  
New College of California  
Notre Dame De Namur University  
Nova Southeastern University  
Occidental College  
Pacific Oaks College  
Pacific Union College  
Patten University

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

### District Internship Programs

Compton Unified School District  
High Tech High School  
Long Beach Unified School District  
Los Angeles Unified School District  
Ontario/Montclair Unified School District  
Orange County Office of Education  
Sacramento County Office of Education  
San Diego City Unified School District  
San Joaquin County Office of Education  
Standards Aligned Instructional Leadership  
Stanislaus County Office of Education

## Grant 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 learning-to-teach continuum that has proven to be effective in recruiting and retaining California teachers.

**PTTP** — The Paraprofessional Teacher Training Program (PTTP) is designed to support paraeducators (instructional assistants/aides) through a local education agency-based career ladder program including completion of a bachelor's degree, a teacher preparation program and a teaching credential. Participants receive assistance with college/university tuition, fees, and books, as well as support services to promote success in the program. Participants must be working as paraeducators to participate in the program. During 2002-03, 42 programs in collaboration with 90 school districts, 35 community colleges and 26 universities, received grants to serve 2,059 participants. During 2003-04, 41 programs worked together with 90 school districts, 35 community colleges and 26 universities to serve 1,861 participants. Since its inception the program has produced a total of 943 fully-credentialed teachers.

**Pre-Intern** — The Pre-Internship 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. This 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 that assign experienced teachers to serve as coaches, provide basic pedagogical training, and help participants meet subject matter competency requirement. The program served 8,839 pre-interns in 2002-03. This program, however, is affected by the mandates of NCLB which require a highly qualified teacher in each classroom. Since participants in the Pre-Intern program would not meet the definition of a "highly qualified" teacher the program would not comply with NCLB and will end in June of 2005.



**Intern** — The Internship Program allows for completion of teacher preparation program coursework concurrent with a first or second-year 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. To be eligible to participate, candidates must fulfill subject matter requirements prior to entering an internship program. Interns who successfully complete the program earn a full teaching credential. The goals

set forth for the program include expanding the pool of qualified teachers by attracting into teaching those individuals who might not otherwise enter the classroom, enabling local education agencies to respond immediately to their teacher recruitment needs, and providing effective supervision and intensive support to meet the individual learning needs of new interns. The following chart shows the retention rate for cohorts of interns from 1998-2003.

**Retention Rate for Cohorts of Interns (1998-2003)**

| <b>Intern Year</b> | <b># Interns in their first year</b> | <b># Still Teaching in 02-03</b> | <b># Still teaching in District of Internship</b> | <b># Teaching Elsewhere</b> | <b># That Have Left Teaching</b> |
|--------------------|--------------------------------------|----------------------------------|---|-----------------------------|----------------------------------|
| 1998-1999          | 2573                                 | 2151                             | 1880  | 271                         | 206                              |
| 1999-2000          | 3199                                 | 2769                             | 2467  | 302                         | 233                              |
| 2000-2001          | 3886                                 | 3392                             | 3135  | 257                         | 247                              |
| 2001-2002          | 5003                                 | 4436                             | 4210  | 226                         | 218                              |
| 2002-2003          | 5349                                 | 5068                             | 5007  | 61                          | 230                              |

The chart below shows the tremendous growth of the Internship Program over the course of the last ten years.

**Growth of the Intern Program (1994 to 2004)**

| <b>Fiscal Year</b> | <b>Number of Funded Programs</b> | <b>Number of Interns Served</b> | <b>Number of Districts Involved</b> | <b>Annual Growth in participants (%)</b> |
|--------------------|----------------------------------|---------------------------------|-------------------------------------|--|
| 1994-95            | 29                               | 1238                            | 150                                 |  |
| 1995-96            | 23                               | 1471                            | 178                                 | 16%                                      |
| 1996-97            | 23                               | 1888                            | 186                                 | 22%                                      |
| 1997-98            | 52                               | 3706                            | 271                                 | 51%                                      |
| 1998-99            | 58                               | 4340                            | 330                                 | 14%                                      |
| 1999-00            | 65                               | 4827                            | 408                                 | 11%                                      |
| 2000-01*           | 75                               | 5649                            | 465                                 | 14.5 %                                   |
| 2001-02*           | 81                               | 7098                            | 637                                 | 20%                                      |
| 2002-03*           | 79                               | 7505                            | 772                                 | 5.4%                                     |
| 2003-04*           | 78                               | 8880                            | 859                                 | 14%                                      |

\* State law allows the Commission to distribute funding for intern and pre-intern programs as needed to maximize service to individuals who qualify for one or the other program.

**TTT** — Troops to Teachers (TTT) 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 teachers' aides. While the program is administered by the Sacramento County Office of Education, the Commission collaborates with the county office to help the program meet its goal of helping improve American education by providing mature, self-disciplined, experienced and dedicated personnel for the nation's classrooms. In California, the program provides advisement regarding credential requirements.

**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. Current law requires holders of Preliminary Teaching Credentials to complete either an induction program or a fifth year of study, under very specific circumstances, to obtain a Professional Clear Credential. 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. There were 21,457 beginning teachers participating in the BTSA Program in 2002-03 and over 20,478 participants in 2003-04.

# Chapter 3

## Preparation and Performance Standards

### Senate Bill 2042 Implementation

From 1994-1997, the Commission sponsored a comprehensive review of the requirements for earning and renewing multiple and single subject teaching credentials, pursuant to SB 1422 (Chapter 1245, Statutes of 1992). The Commission appointed a panel to examine all facets of the then-current credentialing system and develop a series of recommendations aimed at improving the recruitment, preparation, induction and ongoing development of teachers. Many of the panel's recommendations were included in the legislation, SB 2042 (Chapter 548, Statutes of 1998), that was signed into law in September 1998.

A unique feature of this reform was the opportunity to develop three sets of program standards simultaneously (Subject Matter Preparation, Professional Teacher Preparation, and Professional Teacher Induction) so that the three sets of standards would be coherent, build upon and reinforce each other, and provide a logical and seamless transition for teacher candidates throughout their subject matter preparation, their pedagogical preparation, and their induction in their initial two years on the job.

The SB 2042 Advisory Panel was appointed by the Commission in 1999 and was charged with the developing recommendations for revised Multiple and Single Subject Professional Teacher Preparation Program Standards. These standards were adopted by the Commission in September, 2001. Some of the key changes reflected in SB 2042 Professional Teacher Preparation Program Standards compared to the previous teacher preparation program standards are:



- Teacher preparation must be aligned with the K-12 Student Academic Content Standards adopted by the State Board of Education to assure that each teacher has the knowledge, skills and abilities to help K-12 students succeed with challenging content.
- Teacher preparation and the assessment of teacher performance are coupled in order to assure that each teacher has the knowledge, skills and abilities to provide effective instruction to K-12 students.
- Teacher preparation must be aligned with the California Teaching Performance Expectations (TPEs) that describe accomplished professional practice. New teachers will be expected to progress toward accomplished practice (as reflected in the TPEs) at each stage of their professional preparation.
- Teacher preparation must prepare all new teachers to work effectively with English learners (including the competencies previously reflected in the CLAD certificate). Teacher preparation must also include technology, health, and mainstreaming within the basic credential preparation for all new teachers.

- Teacher preparation must emphasize collaboration between the college/university sponsoring the program and K-12 school districts likely to employ new teachers.
- Teacher preparation must include expanded early fieldwork in K-12 school settings.

As of September 2004, ninety-three professional teacher preparation program submissions out of a total of one hundred and four program submissions have been approved, with the remaining 13 continuing in the review process. Four of the professional teacher preparation program submissions were from institutions that have not previously operated professional teacher preparation programs in California. (Note: the number of submissions exceeds the total number of institutions offering professional teacher preparation programs in California because some program sponsors chose to submit their multiple subject programs and their single subject programs separately)

### **Subject Matter Standards**

In accordance with SB 2042, which required the Commission to ensure that subject matter program standards and examinations are aligned with the K-12 Student Academic Content Standards for California Public Schools adopted by the California State Board of Education, the Commission coordinated the revision of subject matter standards for both elementary and secondary teacher preparation. The Commission approved the new elementary subject matter standards in September 2001. Program document review and approval continued throughout 2002. Revision of single subject standards for English, mathematics, science, and social science were approved by the Commission in January 2003. The new single subject standards are also aligned with the K-12 Student Academic Content Standards. In both cases, the subject matter standards were subjected to review for bias, alignment and congruence, and field review.



As part of its extensive program standard development process, the Commission worked with teachers, teacher educators and subject matter experts to ensure that teacher candidates have mastered the subject matter that they will be teaching. Implementation of the new single subject matter program standards in English, mathematics, science, and social science for these areas began in May 2003.

The next phase of standards development began in May 2003 for art, languages other than English, music, and physical education, following the same process. In May 2004 the Commission approved program standards for these areas. The final phase of single subject standards revision began in the spring of 2004 for the subjects of industrial and technology education, health science, home economics, business, and agriculture.

In order to align credential requirements with California's No Child Left Behind (NCLB) Plan, the Commission took action in August 2003, to modify subject matter competence requirements for the multiple subject credential by requiring these candidates to pass a Commission-approved

subject matter examination. In October 2003, the Commission took action to approve placing the subject matter examination requirement for multiple subject candidates within the standards for professional teacher preparation rather than in the standards for subject matter preparation. As mandated by NCLB, multiple subject candidates who enrolled in a teacher preparation program on or after July 1, 2004 are required to demonstrate subject matter competency by passing a Commission-approved examination prior to commencing daily whole class student teaching or serving as teacher of record as an intern.

Effective July 1, 2004 candidates who complete approved elementary subject matter preparation programs are no longer eligible for the subject matter examination waiver. Although approved subject matter programs for multiple subject candidates will no longer be an adequate or appropriate basis for waiving the subject matter examination, the *Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential* remain intact. Approved subject matter programs are aligned with the California Academic Content Standards and the current content specifications for the subject matter examination. Single Subject candidates and Education Specialist (Special Education) teacher candidates continue to have the option of satisfying subject matter competence by examination or by completion of an approved program. Subject matter examinations and approved programs are available in all thirteen single subjects authorized by Education Code Section 44257.

### **Preparation for Teachers to Teach English Learners**

The preparation of teachers to teach English learners has been an important aspect of the Commission's work since its inception. In the past forty years, the state of California has often been at the forefront of national trends and policies in the area of bilingual education and teacher certification. Presently, the Commission issues Bilingual Crosscultural Language and Academic Development (BCLAD) Certificates and BCLAD Emphasis credentials that authorize teaching in two languages.

Individuals who already possess a valid California teaching credential (e.g., Multiple or Single Subjects, Education Specialist, etc.), may earn a CLAD or BCLAD Certificate by passing examinations. The CLAD/BCLAD Examinations consists of six examinations:

- Test 1: Language Structure and First- and Second-Language Development;
- Test 2: Methodology of Bilingual Instruction, English Language Development and Content Instruction;
- Test 3: Culture and Cultural Diversity;
- Test 4: Methodology for Primary-Language Instruction;
- Test 5: The Culture of Emphasis; and
- Test 6: The Language of Emphasis (listening, reading, speaking, and writing)

Teachers may earn the CLAD Certificate by passing Tests 1-3 or by completing 12 semester units of appropriate coursework. Candidates may earn the BCLAD Certificate by passing Tests 1-6 or by completing coursework for the CLAD and passing Tests 4-6. CLAD or BCLAD certification can also be earned through Emphasis program routes. Emphasis programs have incorporated standards for teaching ELD and SDAIE in Multiple and Single Subject Teaching Credential programs. In addition, BCLAD Emphasis programs prepare candidates to teach English learners in one of the following languages: Chinese, Cantonese, Cambodian, Filipino, Hmong, Korean, Khmer, Laotian, Mandarin, Spanish, Tagalog, and Vietnamese. An experimental program for American Sign Language is also available through the University of California, San Diego.

CLAD Emphasis programs are being phased out. Pursuant to AB 1059 (Chapter 711, Statutes of 1999), all California Ryan Multiple and Single Subject Credential teacher preparation programs were required to satisfy a new standard established by the Commission for the preparation of teachers to serve English learners. These AB 1059 coursework requirements, which result in an authorization to teach English learners, are embedded in programs that have received SB 2042 approval from the Commission.

For credential holders who did not take AB 1059 approved coursework, or who have not yet earned an equivalent authorization to teach English learners, the CLAD Examination and course routes and the BCLAD Examination route are available. Commission staff are currently working with a testing contractor and an expert panel to review and update the current CLAD examination and program routes for experienced teachers who have not earned a prior authorization to teach English learners in English. The new examination and certification will be called the California Teacher of English Learners (CTEL) Examination/Certificate. The first administration of the examination is planned for the fall of 2005.

The current contract for the administration of the BCLAD Examination expires in fall 2006. Commission staff completed a series of research activities to gather background information and to prepare for an update of the bilingual certification process and the BCLAD Examination. Commission staff is currently undertaking several activities to determine alternate routes for bilingual teacher certification that would still maintain high standards for bilingual certification. Such routes would have to account for newer models of bilingual instruction, more language options than current BCLAD exams provide, but still consider the current budgetary constraints. In the past year and a half, Commission staff has conferred with experts in the field in an attempt to address issues pertaining to bilingual certification.

# Chapter 4

## Policy Development

### Legislation of Interest to the Commission

Throughout the legislative session, Commission staff review, track, and provide information to the Legislature and other interested parties regarding proposed legislation and its impact on education policy and matters of interest to the Commission.

The following section highlights some of those bills that became law in 2002-2003 and 2003-2004:

#### **2002-2003:**

**SB 187 - Karnette (Chapter 461, Statutes of 2003)** – Brings school district intern programs for multiple subject and single subject teaching credentials into conformity with university intern programs.

**AB 1266 - Oropeza (Chapter 573, Statutes of 2003)** – An Assembly Budget Committee measure addressing several different education budget issues. Included in the measure is a provision to allow participants in the California Paraprofessional Teacher Training Program temporary relief from loan repayment obligations if they are laid off due to budget cuts.

**AB 54 - Oropeza (Chapter 817, Statutes of 2003)** – Requires the California Commission on Teacher Credentialing, in consultation with the State Department of Education, to contract with an independent evaluator regarding the availability and effectiveness of cultural competency training for teachers and administrators. The 2003-04 budget included funding for the study in the amount of \$280,000.

**AB 608 - Daucher (Chapter 536, Statutes of 2003)** – Requires the Commissioner of the California Highway Patrol – in addition to a sheriff or chief of police – to notify the California Commission on Teacher Credentialing upon the arrest of a school employee for specified controlled substance offenses or specified sex offenses.

#### **2003-2004:**

**AB 825 - Firebaugh (Chapter 871, Statutes of 2004)** - Among other provisions, AB 825 would establish 6 block grants to be comprised of funding from specified current categorical programs: school safety; pupil retention; teacher credentialing; professional development; targeted instructional improvement; and school and library improvement block grant. The purpose of this categorical reform proposal is to: 1) address concerns regarding fragmentation of supplementary funding sources and the need for flexibility to respond to the special needs of all students; 2) refocus attention on funding for student learning rather than operational rules; and 3) improve school performance.

Of specific interest to the Commission are two block grants, the Teacher Credentialing Block Grant and the Professional Development Block Grant. The only categorical program included in

the Teacher Credentialing Block Grant is the Beginning Teacher Support and Assessment (BTSA) program. The Professional Development Block Grant contains staff development days, Teaching as a Priority Block Grant and Intersegmental programs.

AB 825 draws an important distinction by recognizing that teacher credentialing and teacher professional development are separate and distinct phases of a teaching career; one prepares a teacher for entrance to the profession and the other broadens and deepens a teacher's knowledge after several years in the profession. The Teacher Credentialing Block Grant also specifies that: 1) "equivalent services" include regional support and technical assistance that existed under the BTSA system on January 1, 2004. This amendment was added so that the BTSA regional clusters could be funded from the block grant; and 2) the Commission shall approve programs within the block grant for the purposes of issuing teaching credentials, certificates, or other authorizations, thus maintaining the Commission's jurisdiction over teacher licensure.



**AB 2210 - Liu (Chapter 343, Statutes of 2004)** - AB 2210 is a clean-up measure to clarify sections of SB 2042 (Chapter 548, Statutes of 1998). AB 2210 clarifies that candidates for a professional clear teaching credential are required to complete a Commission-approved beginning teacher induction program when their employers determine that an induction program is available to the candidate. When a local education agency verifies that a program is not available, or when a candidate must complete subject matter coursework to comply with the federal No Child Left Behind Act, the candidate may complete a Commission-approved fifth year program. Additionally, AB 2210 clarifies that a candidate has fulfilled the induction program requirement if the candidate earned a preliminary teaching credential by completing an accredited internship program that includes a Commission-approved induction component. The measure requires the Commission to approve regulations for the implementation of this section. AB 2210 is an urgency bill and took effect on August 30, 2004.

**AB 2286 - Mountjoy (Chapter 658, Statutes of 2004)** - AB 2286 adds internship programs for the Education Specialist: Mild/Moderate Credential as an early completion route option. The Commission would need to adopt an existing exam in mild/moderate disabilities in addition to requiring candidates to complete all of the requirements listed below for the current early completion route for multiple and single subject credentials. Programs will need to meet the performance requirement for the early internship completion option through the use of the currently approved field work assessment component.

**AB 2913 - Salinas (Chapter 169, Statutes of 2004)** - AB 2913 extends the sunset date for SB 395 English Learner Teacher Training Programs from January 1, 2005 to January 1, 2008. A Commission report to the Legislature is due December 4, 2007. The report must include the following:

- The status of the 45-hour and the 90-hour English Learner Teacher Training Programs.

- The strengths and weaknesses of the process and programs.
- A summary of the Commission’s review of programs “in relation to the guidelines and standards” established for SB 395.

All other provisions of SB 395 remain the same, including provisions governing issuance of “Certificates of Completion,” and the teacher eligibility date, which mandates employment on or before January 1, 1999. The staff development program approval deadline remains January 1, 2002, specifying that no new programs may be approved.

**AB 3001 - Dymally (Chapter 902, Statutes of 2004)** - This bill addresses teacher quality issues and assigns new oversight and reporting responsibilities to the Commission on Teacher Credentialing, the Superintendent of Public Instruction (SPI), County Superintendents and the Fiscal Crisis and Management Assistance Team (FCMAT). AB 3001 is an urgency measure and takes effect immediately

Among the bill’s provisions, those that specifically pertain to the Commission:

- Expands the requirements of the Commission’s annual report to the Legislature, *Teacher Supply in California*, to include the “availability of teachers in California” and:
  - authorizations (all types) issued to teachers of English learners;
  - the number of preliminary or professional clear credential holders;
  - authorizations issued (other than those already reported) that do not meet federal No Child Left Behind (NCLB) requirements;
  - deletes the requirement that the Commission report by subject matter and adds the requirement that the Commission report by county and school district the number of individuals serving in specified capacities *as a percentage* of the total number of individuals serving as teachers in the county and school district.
- Expands the County Superintendents’ misassignment reporting requirements to include specified information on certificated employee assignment practices in schools ranked in the Academic Performance Index (API) 1 through 3. Also requires the Superintendents to ensure that at a minimum, in any class in these schools in which 20 percent or more pupils are English learners the teacher assigned to these classes is authorized by statute to teach these classes. The County Superintendents are to report this data to the Commission and the Superintendent of Public Instruction (SPI). In addition to the Commission’s existing reporting requirement (*Teacher Assignment and Misassignment*), the bill adds a requirement that the SPI submit a summary of this report (annually) to the Legislature.
- Makes several changes in law concerning the credentialing reciprocity for teachers credentialed out-of-state including:
  - Comparable and equivalent standards for teachers of English learners,
  - Comparable basic skills proficiency testing,
  - Deletion of the health education requirement,
  - Comparable and equivalent standards for the 5th year requirement.
- Requires that the Commission ensure that both district and university internships meet federal NCLB requirements.
- Requires a new Commission report “to the Legislature and the Governor on the comparability and equivalency of the preparation of teachers in other states in the areas of basics skills proficiency and fifth year programs, including, but not limited to, the number of states that have met these requirements.”

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## **Title 5 Regulations**

Legislative measures affecting the California Commission on Teacher Credentialing as well as policy it approves are routinely implemented through regulations. Those regulations pertaining to credentials, certificates and permits for educators in California's public pre-K through grade 12 and adult education programs can be found in Title 5 of the California Code of Regulations.

The regulatory process involves the development of policies and procedures, initial Commission review, a 45-day notice period for the public to comment on the proposed regulations, final Commission approval at a public hearing, and the approval of California's Office of Administrative Law.

The Commission took action on a number of Title 5 Regulations during 2003-2004. For more information, or to view the specific actions taken by the Commission, please visit our website at [www.ctc.ca.gov](http://www.ctc.ca.gov) and click on the "Coded Correspondence" link or the "Commission Agenda Archives" link.

## Chapter 5

# Research and Assessment

### Teaching Performance Assessment

Senate Bill 2042 (Alpert/Mazzoni Chapter 548, Statutes of 1998) requires all candidates for a preliminary Multiple Subject and Single Subject Teaching Credential to pass an assessment of teaching performance (TPA) to earn a preliminary California teaching credential. Accordingly, the Commission, in cooperation with Educational Testing Service (ETS), designed the California Teaching Performance Assessment (CA TPA). Teacher preparation programs may use the CA TPA or create their own teaching performance assessment. All teaching performance assessments will eventually be reviewed by the Commission and must meet the requirements of five assessment quality standards described in the *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*. All TPAs must measure the attributes of the Teaching Performance Expectations (TPEs) that describe the knowledge and abilities required of beginning California teachers that were adopted by the Commission in September 2001.

The Commission is continuing its work on the CA TPA. In 2003-2004 the CA TPA was implemented on a pilot basis for the first time in California. During this first year of voluntary pilot implementation more than forty institutions of higher education and District Intern programs attended lead assessor training and administered components of the assessment. As part of the development of the CA TPA system, the Commission and ETS developed training modules and materials to train faculty, K-12 teachers, and administrators as state-certified lead assessors.



Training was offered in Sacramento and Los Angeles on each of the four performance tasks with over 300 individuals attending. Commission staff is currently offering a training of trainers schedule for the 2004-2005 year. The schedule may be found at [www.ctc.ca.gov](http://www.ctc.ca.gov) under TPA training.

**California Commission on Teacher Credentialing Available Examinations**

| <b>TEACHING CREDENTIALS</b>   |  |  |  |   |  |  |
|-------------------------------|--|--|--|---|--|--|
| <b>Exam Title</b>             | California Basic Educational Skills Test (CBEST) | Reading Instruction Competence Assessment (RICA)   | California Subject Examinations for Teachers (CSET) Single Subject Assessments for Teaching<br>Praxis II   | Teaching Foundations Examination (TFE)<br><i>SB 57: Early Completion Option</i> | Teaching Performance Assessment (TPA) (SB 2042)                                    | Preliminary Educational Technology Test (Under CSET Exams)         |
| <b>Available Options</b>      | Mandatory for most candidates.                   | Mandatory for California-trained, initial multiple subject and education specialist credential candidates. | Subject matter coursework option available to multiple subject, single subject, and education specialist candidates. NOTE: Employers may require candidates to pass subject matter examinations for NCLB purposes. | Teacher preparation coursework for multiple subject and single subject interns. | Designed for California-trained multiple and single subject credential candidates. | Course option; may be imbedded within teacher preparation program. |
| <b>Related Education Code</b> | Education Code §44252 and §44275.3-4             | Education Code 44283 and §44283.2  | Education Code §44259, §44265, and §44275.3-4  | Education Code §44259.2 and §44468  | Education Code §44320.2  | Education Code §44259, §44265, and §44275.3-4                      |

| <b>Exam Title</b>             | <b>CLAD/BCLAD CERTIFICATE</b>   | <b>ADMINISTRATIVE SERVICES CREDENTIAL</b>   |
|-------------------------------|---|---|
|                               | Crosscultural Language and Academic Development (CLAD)<br><br>Bilingual Crosscultural Language and Academic Development (BCLAD)         | School Leaders Licensure Assessment (SLLA)  |
| <b>Available Options</b>      | Available to multiple subject, single subject, education specialist and other credential holders. Coursework option available for CLAD. | Coursework option available through the preliminary Administrative Services Credential program. |
| <b>Related Education Code</b> | Education Code §44253.3-5   | Education Code §44270.5   |

# Chapter 6

## Monitoring Teacher Fitness and Assignment

### Monitoring Fitness-Related Misconduct

The Division of Professional Practices is responsible for both the disciplinary and legal activities of the Commission and 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. Membership includes an elementary teacher, a secondary teacher, one school board member, a 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 of Credentials meets three days each month in Sacramento. The Division of Professional Practices and the Committee investigated and reviewed 8,934 cases in 2003.

### Discipline Caseload

With an increased student population and the implementation of state class-size reduction, the number of California credentialed educators and applicants for credentials has increased. In this environment, the Commission experienced a substantial increase in its discipline caseload between 1994 and 2003.

In the eight-year fiscal period of 1995-2003, the Commission revoked a total of 1,376 credentials, suspended a total of 424 credentials, and issued a total of 109 private admonitions and 330 public reprovals. In the same eight-year period, applicants were denied credentials in 601 cases. Disciplinary actions and reinstatements for 2002-03 and 2003-04 are outlined in a chart on the following page.

In order to respond to increased workload, rising litigation costs and scheduling difficulties at the Office of Administrative Hearings, the Division of Professional Practices began a pilot early settlement program in 2003. The program allows applicants and holders to consent to a settlement or reduction of the adverse action recommended by the Committee in exchange for probationary terms or other agreed upon requirements. In many cases this program has allowed certificated personnel to remain in the classroom while still ensuring the safety of California's public school children. In addition it resulted in a cost and time savings for the Commission. The pilot program resulted in the Commission's approval of 22 consent determinations during 2003 and 41 in 2004.

| <b>ACTION</b>                      | <b>2002-03</b> | <b>2003-04</b> |
|------------------------------------|----------------|----------------|
| <b>Discretionary Revocations</b>   | <b>121</b>     | <b>146</b>     |
| <b>Mandatory Revocations</b>       | <b>96</b>      | <b>81</b>      |
| <b>Suspensions</b>                 | <b>67</b>      | <b>95</b>      |
| <b>Discretionary Denials</b>       | <b>49</b>      | <b>58</b>      |
| <b>Mandatory Denials</b>           | <b>60</b>      | <b>46</b>      |
| <b>Public Reprovals</b>            | <b>52</b>      | <b>56</b>      |
| <b>Private Admonitions</b>         | <b>25</b>      | <b>10</b>      |
| <b>TOTAL ADVERSE ACTIONS</b>       | <b>470</b>     | <b>492</b>     |
| <b>No Contest Suspensions</b>      | <b>17</b>      | <b>16</b>      |
| <b>Automatic Suspensions</b>       | <b>47</b>      | <b>55</b>      |
| <b>No Contest Susp Terminated</b>  | <b>0</b>       | <b>0</b>       |
| <b>Automatic Susp Terminated</b>   | <b>12</b>      | <b>4</b>       |
| <b>Self Revocations (no cause)</b> | <b>3</b>       | <b>32</b>      |
| <b>Grant Reinstatements</b>        | <b>3</b>       | <b>2</b>       |
| <b>Grant Susp/Prob</b>             | <b>0</b>       | <b>0</b>       |
| <b>Deny Reinstatements</b>         | <b>10</b>      | <b>10</b>      |
| <b>Deny Term of Susp/Prob</b>      | <b>0</b>       | <b>0</b>       |
| <b>TOTAL ACTIVITIES</b>            | <b>92</b>      | <b>119</b>     |

### **Monitoring Certificated Assignments**

The Commission is responsible for ensuring that California teachers and other certificated personnel have appropriate credentials or other legal options for their school assignments. Examples of appropriate certifications would be a social science teacher having a credential in social science and an elementary teacher having a multiple subject credential. Additionally, the Commission is responsible for directly monitoring certificated assignments in the seven California counties with only one school district. During a four-year cycle, one quarter of the certificated employees in the state 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 reports its findings to the Legislature. In the previous report (1995-99) and in the most recent report (1999-2003), the Commission found just over 2.5% of certificated employees to be misassigned. As in all areas related to the education of K-12 students, the monitoring workload has increased. From the 1989-1992 to the 1995-1999 monitoring cycle, the number of assignments reviewed increased from 235,000 to 296,428. That number increased dramatically in the most recent cycle, with 363,000 assignments reviewed. For more assignment information see the report entitled Assignments of Certificated Employees by County Offices of Education for Monitoring Cycle 1999-2003 at [www.ctc.ca.gov/reports\\_on\\_line](http://www.ctc.ca.gov/reports_on_line).

# Chapter 7

## Communications and Service

### Technology Update

In an ongoing commitment to excellent service, the Commission developed a plan, known as the Teacher Credentialing Service Improvement Project (TCSIP), to provide easy access to credential information, to make renewing teacher credentials faster and more accessible, and to collect and track credentialing data to inform policy makers and the public. TCSIP is a three-phase e-government initiative to enhance the level of customer service delivered to public school teachers, school districts, institutions of higher education, and other stakeholders. The project's initial phase, launched in October 2001, now enables teachers, school districts, institutions of higher education and other stakeholders to view a teacher's credential or application status on the Internet. Phase two of the project was implemented in June 2002, giving teachers the capability to renew their credentials online. In keeping with its goal, the Commission continues to process web-based renewal applications within 10 working days.

The third and final phase of the TCSIP will be completed in late 2004. This final phase provides an updated technology system for credential processing that enhances the Commission's reporting capabilities in response to the needs of California's Legislature, Office of the Governor, and other stakeholders.

### Workload Activities

As a result of class-size reduction, an increase in the student population, and an increase in teachers nearing retirement age, the demand for California teachers has increased substantially. The workload of the Commission has increased in proportion to the increase in teacher demand. From fiscal year 1995-96 thru fiscal year 2003-04, the credential processing and information services activities of the Commission increased overall by 78%, averaging a mean growth rate of 10% per year.

The chart below illustrates various Commission workload activities.

| <b>Commission Activity</b>                | <b>1995-96</b> | <b>1996-97</b> | <b>1997-98</b> | <b>1998-99</b> | <b>1999-00</b> | <b>2000-01</b> | <b>2001-02</b> | <b>2002-03</b> | <b>2003-04</b> |
|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Documents Granted (workload)              | 168,030        | 177,238        | 195,737        | 172,880        | 215,002        | 187,704        | 219,748        | 224,029        | 238,739        |
| Credential Applications Received          | 133,443        | 168,030        | 197,269        | 200,825        | 227,970        | 226,480        | 247,410        | 255,845        | 241,547        |
| Fingerprint Cards Received *              | 29,897         | 45,513         | 46,696         | 44,098         | 18,383         | 3,207          | 2,685          | 1,986          | 1,373          |
| Certificates of Clearance Issued          | 12,270         | 12,850         | 14,734         | 13,571         | 13,166         | 13,422         | 15,646         | 19,167         | 19,416         |
| Correspondence Sent                       | 8,346          | 9,175          | 9,206          | 8,071          | 7,846          | 7,750          | 7,301          | 5,923          | 6,365          |
| Credential Waiver Applications            | 4,591          | 7,192          | 7,646          | 7,612          | 7,659          | 7,865          | 7,918          | 5,144          | 3,043          |
| E-Mail Received/ Responded (on-line 4/96) | 404            | 4,925          | 11,149         | 19,136         | 24,931         | 32,562         | 37,921         | 57,936         | 63,700         |
| <b>Total Activities</b>                   | <b>188,951</b> | <b>247,685</b> | <b>286,700</b> | <b>293,313</b> | <b>299,955</b> | <b>291,286</b> | <b>318,881</b> | <b>346,001</b> | <b>335,444</b> |

\* The decline in fingerprint cards is due to the increased number of applicants using the Live Scan option.

*Phone Inquiries.* — The 2002 implementation of a planned customer service improvement involving a new online status-inquiry and renewal process contributed to a forecasted decline in phone calls. The number of calls received declined in the 2003-2004 year due to the reduction in the number of hours the call center was available.

| <b>Phone Inquiries Answered</b> | <b>01/02</b> | <b>02/03</b> | <b>03/04</b> |
|---------------------------------|--------------|--------------|--------------|
| Answered Directly By Staff      | 126,250      | 123,424      | 80,044       |
| Auto Answered                   | 132,402      | 123,867      | 143,670      |
| Total Answered                  | 258,652      | 247,291      | 223,714      |

The Commission’s Information Services Phone Center answers various credentialing questions regarding statutes, regulations, and processes. In order to improve service and streamline processes the Commission categorizes telephone calls and, through a list-server, emails coded correspondence updates in response to high volume inquiries on a specific subject.

| <b>Phone Inquiries by Category</b> | <b>01/02</b> | <b>02/03</b> | <b>03/04</b> |
|------------------------------------|--------------|--------------|--------------|
| Credentialing Questions            | 47%          | 48%          | 44%          |
| Application Status Questions       | 14%          | 12%          | 12%          |
| Application Processing Questions   | 12%          | 11%          | 13%          |
| Exam Questions                     | 6%           | 8%           | 5%           |
| Appeal and Waiver Questions        | 1%           | 1%           | 1%           |
| Other                              | 20%          | 20%          | 25%          |

**Certification, Assignment and 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 2001-02. The goal was to assess customers’ overall satisfaction with the Commission’s various methods of communicating. Having proved useful as an assessment tool, the surveys have continued.

*Credential Survey* — One thousand customer service surveys were mailed out with credentials to assess the applicants’ satisfaction with the credentialing process. Almost 170 surveys were returned with 62% of the responses rating the Commission’s overall customer service “above average” or “excellent” (with an additional 24% rating the Commission as “average”).

| <b>Credential Survey</b> | <b>01/02</b> | <b>02/03</b> | <b>03/04</b> |
|--------------------------|--------------|--------------|--------------|
| Excellent                | 31%          | 31%          | 42%          |
| Above Average            | 33%          | 28%          | 20%          |
| Average                  | 30%          | 26%          | 24%          |
| Below Average            | 4%           | 8%           | 8%           |
| Poor                     | 3%           | 6%           | 6%           |

*E-Mail Survey* — The Commission has received over 3600 responses to an ongoing e-mail customer service survey. Of these, 72% rate the Commission’s overall customer service “above average” or “excellent” (with an additional 15% rating the Commission as “average”).

| <b>Email Survey</b> | <b>01/02</b> | <b>02/03</b> | <b>03/04</b> |
|---------------------|--------------|--------------|--------------|
| Excellent           | 61%          | 64%          | 47%          |
| Above Average       | 26%          | 23%          | 25%          |
| Average             | 9%           | 9%           | 15%          |
| Below Average       | 2%           | 2%           | 5%           |
| Poor                | 2%           | 2%           | 8%           |

*Website Survey* — The Commission began conducting a website survey in 2002-2003 to measure customer satisfaction. Almost 300 responses were received with 52% rating the Commission’s customer service via the website “above average” or “excellent”. That number changed slightly in 2003-04 to 51%.

| <b>Website Survey</b> | <b>02/03</b> | <b>03/04</b> |
|-----------------------|--------------|--------------|
| Excellent             | 16%          | 17%          |
| Above Average         | 36%          | 34%          |
| Average               | 39%          | 33%          |
| Below Average         | 6%           | 9%           |
| Poor                  | 3%           | 7%           |

**Workshops** — School districts, county offices of education and universities rely on the skill and knowledge of their credential counselors, analysts and technicians to ensure that teachers are informed about credentialing requirements and are assigned to teach classes according to the authorization on their credential. The California Commission on Teacher Credentialing continues to offer workshops and assistance to ensure that these credentialing professionals are kept up-to-date in their field. However, due to staffing and budget limitations, the Commission eliminated all statewide workshops, one of the “Spring Workshops” and one “live” broadcast workshop.

**Ongoing Training** — During 2003 the Commission did offer three “Spring Workshops” to share information about recent changes to statutes, regulations, and procedures that affect credential requirements and applications. These workshops were held in Sacramento, Los Angeles, and Tehama; 197 credentialing professionals attended. In addition, utilizing the State Training Center as a host video site the Commission connected to 12 video sites around the state and broadcast four “live” workshops. Over 298 credential counselors, analysts and technicians attended these video workshops.

During 2004 the Commission offered three “live” Spring Workshops which were held in Sacramento, Los Angeles and Tehama and were attended by 372 participants. In addition, 15 videoconference meetings were held at county offices of education throughout the state with 653 participants attending.

## Commission Publications and Reports

The following reports were distributed to the California Legislature and other parties in 2003 and 2004:

- *Assignments of Certificated Employees by County Offices of Education for Monitoring Cycle 1999-2003*
- *Approved Blended and Integrated Teacher Preparation Programs: A Report to the Legislature*
- *Eighth Annual Accreditation Report to the California Commission on Teacher Credentialing by the Committee on Accreditation*
- *CCTC Annual Report on California Teacher Preparation Programs – Academic Year: 2002-2003*
- *Emergency Permits and Credential Waivers: 2002-03 Annual Report:*
- *Teacher Supply in California 2002-2003 – A Report to the Legislature*
- *California’s Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel*
- *Final Report of the Independent Evaluation of the Beginning Teacher Support and Assessment Program*
- *Paraprofessional Teacher Training Program - 2003 Report to the Legislature*
- *California Mathematics Initiative for Teaching – A Report to the Legislature*
- *Evaluation of the Accreditation Framework Policies and Procedures*
- *California Center for Teaching Careers (CalTeach) Program Evaluation – Report to the Legislature*

All of the reports are available online at [www.ctc.ca.gov](http://www.ctc.ca.gov) in the “Reports” section.

## 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 policymakers on key education issues**
  - Sponsor legislation as appropriate
  - Influence legislation regarding the preparation and certification of professional educators
  - Respond to policymakers' information inquiries
  - Sustain productive relations with key policymakers 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