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Agenda

California Commission on Teacher Credentialing

January 3-4, 2001 • Commission Offices • 1900 Capitol Avenue • Sacramento, CA 95814

Some of the agenda items are available for viewing on the web.

Click on the  to view the items that are available.

WEDNESDAY, January 3, 2001
Commission Office

1. General Session

**1:00
p.m.**

The Commission will immediately convene into Closed Session

Closed Session

(The Commission will meet in Closed Session pursuant to California Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)

2. Appeals and Waivers

- A&W-1** Approval of the Minutes
- A&W-2** Consideration of Credential Appeals
- A&W-3** Reconsideration of Waiver Denials
- A&W-4** Waivers: Consent Calendar
- A&W-5** Waivers: Conditions Calendar
- A&W-6** Waivers: Denial Calendar

1. **General Session (Chair Bersin)**

8:00
a.m.

-
- GS-1 Roll Call
 - GS-2 Pledge of Allegiance
 - GS-3 Approval of the December 2000 Minutes
 - GS-4 Approval of the January 2001 Agenda
 - GS-5 Approval of the January 2001 Consent Calendar
 - GS-6 Annual Calendar of Events
 - GS-7 Chair's Report
 - GS-8 Executive Director's Report
 - GS-9 Report on Monthly State Board Meeting
-

2. **Legislative Committee of the Whole**



LEG-1

Proposed Language: Creating a Coursework Option for Pre-Intern Program Participants



LEG-2

Proposed Language: Clarifying the Education Code Sections Related to the Committee of Credentials

3. **Credentials and Certificated Assignment Committee of the Whole**



C&CA-
1

Teachers Meeting Standards for Professional Certification in California: Second Annual Report (Required by 44225.6 EC)

4. **Preparation Standards Committee of the Whole**



PREP-
1

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities, Designated Subjects Programs Submitted by Colleges, Universities and Local Education Agencies, and Recommendations of Subject Matter Comparability for Reciprocity



PREP-
2

Status Report on the Implementation of SB 395 (Chapter 695 Statutes of 1999)

5. **Performance Standards Committee of the Whole**



PERF-
1

Proposed Request for Proposals for Development and Administration of a New Multiple Subjects Assessment for Teachers (MSAT II)



PERF-
2

Update on the Development of Teacher Preparation Standards and Assessments Pursuant to SB 2042 (Alpert and Mazzoni, 1998)

6. Fiscal Policy and Planning Committee of the Whole



FPPC-1 Update Regarding Contract for Assistance with Strategic and Information Technology Plan and Action Plan

7. Reconvene General Session (Chair Bersin)

GS-10 Report of the Appeals and Waivers Committee

GS-11 Report of Closed Session Items

GS-12 Commissioners Reports

GS-13 Audience Presentations

Old Business

GS-14

- Quarterly Agenda for January, February and March 2001

GS-15 New Business

GS-16 Adjournment

All Times Are Approximate and Are Provided for Convenience Only

Except Time Specific Items Identified Herein (i.e. Public Hearing)

The Order of Business May be Changed Without Notice

Persons wishing to address the California Commission on Teacher Credentialing on a subject to be considered at this meeting are asked to complete a Request Card and give it to the Recording Secretary prior to the discussion of the item.

Reasonable Accommodation for Any Individual with a Disability

Any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California Commission on Teacher Credentialing may request assistance by contacting the California Commission on Teacher Credentialing at 1900 Capitol Avenue, Sacramento, CA 95814; telephone, (916) 445-0184.

NEXT MEETING

February 7-8, 2001

California Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, CA 95814



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California Commission on Teacher Credentialing

Meeting of:

January 3-4, 2001

Agenda Item Number:

LEG-1

Committee:

Legislative

Title:

Proposed Language: Creating a Coursework Option for Pre-Intern Program Participants

✓ Action

Prepared by:

Rod Santiago, Legislative Liaison and
Dan Gonzalez, Legislative Liaison
Office of Governmental Relations

Proposed Language: Creating a Coursework Option for Pre-Intern Program Participants

Part I - Rationale for Proposed Change

Summary: This agenda item offers for Commission consideration proposed language for addition to the clean-up measure adopted by the Commission for the 2001 Legislative Session.

Staff Recommendation: Staff recommends that the Commission add language to its clean-up measure to allow Pre-Intern participants the option to complete coursework to meet the subject matter competency requirement.

Proposal: Current law requires each Pre-intern Program participant to take the appropriate subject matter examination in order to renew his/her certificate. This proposed language would amend current law to create an option for participants whereby a participant may choose to complete an appropriate subject matter program instead of the subject matter examination.

Current Law: Education Code 44305 reads:

44305. (a) As resources are available to school districts to provide services to any preintern pursuant to this article, the commission may issue a preintern teaching certificate instead of an emergency multiple subjects permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. When resources remain after funding preinterns pursuing multiple subject emergency permits, the commission may issue a preintern teaching certificate instead of an emergency single subject permit or an emergency education specialist instruction permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. In implementing the Pre-Internship Teaching Program, the commission shall consult with representatives of the State Department of Education,

classroom teachers, school administrators, other school employees, parents, school board members, and institutions of higher education.

(b) The preintern teaching certificate issued by the commission shall be valid for one year, but may be renewed for one additional year if the holder takes the appropriate subject matter examination required under Section 44282. A preintern teacher who passes the subject matter examination in the first or second year of his or her preintern teaching shall enroll in a district or university teaching internship or other approved university teaching credential program. A preintern teaching certificate may be renewed for a third year if the employing school district, the cooperating college or university, and the preintern support the application for renewal.

(c) The minimum requirements for the preintern teaching certificate established by the commission shall include all of the following:

(1) A baccalaureate or higher degree conferred by a regionally accredited institution of higher education.

(2) Passage of the basic skills proficiency test as provided for in Section 44252.

(3) The number of units, as set by the commission, for the multiple subject or single subject preintern teaching certificate.

(4) The number of units in education or the number of years of experience in special education, as set by the commission, for the education specialist instruction preintern teaching certificate.

(d) The commission shall establish criteria for the approval of preintern teaching programs. The criteria shall include, but is not limited to, all of the following:

(1) Demonstrated need, as indicated by the percentage of teachers in the district that have not completed basic credential requirements pursuant to state law.

(2) The quality of the preparation, support, and assistance to be provided to teaching preinterns.

(3) Cost effectiveness, including the number of preinterns to be served.

(4) Collaboration between district administrators and experienced teachers with permanent status in the development of the plan.

(5) District and college or university collaboration to ensure availability of courses needed by preintern teachers.

(6) Preintern preparation content, including lesson planning, classroom management and organization, and a schedule for delivering the preparation, with a focus on beginning the preparation before or during the first semester of the preinternship.

(7) The role of personnel, including experienced teachers with permanent status, in the delivery of preintern preparation and support.

(8) That no later than the second year of employment the program for each preintern shall reflect the California Standards for the Teaching Profession jointly developed by the commission and the State Department of Education.

(9) Approval of the district plan by the governing board of the school district.

(e) In establishing criteria for review of preintern teaching programs pursuant to subdivision (d), the commission shall make every effort to recognize effective district programs for the support and development of emergency permit teachers in operation before July 1, 1998, as meeting the preintern teaching program criteria.

(f) A school district may apply to the commission for funding under this article. Based on the criteria in subdivision (d), developed pursuant to the consultation process required by subdivision (a), the commission shall determine which applicants are approved for funding. If funds are provided for this act from the federal Goals 2000: Educate America Act (P.L. 103-227), the commission shall transmit a list of approved applicants to the State Department of Education which shall award grants in a timely manner exclusively to those school districts

that the commission has approved for funding, in the amounts listed, with no school district receiving more than two thousand dollars (\$2,000) per preintern employed by the school district.

Proposed Clean-Up Legislation for Commission Consideration

Part II - Proposed Bill Language

Bill Language

44305. (a) As resources are available to school districts to provide services to any preintern pursuant to this article, the commission may issue a preintern teaching certificate instead of an emergency multiple subjects permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. When resources remain after funding preinterns pursuing multiple subject emergency permits, the commission may issue a preintern teaching certificate instead of an emergency single subject permit or an emergency education specialist instruction permit to an individual employed by a school district approved by the commission who meets the minimum requirements set by the commission. In implementing the Pre-Internship Teaching Program, the commission shall consult with representatives of the State Department of Education, classroom teachers, school administrators, other school employees, parents, school board members, and institutions of higher education.

(b) The preintern teaching certificate issued by the commission shall be valid for one year, but may be renewed for one additional year if the holder takes the appropriate subject matter examination required under Section 44282 **or coursework as determined by the commission toward the completion of a subject matter program pursuant to Section 44310**. A preintern teacher who passes the subject matter examination **or completes a subject matter program** in the first or second year of his or her preintern teaching shall enroll in a district or university teaching internship or other approved university teaching credential program. A preintern teaching certificate may be renewed for a third year if the employing school district, the cooperating college or university, and the preintern support the application for renewal.

(c) The minimum requirements for the preintern teaching certificate established by the commission shall include all of the following:

- (1) A baccalaureate or higher degree conferred by a regionally accredited institution of higher education.
- (2) Passage of the basic skills proficiency test as provided for in Section 44252.
- (3) The number of units, as set by the commission, for the multiple subject or single subject preintern teaching certificate.
- (4) The number of units in education or the number of years of experience in special education, as set by the commission, for the education specialist instruction preintern teaching certificate.

(d) The commission shall establish criteria for the approval of preintern teaching programs. The criteria shall include, but is not limited to, all of the following:

- (1) Demonstrated need, as indicated by the percentage of teachers in the district that have not completed basic credential requirements pursuant to state law.
- (2) The quality of the preparation, support, and assistance to be provided to teaching preinterns.
- (3) Cost effectiveness, including the number of preinterns to be served.
- (4) Collaboration between district administrators and experienced teachers with permanent status in the development of the plan.
- (5) District and college or university collaboration to ensure availability of courses needed by preintern teachers.
- (6) Preintern preparation content, including lesson planning, classroom management and

organization, and a schedule for delivering the preparation, with a focus on beginning the preparation before or during the first semester of the preinternship.

(7) The role of personnel, including experienced teachers with permanent status, in the delivery of preintern preparation and support.

(8) That no later than the second year of employment the program for each preintern shall reflect the California Standards for the Teaching Profession jointly developed by the commission and the State Department of Education.

(9) Approval of the district plan by the governing board of the school district.

(e) In establishing criteria for review of preintern teaching programs pursuant to subdivision (d), the commission shall make every effort to recognize effective district programs for the support and development of emergency permit teachers in operation before July 1, 1998, as meeting the preintern teaching program criteria.

(f) A school district may apply to the commission for funding under this article. Based on the criteria in subdivision (d), developed pursuant to the consultation process required by subdivision (a), the commission shall determine which applicants are approved for funding. If funds are provided for this act from the federal Goals 2000: Educate America Act (P.L. 103-227), the commission shall transmit a list of approved applicants to the State Department of Education which shall award grants in a timely manner exclusively to those school districts that the commission has approved for funding, in the amounts listed, with no school district receiving more than two thousand dollars (\$2,000) per preintern employed by the school district.



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California Commission on Teacher Credentialing

Meeting of:

January 3-4, 2001

Agenda Item Number:

LEG-2

Committee:

Legislative

Title:

Proposed Language: Clarifying the Education Code Sections Related to the Committee of Credentials

✓ Action

Prepared by:

Rod Santiago, Legislative Liaison and
Dan Gonzalez, Legislative Liaison
Office of Governmental Relations

Proposed Language: Clarifying the Education Code Sections Related to the Committee of Credentials

Staff will present for Commission consideration a legislative proposal that would clarify the existing Education Code Sections related to the Committee on Credentials (Education Code 44240, et seq.).



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California Commission on Teacher Credentialing

Meeting of:

January 3-4, 2001

Agenda Item Number:

C&CA-1

Committee:

Credentials and Certificated Assignments

Title:

Teachers Meeting Standards for Professional Certification in California: Second Annual Report (Required by 44225.6 EC)

✓ Information

Prepared by:

Dennis Johns, Research Program Specialist II
Certification, Assignment and Waivers Division

TEACHERS MEETING STANDARDS FOR PROFESSIONAL CERTIFICATION IN CALIFORNIA: SECOND ANNUAL REPORT

This report is provided in response to Assembly Bill 471 (Scott, Chapter 381, Statutes of 1999) signed by Governor Davis effective January 1, 2000. This law requires that the California Commission on Teacher Credentialing report to the Governor and the Legislature each year on the number of teachers who received credentials, certificates, permits and waivers. The first report pursuant to this law was published in early 2000 and presented the necessary data for the reporting period of 1997-98 and the first half-year of 1998-99. This report presents the full year reporting for 1998-99.

Under this legislation, Education Code Section 44225.6 requires the Commission to report the following information:

- (1) The number of individuals recommended for credentials by institutions of higher education (presented in [Table 1](#));
- (2) The number of individuals recommended by school districts operating district internship programs (presented in [Table 2](#));
- (3) The number of individuals receiving initial credentials based on programs completed outside of California (presented in [Table 3](#));
- (4) The number of individuals serving in classrooms on the basis of university internships, district internships, pre-internships, emergency permits or credential waivers by subject matter, county, and school district (presented in complete detail in Table 6 - [Click HERE for the entire report, including Table 6 - Adobe Acrobat Reader Required](#)); and
- (5) The specific subjects and teaching areas in which there are sufficient numbers of new holders of credentials to fill the positions currently held

by individuals with emergency permits (presented in [Table 4](#)).

The statute also requires the Commission to make this report available to school districts and county offices of education to assist them in the recruitment of credentialed teachers.

Time Period of Data Provided

This report provides the required data for the reporting period of the full 1998-99 school year. Section 80440(c) of Title 5 of the California Code of Regulations allows the Commission to honor the requested issuance date of a credential provided that the application is submitted to the Commission no more than four months following that date. Further, Section 80443 allows the Commission 75 working days to process the application after it is received. For this reason, the school year of 1998-99 is the latest year for which complete reporting of the processed applications is available.

Executive Summary

College and University Recommendations

[Table 1](#) (Summary) shows that during the period from July 1, 1998 to June 30, 1999, California institutions of higher education (IHEs) recommended individuals for a total of 19,451 credentials in the following areas:

- 12,140 Multiple Subject Teaching Credentials, which are generally used for service in elementary school classrooms;
- 5,114 Single Subject Teaching Credentials generally used for service in middle school and high school classes; and
- 2,197 Special Education Teaching Credentials for service in special day classes.

[Table 1](#) (Summary) breaks down the IHE credential recommendations by the numbers of individuals who had not previously held any type of certification in comparison to those who had previously held another type of certification such as an emergency permit or a credential in a different area. For example, [Summary Table 1](#) shows that, in 1998-99, among the 19,451 individuals recommended for credentials, only 4,262 were applying for their first credentials. Over 15,000 had previously held certification which authorized them to serve in classrooms. These numbers show that while colleges and universities continued to provide traditional preparation that occurs prior to a credential candidate's service in a classroom, institutions also responded to the increased hiring of emergency teachers by enabling many thousands of these underqualified teachers to earn teaching credentials.

For the period from July 1, 1998 to June 30, 1999, [Table 1](#) shows how many recommendations for each type of teaching credential were submitted by each institution and campus in California. This table confirms that a total of 75 institutions prepared teachers for self-contained classrooms (Multiple Subject Teaching Credentials) in 1998-99.

School District Recommendations

[Table 2](#) shows that districts with approved District Intern Programs recommended a total of 488 teachers for professional clear credentials in 1998-99, including 58 Single Subject and 414 Multiple Subject Teaching Credentials. Los Angeles Unified School District added the Education Specialist Teaching Credential Program and recommended 16 interns for such professional clear credentials.

Teachers Prepared Outside of California

Teachers who completed preparation programs outside the state and obtained California credentials amounted to 4,216 in 1998-99 as shown in [Table 3](#) on page 13. Among that number, 2,223 earned Multiple Subject Teaching Credentials, 1,634 received Single Subject Credentials and 359 were issued Special Education Credentials. The Commission anticipates that recent comparability findings pursuant to AB 1620 (Scott, Chapter 381, Statutes of 1999), will lead to increased issuance of credentials to out-of-state applicants in the months and years to come.

Percentages of Each Type of Document Issued

[Table 4](#) compares the numbers of emergency permits and preliminary or clear teaching

credentials issued in the area of multiple subject teaching, each of the single subject areas and each of the special education instruction areas.

Often, the number of emergency permits exceeds the number of credentials issued in each of the time periods reviewed for this report. However, it is important to note that no inference may be made regarding the shortage or surplus of teachers for specific credential areas as information was not available regarding the numbers of teaching positions in each credential area, the numbers of credential holders currently serving in schools, or the actual availability of newly-credentialed teachers for vacant positions in schools.

Teachers Serving on Emergency Permits and Waivers

Table 5 provides information regarding the districts that employed 20 percent or more of their staffs on emergency permits and credential waivers in 1998-99. Districts that utilized those documents for more than one hundred individuals are listed in bold type. The data in Table 5 indicate that the districts that are using emergency permits and waivers most frequently are in rural and inner-city areas.

Teacher Licensure Documents Requested by Employers

Table 6 ([Click HERE for the entire report, including Table 6 - Adobe Acrobat Reader Required](#)) details the types of teacher licensure documents that were requested by local employers and restricted to service with the employer during 1998-99. Such documents include university internship credentials, district internship certificates, pre-internship certificates, emergency permits and credential waivers. The table also identifies the county and district of employment, the specific credential areas (e.g. Single Subject, Education Specialist, etc.) and the subject (e.g. Mathematics, Mild/Moderate Disabilities, etc.). There were a total of 42,839 such documents issued in 1998-99.

In conjunction with the data reported above, these numbers indicate that the great majority of credential candidates who enter accredited programs of professional preparation either work as emergency teachers *before* they begin their preparation, or obtain emergency permits *during* their training. Much smaller numbers of new teachers complete their initial supervised preparation *before* serving as certificated teachers in schools.

Data from the 1998-99 Annual Report on Emergency Permits and Credential Waivers showed that, statewide, 12 percent of teachers served on emergency permits and 1 percent served on waivers.

TABLE 1 (SUMMARY)

Multiple Subject, Single Subject, and Special Education Teaching Credentials

Issued July 1, 1998 to June 30, 1999

Number of First Time/New Type Documents Issued Upon Recommendation

This table summarizes the numbers of documents issued between July 1, 1998 and June 30, 1999 upon the recommendation of a California institution with a Commission-approved credential program. The numbers include individuals who obtained their initial certification (First Time) and individuals who previously held another type of certification such as an emergency permit or a credential in a different area (New Type). The numbers are broken down by the credential area and the type of recommending institution.

	Single Subject	Multiple Subject	Special Education	Total
CALIFORNIA STATE UNIVERSITY				
First Time	860	1,406	77	2,343
New Type	1,861	5,088	1,390	8,339
CSU TOTAL	2,721	6,494	1,467	10,682
UNIVERSITY OF CALIFORNIA				
First Time	145	183	0	328
New Type	186	344	107	637
UC TOTAL	331	527	107	965

PRIVATE/INDEPENDENT INSTITUTIONS				
First Time	473	1,106	12	1,591
New Type	1,589	4,013	611	6,213
PRIVATE TOTAL	2,062	5,119	623	7,804
ALL INSTITUTIONS				
First Time	1,478	2,695	89	4,262
New Type	3,636	9,445	2,108	15,189
TOTAL	5,114	12,140	2,197	19,451

TABLE 1

**Multiple Subject, Single Subject and Special Education Teaching Credentials Issued July 1, 1998 to June 30, 1999
Number of First Time/New Type Documents Issued Upon Recommendation**

The following table lists the number of Multiple Subject, Single Subject and Special Education Teaching Credentials issued with effective dates between July 1, 1998 and June 30, 1999 upon the recommendation of a California institution of higher education with a Commission-approved program. The numbers include individuals who received their initial California credential (first time) and those who previously held a different type of document such as an emergency permit (new type). This report includes individuals who received internship, preliminary and professional clear credentials.

1998/99 -- All New Credentials	Single Subject	Multiple Subject	Special Education
CALIFORNIA STATE UNIVERSITY			
Bakersfield	83	198	40
Chico	151	209	95
Dominguez Hills	166	684	103
Fresno	168	411	79
Fullerton	187	313	88
Hayward	228	463	19
Humboldt	70	109	18
Long Beach	187	336	80
Los Angeles	116	298	125
Monterey Bay	0	94	0
Northridge	186	483	125
Pomona	70	227	80
Sacramento	169	441	122
San Bernardino	148	480	127
San Diego	183	379	105
San Diego - Imperial Valley	22	29	0
San Francisco	206	330	86
San Jose	155	255	111
San Luis Obispo	55	88	9
San Marcos	37	311	26

Sonoma	74	129	17
Stanislaus	60	227	12
TOTAL	2,721	6,494	1,467
1998/99 -- All New Credentials	Single Subject	Multiple Subject	Special Education

UNIVERSITY OF CALIFORNIA			
UC Berkeley	23	42	0
UC Davis	41	41	0
UC Irvine	40	90	0
UC Los Angeles	52	144	0
UC Riverside	62	91	81
UC San Diego	51	37	26
UC Santa Barbara	43	38	0
UC Santa Cruz	19	44	0
TOTAL	331	527	107
1998/99 -- All New Credentials	Single Subject	Multiple Subject	Special Education

INDEPENDENT INSTITUTIONS			
Azusa Pacific University	61	208	53
Bethany Bible/Assemblies of God	7	33	0
Biola University	24	20	0
California Baptist College	24	51	14
California Lutheran University	37	72	27
Chapman University	479	1,129	212
Christian Heritage College	4	21	0
Claremont Graduate School	33	100	0
College of Notre Dame	76	116	0
Concordia University	47	115	0
Dominican College (off Campus)	9	12	0
Dominican College of San Rafael	52	95	0
Fresno Pacific University	27	67	35
Holy Names College	7	27	5
Hope International University	0	6	0
John F. Kennedy University	5	23	0
La Sierra University	6	14	4
Loyola Marymount University	23	66	3
Mills College	21	22	0
Mount St. Mary's College	11	19	3
National Hispanic University	1	37	0

National University	598	1,626	144
New College of California	0	29	0
Occidental College	14	6	0
Pacific Oaks College	0	52	8
Pacific Union College	6	24	0
Pattern College	0	22	0
Pepperdine University - Los Angeles		109	0
Pepperdine University - Malibu	15	27	0
Point Loma Nazarene U - Pasadena		36	6
Point Loma Nazarene University	15	35	4
Santa Clara University	4	46	22
Simpson College	28	94	7
St. Mary's College of California	52	139	17
Stanford University	77	0	0
The Master's College	9	8	0
U.S. International University	26	40	0
University of La Verne	57	95	4
University of Redlands	39	153	0
University of San Diego	45	73	6
University of San Francisco	15	44	26
University of Southern California	21	52	2
University of the Pacific	32	68	20
Vanguard University	9	27	1
Westmont College	2	13	0
Whitter College	12	48	0
TOTAL	2,062	5,119	623
GRAND TOTAL	5,114	12,140	2,197

Table 2
District Interns Recommended for Professional Clear Credential
July 1, 1998 to June 30, 1999

The following table lists the school districts which recommended teachers for Multiple and Single Subject Professional Clear Credentials on the basis of completion of a District Internship Program. The table identifies the type and number of each credential recommended by the districts.

County	District	Credential Type	Major(s)	Total
Contra Costa	John Swett Unified	Multiple Subject		1
Los Angeles	Long Beach Unified	Multiple Subject	BCLAD Emphasis: Spanish	14

Los Angeles Unified		Education Specialist	Mild/Moderate Disabilities	16
		Single Subject	English	24
		Single Subject	Life Science	1
		Single Subject	Math	10
		Single Subject	Science: Biological Sciences	6
		Single Subject	Science: Chemistry	5
		Single Subject	Science: Physics	2
		Single Subject	Social Science	4
				Los Angeles Unified Single Subject Total 52
		Multiple Subject		243
		Multiple Subject	CLAD Emphasis	3
		Multiple Subject	BCLAD Emphasis: Spanish	86
				Los Angeles Unified Multiple Subject Total 332
				Los Angeles Unified Total (All Credential Types) 400
Placer	Dry Creek Joint Unified	Multiple Subject	CLAD Emphasis	1
	Placer County Office of Education	Multiple Subject	CLAD Emphasis	1
Sacramento	Center Joint Unified	Single Subject	History	1
		Multiple Subject		3
				Center Joint Unified Total 4
	Folsom-Cordova Unified	Multiple Subject		2

		Single Subject	Art	1
				Folsom-Cordova Unified Total 3
	Grant Joint Union High	Single Subject	English	1
	Robla Elementary	Multiple Subject		1
	Sacramento City Unified	Multiple Subject		1
	Sacramento County Office of Education	Multiple Subject		1
San Benito	San Benito High	Single Subject	Foreign Language: French	1
		Single Subject	English	1
		Single Subject	Science: Biological Sciences	1
				San Benito High Total 3
San Bernardino	Ontario-Montclair Elementary	Multiple Subject		19
		Multiple Subject	BCLAD Emphasis: Spanish	1
				Ontario-Montclair Total 20
San Diego	San Diego City Unified	Multiple Subject	BCLAD Emphasis: Spanish	35
San Mateo	Ravenswood City Elementary	Multiple Subject		1
Tuolumne	Soulsbyville Elementary	Multiple Subject		1
Total of all District Interns Recommended for Credentials				488

Table 3
Credentials Obtained by Out-of-State Trained Teachers
July 1, 1998 to June 30, 1999

The following table lists the type and number of preliminary and professional clear credentials issued to teachers who completed a teacher preparation program outside of California. The total number of subject areas on Single Subject and Special Education Credentials is more than the total number of credentials as several individuals qualified for more than one subject authorization on their credential.

Credential	Subject Area	Total

Multiple Subject	General Subjects	2216
	General Subjects; BCLAD Emphasis: Spanish	4
	General Subjects: CLAD Emphasis	3
Total Multiple Subject Credentials = 2,223		
Credential	Subject Area	Total
Single Subject	Agriculture	8
	Art	70
	Business	26
	English	478
	Foreign Language: Chinese	1
	Foreign Language: French	39
	Foreign Language: German	10
	Foreign Language: Italian	1
	Foreign Language: Japanese	2
	Foreign Language: Korean	1
	Foreign Language: Latin	1
	Foreign Language: Russian	5
	Foreign Language: Spanish	74
	Home Economics	23
	Health Science	45
	Industrial Technology and Education	8
	Mathematics	191
	Music	116
	Physical Education	170
	Science: Biological Sciences	139
Science: Chemistry	48	
Science: Geological Sciences	29	
Science: Physics	33	
Social Science	321	
Total Single Subject Credentials = 1,634		
Credential	Subject Area	Total
Special Education	Communication Handicapped	1
	Deaf and Hard of Hearing	15
	Early Childhood Special Education	9
	Mild/Moderate Disabilities	273
	Moderate/Severe Disabilities	62
	Physical and Health Impairments	2
	Visual Impairments	3
Total Special Education Credentials = 359		
Total Credentials Issued to Out-of-State Trained Teachers = 4,216		

Table 4

**Comparison of Emergency Permits and Credentials in Each
Teaching Specialty Issued July 1, 1998 to June 30, 1999**

This table compares the number of teaching credentials to emergency permits issued for multiple subject, single subject and special education authorizations. The credential numbers include documents for individuals who were recommended by a California institution and individuals who completed a credential program outside of California. These data are presented for comparison purposes only. No inference may be made regarding the shortage or surplus of teachers for specific credential areas as information was not available regarding the numbers of teaching positions in each credential area, numbers of credential holders currently serving in schools, or the availability of newly credentialed teachers for vacant positions in schools.

Multiple Subject Documents

Subject	Credentials	Permits
General Subjects	14,360	18,676

Single Subject Documents

Subject	Credentials	Permits
Agriculture	88	22
Art	409	228
Business	373	205
English	3,132	1,958
Foreign Language: Chinese	5	5
Foreign Language: French	120	79
Foreign Language: German	31	18
Foreign Language: Italian	3	3
Foreign Language: Japanese	23	12
Foreign Language: Korean	2	0
Foreign Language: Latin	1	7
Foreign Language: Mandarin	2	2
Foreign Language: Punjabi	1	0
Foreign Language: Russian	5	2
Foreign Language: Spanish	283	595
Foreign Language: Vietnamese	0	4
Government	5	0

Single Subject Documents

(Continued)

Subject	Credentials	Permits
Health Science	67	120
Home Economics	50	63
History	19	4

Industrial Technology	40	74
Life Science	137	74
Mathematics	576	1,815
Music	213	453
Physical Education	542	837
Physical Science	48	86
Science: Biological Sciences	361	1,247
Science: Chemistry	88	616
Science: Geosciences	55	111
Science: Physics	59	273
Social Science	1,202	1,573

Special Education Documents

Specialist Credential Area	Credentials	Permits
Deaf and Hard of Hearing	27	106
Early Childhood Specialist	76	76
Mild/Moderate Disabilities	734	3,139
Moderate/Severe Disabilities	155	1,035
Physical and Health Impairments	13	46
Visual Impairments	10	40
Resource Specialist	799	868
Documents Issued Under Previous Regulations		
Communication Handicapped	28	33
Learning Handicapped	1224	464
Physically Handicapped	12	20
Severely Handicapped	270	289
Visually Handicapped	4	7

Table 5

Districts with 20 Percent or More of Staff on Emergency Permits and Waivers (1998-99)

(Districts in bold employ more than 100 individuals on permits or waivers)

County	No.	District	# Cert. Employees	# Permits & Waivers	% Permits & Waivers
Alameda	1	Oakland Unified	3,087	603	20%
Butte	2	Feather Falls Union Elementary	3	1	33%
Contra Costa	3	Knightsen Elementary	23	8	35%
Fresno	4	Raisin City Elementary	19	7	37%
Humboldt	5	Bridgeville Elementary	6	2	33%
Imperial	6	Brawley Union High	85	23	27%

	7	Calipatria Unified	82	29	35%
	8	Central Union High	193	40	21%
	9	Heber Elementary	34	7	21%
	10	Holtville Unified	119	32	27%
	11	Mulberry Elementary	6	4	67%
	12	Westmorland Union Elementary	27	10	37%
Inyo	13	Death Valley Unified	7	2	29%
Kern	14	Delano Joint Union High	141	34	24%
	15	Delano Union Elementary	311	79	25%
	16	Edison Elementary	42	9	21%
	17	Elk Hills Elementary	5	3	60%
	18	Linns Valley-Poso Flat Union	6	4	67%
	19	Maple Elementary	10	4	40%
	20	McFarland Unified	152	46	30%
	21	McKittrick Elementary	4	1	25%
	22	Vineland Elementary	48	13	27%
	23	Wasco Union Elementary	142	30	21%
Kings	24	Delta View Joint Union Element	6	2	33%
	25	Kings River-Hardwick Union Ele	33	8	24%
	26	Reef -Sunset Unified	150	41	27%
Los Angeles	27	Acton-Agua Dulce Unified	108	22	20%
	28	Alhambra City Elementary	622	158	25%
	29	Baldwin Park Unified	777	165	21%
	30	Bassett Unified	280	77	28%
	31	Centinela Valley Union High	306	76	25%
	32	Compton Unified	1,471	727	49%
	33	Duarte Unified	229	48	21%
	34	East Whittier City Elementary	456	101	22%
	35	El Rancho Unified	606	166	27%
	36	Garvey Elementary	376	79	21%
	37	Gorman Elementary	9	6	67%
	38	Hacienda la Puente Unified	1,124	226	20%
	39	Hawthorne Elementary	491	212	43%
	40	Hughes-Elizabeth Lakes Union E	22	13	59%
	41	Inglewood Unified	793	323	41%
	42	Lennox Elementary	346	96	28%
	43	Little Lake City Elementary	273	69	25%
	44	Long Beach Unified	4,781	1,065	22%
	45	Los Angeles Unified	37,658	8,556	23%
46	Los Nietos Elementary	119	35	29%	
47	Lynwood Unified	710	228	32%	
48	Montebello Unified	1,505	353	23%	
49	Paramount Unified	841	287	34%	

	50	Pasadena Unified	1,238	376	30%
	51	Pomona Unified	1,610	339	21%
	52	Rosemead Elementary	167	35	21%
	53	South Whittier Elementary	228	46	20%
	54	Valle Lindo Elementary	59	20	34%
	55	Whittier City Elementary	358	87	24%
	56	Wilsona Elementary	103	24	23%
Merced	57	Merced River Union Elementary	13	3	23%
Monterey	58	Chualar Union Elementary	23	8	35%
	59	Greenfield Union Elementary	152	40	26%
	60	Pacific Unified	7	2	29%
	61	San Lucas Union Elementary	7	2	29%
Riverside	62	Coachella Valley Unified	570	160	28%
	63	Desert Center Unified	5	1	20%
	64	Perris Elementary	237	66	28%
	65	Perris Union High	243	48	20%
	66	San Jacinto Unified	260	57	22%
San Benito	67	Cienega Union Elementary	3	1	33%
	68	Southside Elementary	10	2	20%
San Bernardino	69	Baker Valley Unified	16	5	31%
	70	Barstow Unified	371	93	25%
	71	Cucamonga Elementary	154	31	20%
	72	Oro Grande Elementary	8	2	25%
San Diego	73	San Ysidro Elementary	222	46	21%
San Mateo	74	Ravenswood City Elementary	315	143	45%
Santa Barbara	75	Casmalia Elementary	2	1	50%
Santa Clara	76	Alum Rock Union Elementary	836	182	22%
Santa Cruz	77	Happy Valley Elementary	8	2	25%
	78	Pacific Elementary	6	2	33%
Siskiyou	79	Hornbrook Elementary	5	1	20%
	80	Willow Creek Elementary	5	1	20%
Stanislaus	81	Paradise Elementary	9	2	22%
	82	Shiloh Elementary	7	3	43%
Sutter	83	Winship Elementary	4	1	25%
Tehama	84	Bend Elementary	5	1	20%
Tulare	85	Allensworth Elementary	5	1	20%
	86	Buena Vista Elementary	7	3	43%
	87	Citrus South Tule Elementary	3	2	67%
	88	Columbine Elementary	9	4	44%
	89	Cutler-Orosi Joint Unified	210	44	21%
	90	Earlimart Elementary	92	27	29%
	91	Liberty Elementary	13	3	23%
Tulare	92	Lindsay Unified	198	49	25%

	93	Outside Creek Elementary	5	1	20%
	94	Pixley Union Elementary	47	14	30%
	95	Richgrove Elementary	49	27	55%
	96	Saucelito Elementary	7	2	29%
	97	Stone Corral Elementary	8	5	63%
	98	Sundale Union Elementary	29	7	24%
	99	Waukena Joint Union Elementary	12	3	25%
	100	Woodlake Union High	38	8	21%
Ventura	101	Briggs Elementary	21	5	24%
	102	Rio Elementary	157	31	20%
	103	Santa Paula Elementary	208	44	21%



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California Commission on Teacher Credentialing

Meeting of: January 3-4, 2001

Agenda Item Number: PREP-1

Committee: Preparation Standards

Title: Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities, Designated Subjects Programs Submitted by Colleges, Universities and Local Education Agencies, and Recommendations of Subject Matter Comparability for Reciprocity

✓ Action

Prepared by: Helen Hawley, Assistant Consultant and Sara Swan, Assistant Consultant
Professional Services Division

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities, Designated Subjects Programs Submitted by Colleges, Universities and Local Education Agencies, and Recommendations of Subject Matter Comparability for Reciprocity

Professional Services Division
December 8, 2000

Executive Summary

This item contains a listing of subject matter programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission and a recommendation for the approval of Designated Subjects programs. Also included are recommendations for subject matter comparability for reciprocity.

Fiscal Impact Summary

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of the program review and approval activities.

Recommendation

That the Commission approve the subject matter preparation programs, Designated Subjects programs and subject matter comparability actions recommended in this item.

A. Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation programs, each institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Single Subject Teaching Credentials. Each of the programs has been reviewed thoroughly by the Commission's Subject Matter Program Review Panels, and has met all applicable standards and preconditions established by the Commission and are recommended for approval by the appropriate subject matter review panel.

Recommendation

That the Commission approve the following programs of subject matter preparation for Single Subject Teaching Credentials.

English

- California State University, Monterey Bay

LOTE

- San Francisco State University (Italian)

Social Science

- California State University, Northridge

Home Economics

- Master's College

B. Summary Information on Designated Subjects Programs Awaiting Commission Approval

For the following proposed personalized preparation programs, the local education agency has responded fully to the Commission's standards and preconditions for the Designated Subjects, Vocational Education Teaching Credential and the Designated Subjects, Supervision and Coordination Credential. The programs have been reviewed thoroughly by Commission staff, and have met all applicable standards and preconditions established by the Commission.

Recommendation

That the Commission approve the following programs of personalized preparation for:

Designated Subjects, Special Subjects: Driver Education and Driver Training

Fresno County Office of Education

C. Recommendations of Subject Matter Comparability for Reciprocity

Background

AB 1620 (Scott, 1998) required the Commission to conduct periodic reviews of the comparability of teacher preparation standards in other states for the purpose of establishing credential reciprocity. The initial study consisted of a review of accreditation procedures, standards for the preparation of elementary, secondary, and special education teachers, and subject matter requirements in other states. In addition, the Commission conducted a review of the professional clear credential requirements for those states that had been determined to have comparable teacher preparation standards. As of May 2000, the Commission deemed thirty-seven states overall to be comparable in elementary, secondary or special education teacher preparation. Individuals prepared in these states are currently eligible to receive a five-year preliminary teaching credential with passage of the CBEST. Some states were not determined to be comparable based on the reviews, because they lacked comparability in one or more of the required areas, such as subject matter requirements.

AB 877 (Scott, 2000) builds on AB 1620 and allows the Commission to de-couple the

previous reviews of comparability to provide more flexibility in the credentialing process for out-of-state teachers. In November, the Commission approved further findings from the Reciprocity Task Force related to elementary reading, and the professional clear credential requirements, including health education, computer education, and special education. This report contains additional findings of subject matter comparability in other states. These findings are listed below by subject area. [Table 1](#) provides a list of the subject matter findings for all states. The recommendations included in this report are denoted by an "(X)" in boldface type. A contractor will review those subject area(s) in each state that were not determined to be comparable in the initial review.

Recommendations of Subject Matter Comparability

Staff recommends that the Commission approve the recommendations of subject matter comparability in the following subject areas:

- Art:** Arkansas, Connecticut, Ohio, Oklahoma, Oregon, Texas, West Virginia
- English:** Alaska, Arkansas, Connecticut, District of Columbia, Hawaii, Kentucky, Louisiana, Massachusetts, Minnesota, Mississippi, Montana, Nevada, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon, Texas, West Virginia
- French:** Connecticut
- Mathematics:** Alaska, Arkansas, Connecticut, Hawaii, Kentucky, Louisiana, Massachusetts, Mississippi, New Jersey, Oklahoma, Oregon, Texas, West Virginia
- Music:** Kentucky, Massachusetts, Nevada, Ohio, Oklahoma
- Physical Education:** Alaska, Arkansas, Connecticut, Hawaii, Kentucky, Massachusetts, Mississippi, Nevada, New Jersey, New York, Ohio, Oklahoma, Oregon, West Virginia
- Science (Biological Science):** Alaska, Arkansas, Connecticut, Hawaii, Kentucky, Louisiana, Mississippi, Ohio, Oklahoma, Oregon, Texas, West Virginia
- Science (Chemistry):** Alaska, Arkansas, Connecticut, Hawaii, Kentucky, Massachusetts, Mississippi, Ohio, Oklahoma, West Virginia
- Science (Geoscience):** Arkansas, Connecticut, Hawaii, Kentucky, Massachusetts, New Jersey, Ohio, Oklahoma, Oregon, Texas
- Science (Physics):** Alaska, Arkansas, Connecticut, Hawaii, Kentucky, Louisiana, Mississippi, Nevada, New Jersey, New Mexico, New York, Ohio, Oklahoma, West Virginia
- Social Science:** Alaska, Arkansas, Connecticut, Hawaii, Kentucky, Louisiana, Massachusetts, Mississippi, Nevada, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon, Texas, West Virginia

Table 1: Findings of Subject Matter Comparability for Out-of-State Elementary and Secondary Teacher Preparation Programs¹

State	Multiple Subjects	Single Subject Art	Single Subject English	Single Subject French/Spanish	Single Subject Math	Single Subject Music	Single Subject P.E.	Single Subject Science: Biological Science	Single Subject Science: Chemistry	Single Subject Science: Geoscience	Single Subject Science: Physics	Single Subject Social Science
Alabama			X									X
Alaska			(X)		(X)		(X)	(X)	(X)		(X)	(X)
Arizona			X		X							X
Arkansas		(X)	(X)		(X)		(X)	(X)	(X)	(X)	(X)	(X)
Colorado	X		X		X	X	X			X	X	X
Connecticut		(X)	(X)	(X)/	(X)		(X)	(X)	(X)	(X)	(X)	(X)

Delaware	X		X		X		X	X	X	X	X	X
D.C.			(X)									
Florida		X	X	X/X	X		X					X
Georgia	X	X	X		X		X	X	X	X	X	X
Hawaii			(X)		(X)		(X)	(X)	(X)	(X)	(X)	(X)
Idaho												
Illinois	X		X		X		X	X	X	X	X	X
Indiana	X	X	X		X		X	X	X	X	X	X
Iowa												
Kansas			X		X							X
Kentucky			(X)		(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)
Louisiana			(X)		(X)			(X)			(X)	(X)
Maine			X		X							X
Maryland	X	X	X		X	X	X	X	X	X	X	X
Massachusetts			(X)		(X)	(X)	(X)		(X)	(X)		(X)
Michigan		X	X		X		X					
Minnesota			(X)									
Mississippi			(X)		(X)		(X)	(X)	(X)		(X)	(X)
Missouri			X		X	X	X	X	X	X	X	X
Montana			(X)									
Nebraska			X		X							
Nevada			(X)			(X)	(X)				(X)	(X)
New Hampshire												
New Jersey			(X)		(X)		(X)			(X)	(X)	(X)
New Mexico			(X)								(X)	(X)
New York			(X)				(X)				(X)	(X)
N. Carolina		X	X	X/X	X	X	X	X	X	X	X	X
N. Dakota	X		X									
Ohio		(X)	(X)			(X)	(X)	(X)	(X)	(X)	(X)	(X)
Oklahoma		(X)	(X)		(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)
Oregon		(X)	(X)		(X)		(X)	(X)		(X)		(X)
Penn.		X	X		X	X	X	X		X	X	X
Rhode Is.	X		X		X		X	X	X	X	X	X
S. Carolina	X		X		X		X	X	X		X	X
S. Dakota	X		X		X	X	X					X
Tennessee	X	X	X		X		X	X	X	X	X	X
Texas		(X)	(X)		(X)			(X)		(X)		(X)
Utah							X					X
Vermont												
Virginia	X		X		X	X	X	X	X	X	X	X
Washington												X
West Virginia		(X)	(X)		(X)		(X)	(X)	(X)		(X)	(X)
Wisconsin			X		X		X					X

Wyoming			X																
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¹Those denoted by an "(X)" are subject to approval by the Commission. A contractor will review those subject area(s) in each state that were not determined to be comparable in the initial review.



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California Commission on Teacher Credentialing

Meeting of:

January 3-4, 2001

Agenda Item Number:

PREP-2

Committee:

Preparation Standards

Title:

Status Report on the Implementation of SB 395 (Chapter 695, Statutes of 1999)

✓ Action

Prepared by:

Ellen Venturino, Consultant and
Mary Vixie Sandy, Director
Professional Services Division

Status Report on the Implementation of SB 395 (Chapter 695, Statutes of 1999)

Professional Services Division
December 12, 2000

Executive Summary

Senate Bill 395 was signed in the fall of 1999 and became effective January 1, 2000 to extend the statutory authorization for education agencies and professional organizations to provide staff development and concomitant authorizations for teachers of English learners. In addition, Senate Bill 395 requires that these staff development programs now be approved by the Commission. This report details the provisions of Senate Bill 395 and describes the progress made to date to implement this legislation. The Commission is required to submit an implementation status report to the Legislature on December 31, 2000.

Fiscal Impact Summary

Cost for the implementation of this statute have been absorbed by the base budget of the Professional Services Division.

Statewide Policy Impact Summary

Implementation of SB 395 will increase the supply of experienced teachers who are qualified to teach English learners in mainstream classrooms, and give flexibility to local education agencies to offer programs that will prepare these teachers and lead to State certificates of completion.

Policy Issues To Be Decided

What should the Commission include in its progress report to the Legislature regarding the implementation of SB 395?

Recommendation

That the Commission receive this update on the implementation of SB 395 and authorize the Executive Director to transmit a status report to the Governor and the Legislature.

Background Information

Senate Bill 395 amends state law that was enacted previously by Senate Bill 1969 (Chapter 1178, Statutes of 1994) and later amended by Assembly Bill 1041 (Chapter 507, Statutes of 1996) relating to staff development for teachers of English learners. Senate Bill 395 was authored by Senator Teresa Hughes and signed into law in the fall of 1999 (Chapter 695, Statutes of 1999) with an effective date of January 1, 2000. Below is a discussion of the salient provisions of Senate Bill 1969 as later amended by Assembly Bill 1041 followed by a discussion of the changes enacted by the provisions of Senate Bill 395.

Provisions of Senate Bill 1969

Senate Bill 1969 (SB 1969) permitted school districts, county offices of education, colleges, universities, and professional organizations, until January 1, 2000, to provide staff development programs that prepare teachers for assignments teaching English learners. The statute was enacted to address the professional development needs of teachers who had earned a basic teaching credential without the added Crosscultural, Language and Academic Development (CLAD) Emphasis or CLAD Certificate and, thus, were not sufficiently prepared to teach English learners. In 1995, the California Commission on Teacher Credentialing adopted Title 5 Regulations (Sections 80680 through 80690.1) which comprised a set of 26 guidelines to guide the content and quality of SB 1969 staff development programs. By law, all SB 1969 programs were to be consistent with the Commission's guidelines.

To be eligible for SB 1969 training, a teacher must have earned a basic teaching credential and been a permanent employee as of January 1, 1995 of a school district or county office of education, with specified exceptions. After meeting these two fixed requirements, the law provided options for one or two segments of training consisting of a total of 45 clock hours or 90 clock hours, respectively, of staff development. Specifically, the SB 1969 training options consisted of (1) an initial segment of 45 clock hours of training in either methods of Specially Designed Academic Instruction in English (SDAIE) or methods of SDAIE and English language development (ELD) instruction combined, and (2) a second segment of 45 clock hours of training in ELD instruction. Whether a teacher would take one or two segments of training or a specific option within the first segment depended on the certificate authorization being sought, authorization of his or her basic credential (i.e. Multiple Subject or Single Subject Credential), years of teaching experience, and nature of prior experience or training in teaching English learners.

SDAIE is defined as a set of systematic instructional strategies designed to make grade-level and advanced academic curriculum comprehensible to English learners with intermediate English language proficiency. The purpose of SDAIE is to provide English learners with access to the academic core curriculum at the same academic level as provided to their native-English-speaking counterparts. ELD is defined as systematic instruction of content that is designed to (1) promote the acquisition of English - listening, speaking, reading and writing skills - by students whose primary language is other than English, and (2) provide equitable access to the core curriculum for English learners.

SB 1969 as amended by Assembly Bill 1041 required that teachers who successfully completed an SB 1969 program be issued a Certificate of Completion by either the employer school district or county office of education, and a copy of the certificate be forwarded to the Commission. The two types of SB 1969 certificates authorize teachers to provide instruction in ELD within a self-contained classroom and/or teach using SDAIE methods. SB 1969 made no specific provision for the training and authorization of Single Subject Credential holders or other secondary credential holders with respect to ELD instruction in a departmentalized setting.

SB 1969 permitted educational agencies - school districts, county offices of education, colleges and universities - to offer staff development programs without prior approval by the

Commission. Programs provided by professional organizations, however, were to obtain prior approval from the Commission.

In 1998, the Commission approved a program of staff development offered by the California Teachers Association leading to an authorization to teach using methods of SDAIE and provide ELD instruction within the self-contained classroom. The program consists of 45 clock hours of training in a combination of SDAIE methods and ELD instruction.

As of December 4, 2000, approximately 22,000 teachers throughout California have received authorizations to teach English learners through SB 1969 training offered by the California Teachers Association (1,006 teachers), colleges and universities (1,249 teachers) and school districts and county offices of education (19,719 teachers).

Provisions of Senate Bill 395

Senate Bill 395 (SB 395) amends state law, as enacted by SB 1969 and subsequent amendments, and contains provisions in four important areas as follows:

- First, SB 395 extends from January 1, 2000 to January 1, 2005 the authorization for education agencies and professional organizations to provide staff development for teachers of English learners, and also extends from January 1, 1995 to January 1, 1999 the date by which teachers must have permanent status in order to be eligible for the staff development training.
- Second, SB 395 requires that the Commission approve all staff development programs and issue SB 395 Certificates of Completion to teachers upon the recommendation of an approved program.
- Third, SB 395 explicitly provides for the training and assignment of Single Subject (and other secondary) Credential holders with respect to ELD instruction in a departmentalized setting.
- Fourth, SB 395 permits education agencies that have not received approval to offer a SB 395 program to continue to enroll teachers in SB 1969 training programs until December 31, 2001. A teacher who successfully completes such training may apply until January 1, 2003 to his or her employer or trainer school district or county office of education to receive a local Certificate of Completion. Consequently, teachers must enroll in only approved SB 395 training programs on or after January 1, 2002 and, thus, education agencies must have their programs approved by January 1, 2002 to ensure program continuation.

Like SB 1969, the provisions of SB 395 provide for two segments of staff development training totaling either 45 clock hours or 90 clock hours. The SB 395 training consists of (1) an initial segment of 45 clock hours of training in a combination of SDAIE methods and ELD instruction, and (2) a second segment of 45 clock hours of training in either ELD instruction or a combination of SDAIE methods and ELD instruction. Whether a teacher would take 45 hours or 90 hours of training depends on the authorization being sought, authorization of his or her basic credential (Multiple Subject or Single Subject Credential), years of teaching experience, and nature of professional experience.

As permitted by law, Commission staff have eliminated the SB 1969, SDAIE-only training option in the first segment of training in order to simplify the proposal development and review process and, more importantly, ensure that all participating teachers have preparation in English language development. This preparation is more necessary today after: (1) state-adoption of standards in English Language Development and in the academic content areas of English-Language Arts, Mathematics, Science, and History/Social Science, and (2) passage of Proposition 227. Together, these events have created a compelling and significant need for teachers who have the knowledge and ability to develop in English learners the English language skills necessary for full literacy and participation in mainstream academic classes.

The provisions of SB 395 are summarized below:

1. A teacher who holds a *Multiple Subject Credential or other elementary teaching credential and who has nine or more years of teaching experience, and certified experience or training in teaching English learners* may be assigned to teach English learners using SDAIE methods and content-based ELD instruction in a self-contained classroom, consistent with the authorization of his or her basic credential, if he or she completes 45 hours of training in a combination of SDAIE methods and ELD instruction.

2. A teacher who holds a *Single Subject Credential or other departmentalized teaching credential* may be assigned to teach English learners using SDAIE methods and content-based ELD instruction in any departmentalized teaching assignment that is consistent with the subject and grade authorization of his or her basic credential if he or she completes 45 clock hours of staff development in a combination of SDAIE methods and ELD instruction. Single Subject Credential holders do not need to have a certain number of years of teaching experience or other prior professional experience with English learners to avail themselves of this training.
3. A teacher who holds a *Multiple Subject Credential or other elementary teaching credential and has either less than nine years of full-time teaching experience in California public schools or no certified experience or training in teaching English learners* may be assigned to teach English learners using SDAIE methods if he or she completes 45 clock hours of staff development in a combination of SDAIE methods and ELD instruction. This same teacher may be assigned to provide ELD instruction to English learners in a self-contained classroom if, within three years after completion of the 45 clock hours of advanced staff development in a combination of SDAIE and ELD as mentioned above, he or she completes an *additional* 45 hours of staff development which includes additional training in a combination of SDAIE methods and ELD instruction or training in ELD instruction only.

The table on the next page shows by credential type and experience the training that is required for the SDAIE authorization and the SDAIE & ELD authorization.

SB 395 Training and Authorizations

Credential Type	Eligibility: Status and Experience	Training for SDAIE Authorization	Training for SDAIE & ELD Authorization*
Multiple Subject	Permanent status as of 1/1/99 Nine or more years of teaching experience and certified professional experience with English learners	The training required for this authorization also earns this teacher the broader authorization in the next column. See next column.	45 hours of training in a combination of SDAIE methods and ELD instruction
Single Subject	Permanent status as of 1/1/99 No specific experience requirement	The training required for this authorization also earns this teacher the broader authorization in the next column. See next column.	45 hours of training in a combination of SDAIE methods and ELD instruction
Multiple Subject	Permanent status as of 1/1/99 Less than nine years of teaching experience or no certified professional experience with English learners	45 hours of training in a combination of SDAIE methods and ELD instruction	Prior completion of the same 45 hours of training referred to in the previous column and 45 hours of additional training in a combination of SDAIE methods and ELD instruction, or ELD instruction only

* The first 45 hours of training taken by any eligible holder of a Multiple Subject (or other elementary) or Single Subject (or other secondary) Credential will authorize him or her to teach using SDAIE methods and provide in a departmentalized setting content-based ELD instruction that is taught within the subject and grade authorized by the holder's basic credential. Note, the latter will not authorize a Multiple Subject holder to teach in his or her self-contained classroom. The Multiple Subject (or other elementary) Credential holder who

has nine or more years of experience and other qualifying professional experience, however, will also receive an authorization to provide ELD instruction in a self-contained classroom. This additional authorization will be given to the Multiple Subject (or other elementary) Credential holder who has less than nine years of teaching experience or no certified professional experience with English learners only after completion of an additional 45 hours (total of 90 hours) of training. **Unlike the CLAD Emphasis or CLAD Certificate, none of the two SDAIE and ELD authorizations permits a teacher, including a teacher with a Single Subject Credential in English, to provide ELD instruction as a separate subject in classrooms designated for English learners.**

Status of SB 1969 Programs Until SB 395 Programs are Approved. As mentioned above, SB 395 requires that staff development programs offered by education agencies now be approved by the Commission. Teachers who are enrolled on December 31, 2001 in an SB 1969 program may complete that program and, until January 1, 2003, may apply to receive a local certificate. By January 1, 2002, however, all *new* enrollments in staff development programs must be in approved SB 395 programs.

Until an organization receives Commission approval of an SB 395 program, but no later than December 31, 2001, an organization may continue to initiate SB 1969 training that is consistent with the guidelines in Title 5 Regulations for SB 1969. Moreover, this training may be delivered to teachers who were made eligible pursuant to the provisions of SB 395. For example, SB 1969 training may be offered to teachers who have permanent status as of January 1, 1999. In addition, SB 1969 programs offered by education agencies and previously approved professional organizations may be tailored to prepare Single Subject Credential holders to receive Certificates of Completion in methods of SDAIE and ELD instruction in a departmentalized setting within the authorization of the basic credential.

Approval of SB 395 Programs. As mentioned above, SB 1969 required the Commission to adopt guidelines to guide the content and quality of the SB 1969 staff development programs. Subsequently, SB 395 required that the Commission review and revise these for consistency with preparation for the CLAD Certificate. Staff of the Commission completed this review and found that the SB 1969 guidelines were consistent with the CLAD Certificate specifications. Staff also found, however, that the SB 1969 guidelines are *not* consistent with recent state policy changes and directions in the area of English literacy and English language development instruction for English learners, and that a new set of program parameters would be needed to guide SB 395 staff development programs. This preparation is more necessary today after: (1) state-adoption of standards in English Language Development and in the academic content areas of English-Language Arts, Mathematics, Science, and History/Social Science, and (2) passage of Proposition 227. Together, these events have created a compelling and significant need for teachers who have the knowledge and ability to develop in English learners the English language skills necessary for full literacy and participation in mainstream academic classes.

To provide guidance to the field about changes and opportunities enabled by SB 395, Commission staff are finalizing two communications, which will be distributed early in 2001. The first communication is a coded correspondence that will be sent to school districts, county offices of education, colleges, and universities, and professional organizations which explains the provisions of SB 395 and announces the availability of an SB 395 Program Advisory containing content specifications and instructions for proposal development and submittal. The coded correspondence also will provide a means for requesting a copy of the program advisory, and it will provide a series of deadlines throughout 2001 for submission of proposals. Finally, this correspondence will request nominations for teams of educators to review each proposal and make recommendations to the Commission on program approval.

The second communication is a Program Advisory. The Program Advisory provide instructions and detailed content specifications to guide the submission, review and approval of staff development programs. The Advisory will reflect the importance of a comprehensive program of oral development and reading and writing instruction that includes systematic, explicit instruction in the basic skills needed to identify words as well as the strategies for comprehending text.

In developing the content of the Program Advisory, staff (1) reviewed the draft standards under development by the SB 2042 panel in the area of preparation to teach English Learners, and (2) consulted with a small group of experts in the field. They include (1) Nancy Brynelson, a Consultant with the California Department of Education, who has expertise in the areas of literacy development and teaching English learners and how these

areas are approached in the student standards and frameworks, (2) Carol Sue Adams, a Reading Specialist and a member of the Commission's RICA panel and Reading Panel, who has expertise in the area of literacy development, and (3) Commission staff members with expertise in literacy and English language development.

Statutorily Required Report. SB 395 requires that the Commission report to the Legislature by December 31, 2000 on the status of the 45 hour and 90 hour programs of staff development offered under SB 1969 and include information about the program approval process under SB 395. The information contained in this agenda report will serve as the basis for the progress report to the Legislature. Staff request that the Commission authorize the Executive Director to transmit a status report to the Legislature.



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California Commission on Teacher Credentialing

Meeting of:

January 3-4, 2001

Agenda Item Number:

PERF-1

Committee:

Performance Standards

Title:

Proposed Request for Proposals for Development and Administration of a New Multiple Subjects Assessment for Teachers (MSAT II)

✓ Action

Prepared by:

Nicole A. Amador, Ph.D., Consultant
Professional Services Division

Proposed Request for Proposals for Development and Administration of a New Multiple Subjects Assessment for Teachers (MSAT II)

**Professional Services Division
December 13, 2000**

Executive Summary

This report proposes the release of a Request for Proposals for the development and administration of a new MSAT (MSAT II).

Fiscal Impact Summary

The costs associated with the preparation of the proposed Request for Proposals and the selection of a contractor can be supported by the Commission's base budget. Examination fees would support the costs of the awarded contract.

Policy Issues To Be Decided

Should the Commission release a Request for Proposals to secure a contractor for the development and administration of a new MSAT (MSAT II)?

Recommendation

Staff recommends that the Commission authorize the Executive Director to release a Request for Proposals to secure a contractor for the following:

- Development of a new MSAT (MSAT II) based on revised content specifications to be adopted by the Commission, and
- Administration of the MSAT II through June 2005.

Background Information

The California Commission on Teacher Credentialing issues Multiple Subject Teaching Credentials. These credentials authorize instruction in a self-contained classroom.

To earn a Multiple Subject Teaching Credential, prospective teacher candidates are required by law to verify their subject matter knowledge and competence, and the Commission currently provides them with two alternative paths for fulfilling this requirement. One way is to complete a Commission-approved program of subject matter preparation at a California college or university. The second way is to pass the Multiple Subjects Assessment for Teachers (MSAT).

In 1992, the Commission approved a contract with Educational Testing Service (ETS) for the development and administration of the MSAT. The first administration of the examination took place in October 1992. Currently, the MSAT is administered six times per year and at 45 test centers in California. ETS also offers the examination at over 500 test centers throughout the United States.

The MSAT consists of two sections: Content Knowledge and Content Area Exercises. The Content Knowledge section includes 120 multiple-choice items that are designed to measure the breadth of subject matter knowledge required to teach all subjects in a self-contained classroom. Candidates have two hours to complete this section, and it is scored by a scanning machine. The Content Area Exercises section includes 18 constructed-response items that are designed to measure the depth of subject matter knowledge. Candidates have three hours to complete this section, and it is scored by experienced teachers or teacher educators trained to rate MSAT responses. As required by Education Code Sections 44282 and 44314, the content areas covered by the MSAT are as follows:

- History and Social Studies
- Human Development
- Literature and Language Studies
- Mathematics
- Physical Education
- Science
- Visual and Performing Arts

In the late 1990s, the State Board of Education adopted student content standards for grades K-12 in English, mathematics, science, and social science. Senate Bill 2042 (Alpert, 1998) requires the Commission to align subject matter program standards and credentialing examinations with the State Board's K-12 student content standards.

In July 1999, the Commission adopted a schedule for conducting validity studies that called for review of the MSAT in 1999-2000. In 1998, the Commission authorized the Executive Director to establish a panel of elementary school teachers, principals, curriculum specialists, teacher educators, and college faculty members to advise the Commission on the validity study, the examination specifications, and the related program standards for the Multiple Subject Teaching Credential. The Elementary Subject Matter Advisory Panel was formed, consisting of members with expertise in history and social science; human development; mathematics; physical education; reading, language, and literature; science; and the visual and performing arts. From the work of this panel, program standards for subject matter programs of the Multiple Subject Teaching Credential, including revised content specifications, have been drafted. An evaluation of the validity of the new content specifications is currently underway and is expected to be complete by May 2001.

The Proposed Request for Proposals (RFP)

Staff proposes that the Commission authorize the Executive Director to release a Request for Proposals to secure a contractor for:

- Development of a new MSAT (MSAT II) based on revised content specifications to be adopted by the Commission, and
- Administration of the MSAT II through June 2005.

These activities are described below. Contract costs would be recovered through examinee fees.

Development of the MSAT II. As previously indicated, a validity study of revised MSAT content specifications is currently underway and is expected to be complete by May 2001. Based on this work, the contractor will write test materials. Development of the MSAT II would begin with the award of the contract, and test development would continue for the duration of the contract. The proposed RFP would also require the contractor to conduct a standard-setting study for the MSAT II.

Administration of the MSAT II. The proposed RFP calls for administration of the MSAT II through June 2005. The contractor would be responsible for the following administrative duties:

- Assuring the security of test materials and procedures;
- Producing all program materials and communications;
- Producing annual registration bulletins;
- Identifying and securing testing sites;
- Registering candidates;
- Hiring and training test administrators;
- Administering the MSAT II multiple times per testing year at multiple sites;
- Providing alternative testing arrangements to candidates with verified disabilities;
- Hiring and training scorers;
- Scoring and reporting scores to candidates, colleges, universities, and the Commission; and
- Producing test administration and annual data reports.

Preliminary Timeline for the Release of the RFP and Development of the MSAT II

2/01 Release RFP
5/01 Commission awards contract
6/01 Commission adopts revised content specifications
7/01-6/02 Test development
02/03 testing year First administration of the MSAT II



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California Commission on Teacher Credentialing

Meeting of:

January 3-4, 2001

Agenda Item Number:

PERF-2

Committee:

Performance Standards

Title:

Update on the Development of Teacher Preparation Standards and Assessments Pursuant to SB 2042 (Alpert and Mazzoni, 1998)

✓ Information

Amy Jackson, Consultant
Margaret Olebe, Consultant
Professional Services Division

Prepared by:

and

David Wright, Administrator
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Update on the Development of Teacher Preparation Standards and Assessments Pursuant to SB 2042 (Alpert/Mazzoni, 1998)

**Professional Services Division
December 14, 2000**

Executive Summary

The Advisory Panel for the Development of Teacher Preparation Standards (SB 2042) has completed Preliminary Draft Standards of Quality and Effectiveness for Teacher Preparation and Induction Programs. In addition, the Elementary Subject Matter Panel has completed Preliminary Draft Standards of Program Quality for Subject Matter Programs for the Multiple Subject Teaching Credential. The purpose of this agenda report is to update the Commission on the progress that has been made to date on the development of standards and assessments for teachers and to review the plan for conducting a comprehensive field review and validity study of these standards and assessment specifications. This report includes an overview of each set of standards and specifications, in addition to the preliminary draft standards and assessment specifications themselves.

Policy Question

Should the Preliminary Draft Standards for teacher preparation be released for field

Fiscal Impact Summary

The costs associated with implementing SB 2042 were estimated to be incurred over multiple years, and are included in the agency's base budget.

Background

Late in 1998, the Commission launched an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teachers. Commission sponsored legislation in 1998 (SB 2042, Alpert/Mazzoni) served as the impetus for this work on standards and assessments, which will be, pursuant to statute, aligned with the state-adopted academic content standards for students as well as the California Standards for the Teaching Profession adopted by the Commission and the Superintendent of Public Instruction. Advisory panels, task forces, and contractors are carrying out the work. The purpose of this agenda report is to provide an update on the progress that has been made to date on the development of standards and assessments for teachers, and to present for the Commission's information the following preliminary draft standards, which are appended to this report:

- Preliminary Draft Standards of Program Quality and Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential ([Attachment 1](#));
- Preliminary Draft Standards of Program Quality and Effectiveness and Teaching Performance Expectations for Professional Teacher Preparation Programs ([Attachment 2](#)); and
- Preliminary Draft Standards of Program Quality and Effectiveness for Professional Teacher Induction Programs ([Attachment 3](#)).

Update the Development of Teacher Preparation and Induction Standards

Since the last update to the Commission on SB 2042, which occurred in December 2000, the Advisory Panel for the Development of Teacher Preparation and Induction Standards (2042 Panel) and the Elementary Subject Matter Panel (ESMP) have finalized preliminary draft standards for elementary subject matter preparation, professional teacher preparation, and professional teacher induction. In September, the Commission directed the Chair of the Commission to appoint a liaison committee of Commissioners and Members of the State Board of Education to review the standards and examine the content specifications to ensure that these products are, to the extent possible and appropriate, consistent with other significant policy reforms impacting the education of California's public school children. The Executive Director and Commission Chair appointed Commissioners Katzman and Wilson to serve on this liaison committee. The Executive Director and President of the State Board of Education appointed Marian Bergeson and Marion Joseph to represent the State Board of Education on the committee. Staff met with the liaison committee following the December Commission meeting and received initial feedback and suggestions from the group. Overall, the liaison committee found the preliminary draft standards to be consistent with other major policy reforms currently underway in California. Minor edits and clarifications have been incorporated into the documents that appear at the end of this agenda. At the writing of this agenda report, additional edits were being suggested by liaison group members. Staff will incorporate appropriate changes into the draft standards prior to launching the field review and validity study stage of work.

Overview of Preliminary Draft Standards

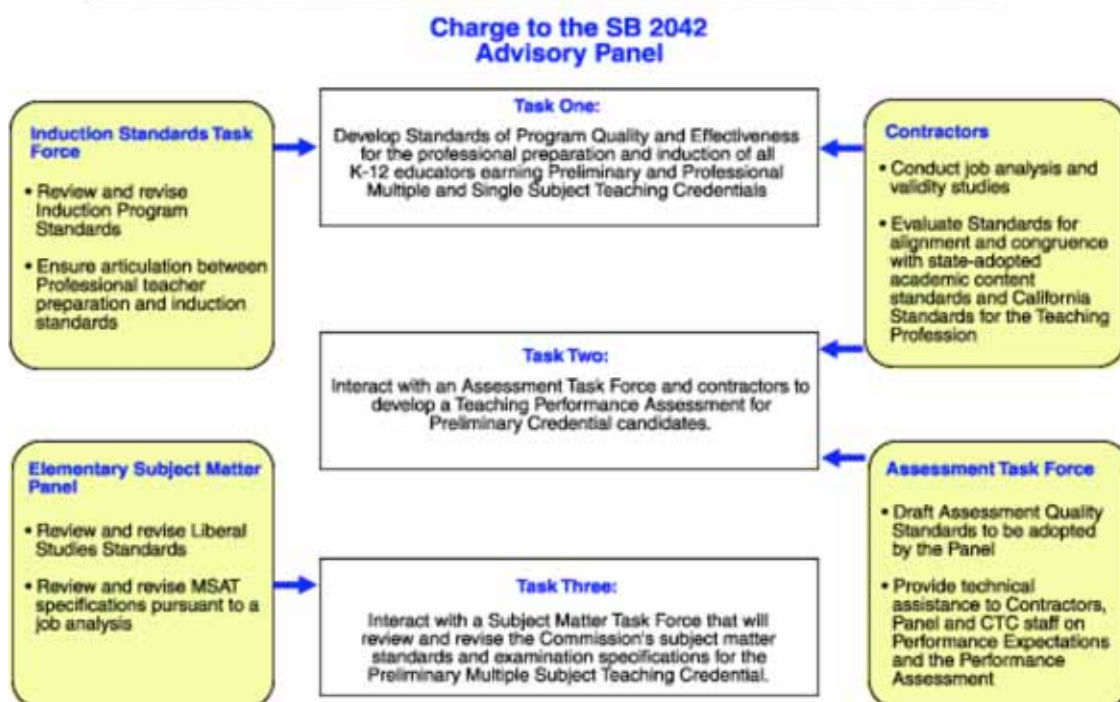
Implementing Senate Bill 2042 has involved a complex network of advisory panels, task forces, writing committees, and external contractors. [Chart 1](#) depicts the charge to the SB 2042 Advisory Panel and identifies the various panels and task forces that have been organized to support the work. The draft standards have been under development for the last two years, and address the following distinct phases of teacher preparation:

- a. **Subject Matter Preparation for Multiple Subject Credential candidates.** The attached *Preliminary Draft Standards of Program Quality and Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential*, ([Attachment 1](#)) when adopted by the Commission, will be used to guide the *subject*

matter preparation of multiple subject credential candidates in the future. Typically this subject matter preparation occurs through a candidate's undergraduate coursework. Colleges and universities that intend to offer subject matter preparation to undergraduate students will be required to meet these standards in order to be recognized by the Commission for this purpose. Candidates who do not complete an approved program that meets these standards will have the option of taking and passing a subject matter examination to meet the subject matter requirement. The preliminary draft specifications for the assessment option appear in the [Appendix of Attachment 1](#). Currently candidates enroll in Commission-approved Liberal Studies programs or take and pass the Multiple Subjects Assessment for Teachers (MSAT) in order to verify their subject matter competence. New programs and assessments will be developed in response to new standards and specifications as the Commission adopts them.

The preliminary draft standards and content specifications were developed by the Elementary Subject Matter Advisory Panel. This panel consisted of 26 members, including teachers, professors, and curriculum specialists in the seven content areas required by law (mathematics, science, history/social science, English/language arts, visual and performing arts, physical education and human development). The Panel met for a sixteen-month period to study the state-adopted academic content standards for students and state-adopted frameworks, hear presentations from the developers of these standards and frameworks, and meet with panels of liberal studies Program coordinators to discuss changes needed in subject matter programs. A complete roster of the Elementary Subject Matter Advisory Panel and staff is included with the draft standards under [attachment 1](#). [Table 1](#) provides an overview of the preliminary draft Subject Matter Standards and Content Specifications.

Chart 1. Relationship Between the SB 2042 Advisory Panel and Task Forces that have Contributed to the Work of the Panel



b. Professional Preparation for Multiple and Single Subject Credential candidates.

The attached *Draft Standards of Program Quality for Professional Teacher Preparation Programs*, when adopted by the Commission will be used to guide the *pedagogical* preparation of new teachers. These standards build on the subject matter preparation that all candidates must complete (or demonstrate through assessment), and focus on developing a candidate's (1) teaching ability in relation to the state-adopted academic content standards for students and state-adopted curriculum frameworks; and (2) instructional planning, teaching, and classroom management skills. Colleges, universities and school districts that offer teacher preparation programs will be required to meet these standards, when adopted, in order to prepare teachers in the future.

Pursuant to SB 2042 (Alpert/Mazzoni, 1998), teachers will be required in the future to pass a teaching performance assessment in order to earn their first teaching credential. The content specifications for this assessment are included in the [Appendix Attachment 2](#). Category E of these standards includes the assessment quality standards that will guide the development of teaching performance assessments for professional preparation programs.

The SB 2042 Panel developed the preliminary draft Professional Teacher Preparation Standards over a two-year period. The Panel includes 27 members, including teachers, professors, administrators, parents, school board members, and representatives of professional organizations. An eight member Assessment Task Force assisted the Panel in the development of the assessment quality standards in Category E. A complete roster of the SB 2042 Advisory Panel, Assessment Task Force and staff are included in the draft standards under [Attachment 2](#). [Table 2](#) provides an overview of the Professional Teacher Preparation Program Standards and the Teaching Performance Expectations.

- c. **Professional Induction for Multiple and Single Subject Preliminary Credential Holders.** The attached *Draft Standards of Program Quality for Professional Teacher Induction Programs*, ([Attachment 3](#)) when adopted by the Commission, will be used to guide all *induction* programs in the future. Pursuant to SB 2042, all teachers will be required, once new standards have been adopted, to complete an induction program like the highly successful Beginning Teacher Support and Assessment (BTSA) Program in order to earn their Professional Teaching Credentials. These standards build on the prior subject matter and pedagogical preparation that teachers complete, and focus on refining a beginning teacher's understanding of and ability to teach the state-adopted academic content standards for students, as well as the new teacher's professional practice. Local education agencies and postsecondary institutions that offer induction programs in the future will be required to meet these standards in order to prepare candidates for the Professional Teaching Credential.

The preliminary draft Professional Teacher Induction Program Standards were developed by the Induction Program Standards Task Force, under the auspices of the SB 2042 Panel and the Interagency BTSA Task Force, during the last year. The Induction Task Force includes 13 members, including representatives from the BTSA community as well as the SB 2042 Advisory Panel. A complete roster of the SB 2042 Advisory Panel, Induction Program Standards Task Force and staff are included in the draft standards under [Attachment 3](#). [Table 3](#) provides an overview of the preliminary draft Professional Teacher Induction Program Standards.

Proposed Plan for the Field Review of Teacher Preparation Standards and Content Specifications

During the December 2000 Commission meeting, staff presented a detailed plan for the systematic field review of the Elementary Subject Matter Standards and Content Specifications, Professional Teacher Preparation Standards, and Professional Teacher Induction Standards. The overall goal is to reach as many of the Commission's stakeholders as possible in ways that are most likely to elicit their feedback while reducing overlap of efforts and increasing use of technology when possible. To attain this goal the following strategies will be employed:

- Electronic media will be employed whenever feasible.
- Information will be shared and feedback sought at already scheduled events and meetings whenever feasible to reach specific groups and minimize costs.
- Activities will be specific to targeted audiences so stake-holders can participate in ways most likely to generate specific feedback on their primary areas of interest and expertise.
- Activities will be organized in each of six (6) regions that are roughly aligned with the 5 BTSA Clusters. The largest BTSA Cluster, 3, has been subdivided. The southernmost counties of Clusters 1 and 2 have been joined with geographically closer centers in the Central Valley and Los Angeles.
- Sponsors of Professional Teacher Preparation and Induction Professional Teacher Programs will co-sponsor regionally-based activities whenever possible to model the new architecture and relationships of the two tier credential system.

[Table 4](#) summarizes the proposed plan. Staff anticipates that the field review will take place

over a period of approximately four months from the time the preliminary draft standards and assessment specifications are reviewed by the Commission. For each specific communication method, a common set of materials will be distributed to assure accuracy and consistency of the message across the state. Materials will be tailored to the intended target audience, and will include the overviews of the development process and the law, the draft products themselves, and response templates. At the end of the review period, data collected will be collated, analyzed and summarized for the Commission.

Staff is currently in the process of setting the calendar and identifying co-sponsors for each regional public forum. It is anticipated there will be several co-sponsors for each forum. Professional Services Division staff consultants and assistant consultants will facilitate the public forums and make presentations at scheduled events.

Table 1. Elementary Subject Matter Standards

Categories of Proposed Standards.	Purpose of Each Proposed Category.
<p>Category I: Substance of the Subject Matter Program Curriculum</p> <p>Standard 1: Program Philosophy and Purpose</p> <p>Standard 2: Required Subjects of Study</p> <p>Standard 3: Depth of Study</p> <p>Standard 4: Integrative Study</p> <p>Standard 5: Effective Curriculum, Teaching & Assessment</p> <p>Standard 6: Assessment of Subject Matter Competence</p>	<p>Purpose</p> <p>The Program Standards in Category I define and describe the subject matter content that program sponsors must teach effectively in order to be accredited, and that candidates must learn to be certificated. In Category I, new policies would (a) ensure that the content of the K-8 curriculum is fully and effectively addressed in subject matter programs, and (b) ensure that the K-8 curriculum is also fully addressed in the subject matter examination (MSAT), both of which are required by state law.</p>
<p>Category II: Qualities of the Subject Matter Program Curriculum</p> <p>Standard 7: Introductory Classroom Experiences (K-8)</p> <p>Standard 8: Diverse Perspectives</p> <p>Standard 9: Technology in the Subject Matter Program</p>	<p>Purpose</p> <p>The purpose of Category II is to ensure that subject matter programs for prospective K-8 teachers enable these candidates to acquire skills and understandings that are essential for their effectiveness in California's schools and classrooms (K-8). Student achievement depends on new teacher competence in this category as well as in Category I.</p>
<p>Category III: Leadership and Implementation of the Subject Matter Program</p> <p>Standard 10: Leadership of the Subject Matter Program</p> <p>Standard 11: Resources for the Subject Matter Program</p> <p>Standard 12: Advising Prospective Multiple Subject Teachers</p> <p>Standard 13: Program Review and Development</p>	<p>Purpose</p> <p>The purpose of Category III is to establish strong standards for program qualities that are critical for program success, such as strong leadership, adequate resources, excellent advisement of prospective teachers, and insightful review of local programs. Category III addresses some of the most serious current problems in California's subject matter preparation programs for prospective K-8 teachers.</p>
<p>Appendix A: Content Specifications for the Subject Matter Requirement (MS Credential)</p> <p>Reading, Language and Literature History and Social Sciences</p>	<p>Purpose</p> <p>Unlike Categories I-III, which govern the content and quality of university programs, the purpose of Appendix A is to ensure that prospective teachers</p>

Science
 Visual and Performing Arts
 Physical Education
 Human Development

learn the specific content that their students are required to learn in order to advance from one grade to the next, and to earn high school diplomas. Appendix A will fulfill a key new requirement of law in SB 2042.

Table 2. Professional Teacher Preparation Standards

Categories of Proposed Standards	Purpose of Each Proposed Category
<p>Category A: Program Design, Governance and Thematic Qualities</p> <p>Standard 1: Program Design</p> <p>Standard 2: Collaboration in Governing the Program</p> <p>Standard 3: Relationships between Theory and Practice</p> <p>Standard 4: Pedagogical Thought and Reflective Practice</p> <p>Standard 5: Equity, Diversity and Access to the Core Curriculum</p>	<p>Purpose:</p> <p>Category A describes various design elements that must be addressed by sponsors of teacher preparation programs in order to develop and deliver high quality teacher preparation.</p>
<p>Category B: Preparation to Teach Curriculum in California Schools</p> <p>Standard 6: Opportunities to Learn, Practice and Reflect On Teaching in All Subject Areas</p> <p>Standard 7: Preparation to Teach Reading-Language Arts</p> <p>Standard 8: Pedagogical Preparation for Subject Specific Content Instruction</p> <p>Standard 9: Use of Computer Based Technology in the Classroom</p>	<p>Purpose:</p> <p>Category B establishes direct linkages with the state-adopted academic content standards for students, and describes ways in which sponsors of teacher preparation must prepare Multiple and Single Subject Credential candidates to teach to these standards.</p>
<p>Category C: Preparation to Teach Students Enrolled in California Schools</p> <p>Standard 10: Preparation for Learning to Create a Supportive Healthy Environment for Student Learning</p> <p>Standard 11: Preparation to Use Educational Ideas and Research</p> <p>Standard 12: Professional Perspectives Toward Student Learning And the Teaching Profession</p> <p>Standard 13: Preparation to Teach English Learners</p> <p>Standard 14: Preparation to Teach Special Populations</p>	<p>Purpose:</p> <p>Category C addresses major concepts and principles related to how teachers understand, teach, and interact with their students. The standards in this category focus on the environment for student learning, professional dispositions and perspectives toward students, and the development of additional pedagogical skills for teaching English learners.</p>
<p>Category D: Supervised Fieldwork in the Program</p> <p>Standard: Structured Sequence of Supervised</p>	<p>Purpose:</p> <p>Category D describes the ways in which field experiences should be structured to provide candidates for</p>

Standard 16:	Selection of Fieldwork Sites and Qualifications Of Field Supervision	Multiple and Single Subject Teaching Credentials with multiple opportunities to practice their teaching skills prior to earning their Credentials.
Standard 17:	Candidate Qualifications for Teaching Responsibilities In the Fieldwork Sequence	
Standard 18:	Pedagogical Assignments and Formative Assessments During the Program	

Table 2. Professional Teacher Preparation Standards, Continued

Categories of Proposed Standards	Purpose of Each Proposed Category
<p>Category E: Summative Performance Assessment in the Program</p> <p>Standard 19: Assessment Designed for Validity and Fairness</p> <p>Standard 20: Assessment Designed for Reliability and Fairness</p> <p>Standard 21: Assessment Administered for Validity , Accuracy And Fairness</p> <p>Standard 22: Assessor Qualifications and Training</p> <p>Standard 23: Assessment Administration, Resources and Reporting</p>	<p>Purpose:</p> <p>Category E focuses on developing and administering valid, reliable, fair and legally defensible Teaching Performance Assessments. These standards will be used to guide the development of the Commission sponsored assessment, as well as locally developed assessments.</p>
<p>Teaching Performance Expectations</p> <p>Making Subject Matter Comprehensible to Students</p> <p>1. Specific Pedagogical Skills for Subject Matter Instruction (reading/ language arts, math, science history/social science)</p> <p>Assessing Student Learning</p> <p>2. Monitoring Student Learning During Instruction</p> <p>3. Interpretation and Use of Assessments</p> <p>Engaging and Supporting Students in Learning</p> <p>4. Making Content Accessible</p> <p>5. Student Engagement</p> <p>6. Developmentally Appropriate Teaching Practices</p> <p>7. Teaching English Learners</p> <p>8. Instructional Technologies</p> <p>Planning Instruction and Designing Learning Experiences for Students</p> <p>9. Learning about Students</p> <p>10. Instructional Planning</p> <p>Creating and Maintaining Effective Environments for Student Learning</p> <p>11. Instructional Time</p> <p>12. Physical Environment</p> <p>13. Social Environment</p> <p>Developing as a Professional Educator</p> <p>14. Working with Others to Improve Student Learning</p>	<p>Purpose:</p> <p>The Teaching Performance Expectations (TPEs) represent the knowledge, skills and abilities that can be assessed in a Teaching Performance Assessment. These TPEs will be subject to an extensive validity study in the Spring of 2001, which will contribute to the legal defensibility of the assessment.</p>

15. Professional, Legal and Ethical Obligations

16. Professional Growth

Table 3. Professional Teacher Induction Standards

<p>Foundational Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs</p> <p>Standard 1: Sponsorship, Administration, and Leadership</p> <p>Standard 2: Resources</p> <p>Standard 3: Professional Development Providers</p> <p>Standard 4: Evaluation</p> <p>Standard 5: Articulation with Professional Teacher Preparation Programs</p> <p>Standard 6: Advice and Assistance</p> <p>Standard 7: Collaboration</p> <p>Standard 8: Support Provider Selection and Assignment</p> <p>Standard 9: Support Provider Professional Development</p>	<p>Purpose:</p> <p>Foundational Standards for all Multiple Subject and Single Subject Professional Teacher Induction Programs describe standards that all sponsors of induction programs must address in order to develop and implement high quality programs. These standards direct how to establish sponsorship, allocate resources, design and provide professional development for teachers, collaborate within and across the education community and support participating teachers as they move from preparation programs to induction programs.</p>
<p>Category A: Program Design</p> <p>Standard 10: Program Design</p> <p>Standard 11: Roles and Responsibilities of K-12 Schools</p> <p>Standard 12: Comprehensive Professional Development Based on an Individual Induction Plan</p> <p>Standard 13: Formative Assessment Systems</p>	<p>Purpose:</p> <p>Category A describes key structural design elements that guide induction programs to collaborate with the K-12 education community, provide targeted professional development opportunities for teachers based on individual induction plans, and establish a systematic, performance based, formative assessment process based on the California Standards for the Teaching Profession and the state adopted academic content standards for students.</p>
<p>Category B. Teaching Curriculum to All Students in California Schools</p> <p>Standard 14: K-12 Core Academic Content and Subject Specific Pedagogy</p> <p>Standard 15: Using Computer Based Technology to Support Student Learning</p>	<p>Purpose:</p> <p>Category B requires induction programs to offer professional development and support based on the state-adopted academic content standards for students in concert with the California Standards for the Teaching Profession. This category also highlights the importance of computer based technology to support student learning.</p>
<p>Category C. Teaching All Students in California Schools</p> <p>Standard 16: Supporting Equity, Diversity and Access to the Core Curriculum</p> <p>Standard 17: Creating a Supportive and Healthy Environment for Student Learning</p> <p>Standard 18: Teaching English Learners</p>	<p>Purpose:</p> <p>Category C addresses major concepts and principles related to how teachers understand, approach and interact with their students on a daily basis. This set of standards focuses on how to differentiate instruction and support for all students, how to establish a healthy environment for learning, how to develop additional pedagogical skills for teaching English learners, and emphasizes professional</p>

Table 4. Field Review Plan

Method	Audience	Frequency/Duration
1. Paper Response Survey	a. Superintendents of 200 Largest School Districts; b. Education Deans, Teacher Education Directors and Liberal Studies Coordinators at Accredited Universities in California N= 440	Single Distribution at the start of the review.
2. Web-based Response Survey	All Interested Stakeholders N = (unknown)	Duration of the Review
3. Public Forums in Each Region	a. K-12 School Board Members, Administrators & Teachers; b. IHE Administrators and Faculty in Education and Arts & Sciences. c. BTSA, Intern & Pre-Intern Staff and Participants; d. County Offices of Education Administrators & Staff e. Members of Professional Education Organizations N = 75 - 125 per region	One per region. N= 6 Length = approx. 4 hours
4. Executive Briefings	Executive Leadership of: a. State Officials: Governor's Office, SBOE, Legislature, etc. b. State Education Agencies: CDE, CPEC c. Higher Education: Community College Chancellor's Office; CSU Chancellor's Office; UC Office of the President; Assn. Of Independent Colleges & Universities. d. Education Organizations: CTA, CFT, ACSA, CSBA, CISC, CCSEA, PTA, CCAC, PASSCO, etc. N=15 per briefing	Four briefings. Length = 2 - 3 hours.
5. Presentations at Scheduled Conferences & Events	Members & Officers of Statewide Education Organizations: CASHA, CAPSE, CCET, SCATE, AICCUSET, CSDC, CATESOL, CABE, CASCD, CAPHERD, CUE, etc. N = 8-10 estimated.	Frequency: as invited. Duration: 1 hour (est.)
6. Webcast/Teleconference potentially replaces one or more of 3, 4, or 5 above.		



[Click here for Attachment 1:](#) Preliminary Draft Standards of Program Quality and Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential.

[Click here for Attachment 2:](#) Preliminary Draft Standards of Program Quality and Effectiveness and Teaching Performance Expectations for Professional Teacher Preparation Programs.

[Click here for Attachment 3:](#) Preliminary Draft Standards of Program Quality and Effectiveness for Professional Teacher Induction Programs.



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California Commission on Teacher Credentialing

Meeting of:

January 3-4, 2001

Agenda Item Number:

FPPC-1

Committee:

Fiscal Policy and Planning

Title:

Update Regarding Contract Assistance with Strategic and Information Technology Plan and Action Plan

✓ Information

Prepared by:

Perl Yu, Analyst
Fiscal and Business Services

BACKGROUND

At the March 2000 Commission meeting, Commissioners authorized the Executive Director to contract with the KPMG Consulting firm (KPMG) to assist the Commission in developing a strategic and information technology plan and action plan. This agenda item provides an update on KPMG's progress.

SUMMARY

At the December 2000 meeting, staff provided Commissioners with the last status report concerning the progress of this effort. The next status report by KPMG is due to the Commission at the end of December 2000. Due to the timing of the status report and the preparation of this agenda item, the status report will be presented to the Commissioners as an in-folder item at the January 2001 Commission meeting.



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