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# Agenda

## California Commission on Teacher Credentialing

February 7-8, 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, February 7, 2001  
*Commission Office*

- |                               |   |                       |
|-------------------------------|---|-----------------------|
| <b>1. Executive Committee</b> |   | <b>11:30<br/>a.m.</b> |
|                               | EXEC-1 Approval of the Minutes of the December 6, 2000 Executive Committee Meeting  |                       |
|                               | EXEC-2 Organizational Protocols   |                       |
|                               | EXEC-3 Progress Report on the Development and Publication of the Annual Report for the California Commission on Teacher Credentialing |                       |

**General Session** **1:00  
p.m.**

The Commission will immediately convene into Closed Session

**Closed Session (Chair Bersin)**

(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 (Chair Madkins)**

- A&W-1 Approval of the Minutes
- A&W-2 Consideration of Credential Appeals

- 3 Reconsideration of Waiver Denials
  - A&W-4 Waivers: Consent Calendar
  - A&W-5 Waivers: Conditions Calendar
  - A&W-6 Waivers: Denial Calendar
- 

**THURSDAY, February 8, 2001**  
*Commission Office*

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

**8:00  
a.m.**

- GS-1 New Commissioner Swearing-In Ceremony
- GS-2 Roll Call
- GS-3 Pledge of Allegiance
- GS-4 Approval of the January 2001 Minutes
- GS-5 Approval of the February 2001 Agenda
- GS-6 Approval of the February 2001 Consent Calendar
- GS-7 Annual Calendar of Events
- GS-8 Chair's Report
- GS-9 Executive Director's Report
- GS-10 Report on Monthly State Board Meeting



- GS-11 Amendment to Title 5 §80303 Pertaining to Change in Employment Reporting Requirements
- 

**2. Legislative Committee of the Whole (Chair Madkins)**



- LEG-1 Proposed Language: Clarifying the Education Code Sections Related to the Committee of Credentials



- LEG-2 Analyses of Bills of Interest to the Commission
- 

**3. Fiscal Policy and Planning Committee of the Whole (Chair Boquiren)**



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



- FPPC-2 Update Regarding Contract for External Audit of the Commission's Local Assistance Programs



- FPPC-3 Second Quarter Report of Revenues and Expenditures for Fiscal Year 2000-2001



- FPPC-

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#### 4. Preparation Standards Committee of the Whole (Chair Katzman)

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**PREP-1**

Report of the Ad Hoc Committee to Review the Procedures for Interviewing and Selecting Members of the Committee on Accreditation (COA)



**PREP-2**

Overview of Draft Standards of Quality and Effectiveness for Professional Preparation Programs

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#### 5. Performance Standards Committee of the Whole (Chair Johnson)

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**PERF-1**

Recommended Award of a Contract for Administration and Development of the California Basic Educational Skills Test (CBEST)



**PERF-2**

Reading Instruction Competence Assessment (RICA): Proposed Contract Amendment

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#### 6 Reconvene General Session (Chair Bersin)

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**GS-12** Report of the Appeals and Waivers Committee

**GS-13** Report of the Executive Committee

**GS-14** Report of Closed Session Items

**GS-15** Commissioners Reports

**GS-16** Audience Presentations

Old Business

**GS-17**

- Quarterly Agenda for February, March and April 2001

**GS-18** New Business

**GS-19** Adjournment

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**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**

**March 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:** February 7-8, 2001

**Agenda Item Number:** GS-11

**Committee:** General Session

**Title:** Amendment to Title 5 Regulation §80303 Pertaining to Change in Employment Reporting Requirements

✓ Information

**Prepared by:** Joan Condit, Program Analyst  
Division of Professional Practices

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### Amendment to Title 5 Regulation §80303 Pertaining to change in employment status reporting requirements

February 7-8, 2001

#### Summary

As a result of a court order Title 5 Regulation §80303 of the California Code of Regulations will be amended as it relates to change in employment status reporting requirements. This amendment will delete subsection (e) of §80303 as a result of a court order and make minor grammatical changes to other parts of §80303 as a result of the deletion. A copy of the amendment is attached.

#### Fiscal Impact Statement

None

#### Staff Recommendation

This is an information item. Pursuant to Title 1, §100(a)(3) of the California Code of Regulations, this is a change without regulatory effect because of a final court judgment invalidating a portion of the regulation. No public hearing is required. These amendments are necessary because of a court order and will be processed as Rule 100 changes through the Office of Administrative Law.

#### Background

Currently, Title 5 §80303 requires both superintendents and credential holders to make a report to the Commission whenever a credential holder, working in a position requiring a credential, has a change in employment status as a result of an alleged act of misconduct. Failure to report a change in employment status to the Commission by any holder

constitutes unprofessional conduct and the Committee of Credentials is authorized to investigate any such holder of a credential who fails to report to the Commission.

The California Teachers Association filed an action for declaratory relief against the Commission on July 2, 1998, in Sacramento Superior Court (Sac. Sup. Ct. Case No: 98AS03278).

Following a hearing, the Court held Section 80303 of Title 5 of the California Code of Regulations to be unauthorized in its scope and penalties by relevant statutory provisions of California Education Code §44242.5, which specifically sets forth those circumstances when investigation of a credential holder by the Commission on Teacher Credentialing may be undertaken for alleged professional misconduct, in the following respects:

- (1) To the extent that 5 California Code of Regulations §80303 requires the holder of a credential, working in a position requiring a credential, to report a change in employment status to the Commission on Teacher Credentialing, the regulation is void and may not be enforced.
- (2) To the extent that 5 California Code of Regulations §80303 makes failure to report a change in their employment status to the Commission on Teacher Credentialing by any holder of a credential to constitute unprofessional conduct and to the extent the Committee of Credentials or Commission on Teacher Credentialing is authorized to investigate any such holder of a credential for that, the regulation is void and may not be enforced.

### **Rationale for Proposed Amendment to §80303**

The amendment is necessary to comply with the judgment of the court in CTA v CCTC (Sac. Sup. Ct. Case No. 98AS03278).

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## **Division VIII of Title 5 California Code of Regulations**

### **Section 80303 Pertaining to change in employment status reporting requirements**

#### **PROPOSED REGULATIONS**

#### **80303 REPORTS OF CHANGE IN EMPLOYMENT STATUS**

- (a) Whenever a credential holder, working in a position requiring a credential:
  - (1) is dismissed;
  - (2) resigns;
  - (3) is suspended for more than 10 days;
  - (4) retires; or
  - (5) is otherwise terminated by a decision not to employ or re-employ; as a result of an allegation of misconduct, the holder and the superintendent of the employing school district shall each report such the change in employment status to the Commission within 30 days
- (b) The report shall contain all known information about each alleged act of misconduct.
- (c) The report shall be made to the Commission regardless of any proposed or actual agreement, settlement, or stipulation not to make such a report. Such The report shall also be made if allegations served on the holder are withdrawn in consideration of the holder's resignation, retirement, or other failure to contest the truth of the allegations.
- (d) Failure to make a report required under this section constitutes unprofessional conduct. The Committee shall investigate any holder or superintendent who holds a credential who fails to file reports required by this section.

(e) The superintendent of an employing school district shall, in writing, inform a credential holder of the content of this regulation whenever that credential holder, working in a position requiring a credential, is dismissed, resigns, is suspended for more than ten days, retires or is otherwise terminated by a decision not to employ or re-employ as a result of an allegation of misconduct. Failure to comply with this subdivision by a superintendent of schools constitutes unprofessional conduct which shall be investigated by the Committee of Credentials.

Note: Authority cited: Section 44225(q), Education Code. Reference: Section 44242.5(b)(3), Education Code.

#### History

1. New section filed 8-8-97; operative 9-7-97 (Register 97, No. 32). For prior history, see Register 82, No. 45.



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## California Commission on Teacher Credentialing

**Meeting of:**

February 7-8, 2001

**Agenda Item Number:**

LEG-1

**Committee:**

Legislative

**Title:**

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

✓ Action

**Prepared by:**

Dan Gonzales, Legislative Liaison  
Office of Governmental Relations

### PROPOSED LANGUAGE: CLARIFYING THE EDUCATION CODE SECTIONS RELATED TO THE COMMITTEE OF CREDENTIALS

44010. "Sex offense," as used in Sections 44020, 44237, 44346, 44425, 44436, 44836, 45123, and 45304, means any one or more of the offenses listed below:

- (a) Any offense defined in Section 220, 261, 261.5, 262, 264.1, 266, 266j, 267, 285, 286, 288, 288a, 289, 311.1, 311.2, 311.3, 311.4, 311.10, 311.11, 313.1, 647b, 647.6, or former Section 647a, subdivision (a), (b), or (c) of Section 243.4, or subdivision (a) or (d) of Section 647 of the Penal Code.
- (b) Any offense defined in former subdivision (5) of former Section 647 of the Penal Code repealed by Chapter 560 of the Statutes of 1961, or any offense defined in former subdivision (2) of former Section 311 of the Penal Code repealed by Chapter 2147 of the Statutes of 1961, if the offense defined in those sections was committed prior to September 15, 1961, to the same extent that an offense committed prior to that date was a sex offense for the purposes of this section prior to September 15, 1961.
- (c) Any offense defined in Section 314 of the Penal Code committed on or after September 15, 1961.
- (d) Any offense defined in former subdivision (1) of former Section 311 of the Penal Code repealed by Chapter 2147 of the Statutes of 1961 committed on or after September 7, 1955, and prior to September 15, 1961.
- (e) Any offense involving lewd and lascivious conduct under Section 272 of the Penal Code committed on or after September 15, 1961.
- (f) Any offense involving lewd and lascivious conduct under former Section 702 of the Welfare and Institutions Code repealed by Chapter 1616 of the Statutes of 1961, if that offense was committed prior to September 15, 1961, to the same extent that an offense committed prior to that date was a sex offense for the purposes of this section prior to September 15, 1961.



- (g) Any offense defined in Section 286 or 288a of the Penal Code prior to the effective date of the amendment of either section enacted at the 1975-76 Regular Session of the Legislature committed prior to the effective date of the amendment.
- (h) Any attempt to commit any of the above-mentioned offenses specified in this section.
- (i) Any offense committed or attempted in any other state or against the laws of the United States, which, if committed or attempted in this state, would have been punishable as one or more of the above-mentioned offenses specified in this section.
- (j) Any conviction for an offense resulting in the requirement to register as a sex offender pursuant to Section 290 of the Penal Code.
- (k) Commitment as a mentally disordered sex offender under former Article 1 (commencing with Section 6300) of Chapter 2 of Part 2 of the Welfare and Institutions Code, as repealed by Chapter 928 of the Statutes of 1981.

44230.

- (a) (1) The Commission on Teacher Credentialing commission shall maintain for public record, and may disclose, only the following information relating to the credentials, certificates, permits, or other documents that it issues: the document number, title, term of validity, subjects, authorizations, effective dates, renewal requirements, and restrictions. The commission may also disclose the last known business address of any applicant or credential holder.
- (2) Notwithstanding any other provision of law, except as provided for in Section 44248, no information, other than that set forth in paragraph (1), may be disclosed by the commission absent an order from a court of competent jurisdiction.
- (b) In order to expedite the application process for the benefit of applicants for credentials, certificates, permits, or other documents issued by the commission, the commission may receive from, or transmit to, the agency that submitted the application, either electronically or by printed copy, the information set forth in that application. For purposes of this subdivision, "agency" means a school district, county office of education, or institution of higher education having a commission-approved program of professional preparation.

44346.1.

- (a) The commission shall deny any application for the issuance of a credential made by an applicant who has been convicted of a violent or serious felony or a crime set forth in subdivision (a) of Section 44424 or whose employment has been denied or terminated pursuant to Section 44830.1.
- (b) This section applies to any violent or serious offense which, if committed in this state, would have been punishable as a violent or serious felony.
- (c) For purposes of this section, a violent felony is any felony listed in subdivision (c) of Section 667.5 of the Penal Code and a serious felony is any felony listed in subdivision (c) of Section 1192.7 of the Penal Code.
- (d) (1) Notwithstanding subdivision (a), a person shall an applicant may not be denied a credential solely on the basis that the applicant or holder had been convicted of a violent or serious felony if the person is eligible for, and has obtained a certificate of rehabilitation and pardon pursuant to Chapter 3.5 (commencing with Section 4852.01) of Title 6 of Part 3 of the Penal Code.
- (2) Notwithstanding subdivision (a), an applicant may not be denied a credential solely on the basis that the applicant had been convicted of a crime set forth in subdivision (a) of Section 44424 if the accusation or information against the person has been dismissed and he or she has been released from all disabilities and penalties resulting from the offense pursuant to Section 1203.4 of the Penal Code.

44424.

- (a) Upon the conviction of the The commission shall immediately revoke any credential of a credential holder upon final conviction of any of the following offenses: of any credential issued by the State Board of Education or the Commission on Teacher Credentialing of a
  - (1) A violation, or attempted violation, of a violent or serious felony as described in

Section 44346.1, or. any

- (2) Any one or more of Penal Code Sections 187 to 191, inclusive, 192 insofar as said this section relates to voluntary manslaughter, 193, 194 to 217.1, both inclusive, 220, 222, 244, 245, 261 to 267, both inclusive, 273a, 273ab, 273d, 273f, 273g, 278, 285 to 288a, both inclusive, 424, and, 425, 484 to 488, both inclusive, insofar as said sections relate to felony convictions,.
  - (3) Sections 484 to 487, inclusive, and Section 666 of the Penal Code, as these sections relate to felony convictions.
  - (4) Sections 503 and 504 of the Penal Code. or of any
  - (5) Any offense involving lewd and lascivious conduct under Section 272 of the Penal Code, or.
  - (6) Any offense committed or attempted in any other state or against the laws of the United States which, if committed or attempted in this state, would have been punished as one or more of the offenses specified in this section, becoming final, the commission shall forthwith revoke the credential.
- (b) Upon a plea of nolo contendere as a misdemeanor to one or more of the crimes set forth in subdivision (a), all credentials held by the respondent shall be suspended until a final disposition regarding those credentials is made by the commission. Any action that the commission is permitted to take following a conviction may be taken after the time for appeal has elapsed, or the judgment of conviction has been affirmed on appeal, or when an order granting probation is made suspending the imposition of sentence and the time for appeal has elapsed or the judgment of conviction has been affirmed on appeal, irrespective of a subsequent order under the provisions of Section 1203.4 of the Penal Code.
- (c) The commission shall revoke a credential issued to a person whose employment has been denied or terminated pursuant to Section 44830.1.
- (d) Notwithstanding subdivision (a), a credential shall may not be revoked solely on the basis that the applicant or credential holder has been convicted of a violent or serious felony if the person has obtained a certificate of rehabilitation and pardon pursuant to Chapter 3.5 (commencing with Section 4852.01) of Title 6 of Part 3 of the Penal Code.



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## California Commission on Teacher Credentialing

**Meeting of:** February 7-8, 2001

**Agenda Item Number:** LEG-2

**Committee:** Legislative

**Title:** Analyses of Bills of Interest to the Commission

✓ Information

**Prepared by:** Dan Gonzales, Legislative Liaison  
Office of Governmental Relations

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## Bill Analysis California Commission on Teacher Credentialing

**Bill Number:** Senate Bill 79

**Authors:** Senator Kevin Murray

**Sponsor:** Senator Kevin Murray

**Subject of Bill:** Emergency Permits

**Date Introduced:** January 11, 2001

**Status in Leg. Process:** Senate

**Current CTC Position:** None

**Recommended Position:** Watch

**Date of Analysis:** January 18, 2001

**Analyst:** Dan Gonzales and Linda Bond

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### Summary of Current Law

Current law allows the Commission to issue or renew emergency teaching permits if the applicant possesses a baccalaureate degree and some units in the subject to be taught from a regionally accredited institution of higher education.

### Summary of Current Activity by the Commission

Assembly Bill 471 (Scott, Chapter 381, Statutes of 1999) requires the Commission to annually report to the Legislature and Governor on the number of classroom teachers who

received credentials, internships, and emergency permits in the previous fiscal year. The Commission must also make this report available to school districts and county offices of education to assist them in the recruitment of credentialed teachers. Commission staff submitted the 1998-1999 report to the Commission at the January 2001 Commission meeting.

## Analysis of Bill Provisions

This bill would require the Commission to:

- Develop a plan that requires a school district to address the disproportionate number of teachers serving on emergency permits in low-performing schools in low-income communities as compared to schools that are not low-performing or not in low-income communities.
- Prepare the plan in consultation with a broadly representative and diverse advisory committee including representatives from the Office of the Secretary of Education, Department of Education, postsecondary institutions, schools, school districts, parents, and other interested parties.
- Include in the plan information for those districts on how to access and utilize federal, state and local programs and address how best to establish long-term teacher recruitment and retention policies in the schools that have the greatest difficulty getting and retaining credentialed teachers.
- Prepare the plan by June 30, 2002 and distribute the plan to the appropriate legislative policy committees and the Governor no later than July 1, 2002.

This bill would appropriate \$32,000 from the General Fund to the Commission to prepare and distribute the plan.

## Comments

This bill is almost identical to SB 1575 which Senator Murray introduced last year. The only difference between the bills are the two deadlines, which were extended one year. The Commission had a watch position on SB 1575.

**Similar bill vetoed last year.** Governor Davis vetoed SB 1575 last year. He stated in the veto message (attached) that he had included in the 2000 Budget funding for several new teacher recruitment programs to reduce the number of emergency-credentialed teachers serving in low-performing schools and provide the districts with greater flexibility to address their most urgent teacher recruitment and retention needs. Governor Davis stated that state resources are best used ensuring that this investment gained results.

## Analysis of Fiscal Impact of Bill

The potential cost to the Commission would be approximately \$32,000, the amount appropriated. Costs would include travel expenses and background materials for a twelve-member panel - meeting approximately three times, printing costs for the report, and the services of an outside consultant to advise and support the panel and Commission staff.

## Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies may apply to this measure:

**1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**

**3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**

**7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.**

## Organizational Positions on the Bill

None known at this time.

## Reason for Suggested Position

Commission staff recommends a watch position because this bill was vetoed last year.

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### Governor Davis' Veto Message SB 1575

To Members of the California State Senate:

I am returning Senate Bill No. 1575 without my signature.

This bill would require the Commission on Teacher Credentialing to develop a plan by June 30, 2001 for school districts to address the disproportionate number of teachers serving on emergency permits in low performing, low income schools.

I included in the 2000 Budget funding for several new teacher recruitment programs designed to reduce the number of emergency-credentialed teachers serving in low-performing schools, including the Teacher Recruitment Incentive Program, which is funded at \$9.4 million, and the Teaching as a Priority Block Grant Program, which is funded at \$118.7 million.

With this unprecedented public investment in teacher recruitment, there is greater flexibility at the district level to address the most urgent teacher recruitment and retention needs. I believe that state resources are best used ensuring that this investment gains results.

Sincerely,

GRAY DAVIS

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## Bill Analysis California Commission on Teacher Credentialing

<b>Bill Number:</b>	<b>Assembly Bill 75</b>
<b>Authors:</b>	<b>Assemblymember Steinberg</b>
<b>Sponsor:</b>	<b>Assemblymember Steinberg</b>
<b>Subject of Bill:</b>	<b>New Administrator Support Program</b>
<b>Date Introduced:</b>	<b>January 3, 2001</b>
<b>Status in Leg. Process:</b>	<b>Assembly</b>
<b>Current CTC Position:</b>	<b>None</b>
<b>Recommended Position:</b>	<b>Watch</b>
<b>Date of Analysis:</b>	<b>January 19, 2001</b>
<b>Analyst:</b>	<b>Dan Gonzales and Linda Bond</b>

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### Summary of Current Law

Currently, the Commission issues the Administrative Services Credential in two phases. The Preliminary Credential, the first phase, is a one-time, nonrenewable credential and is valid for five years. It requires a valid teaching credential, passage of CBEST and three years of full-time work in a school. The Professional Clear Credential, the second phase, is renewable, valid for five years and requires a Preliminary Credential, two years in a full-time administrative position and completion of an individualized program at a California college or university with a Commission-approved program.

## Summary of Current Activity by the Commission

The Commission is holding forums across the state to discuss the content and structure of professional preparation programs for the Administrative Credential.

## Analysis of Bill Provisions

Specifically, this bill would:

- Establish the California New Administrator Support Program to be administered by the Superintendent of Public Instruction contingent upon an appropriation in the Budget Act.
- Require that the program provide an effective transition into schoolsite careers for first- and second-year administrators through one-on-one support and mentoring by experienced administrators. The program would help new administrators with curricular and instructional leadership, time management, interactions with staff and parents, pupil discipline, due process rights for pupils and staff and teacher and pupil assessment.
- Provide that participation in this program is voluntary for administrators, school districts, and county offices of education and may not be a condition of employment.
- Require, for funding purposes, highest priority is given to school districts that have the highest percentage of new administrators assigned to and practicing in low-performing or hard-to-staff schools.
- Require the performance assessment developed under this program provide useful and helpful feedback to new administrators and their support providers and may not be used for employment-related evaluations.
- Authorize a school district, consortium of school districts, or county office of education, alone or in a consortium that may include a professional leadership academy, to seek approval from the Commission to develop and implement a program to qualify participating administrators for a professional clear administrative services credential. These new administrator programs must be consistent with all applicable accreditation requirements.
- Require the Superintendent of Public Instruction to evaluate the effectiveness of the program two years following full implementation and report the findings to the Legislature in an interim report no later than January 1, 2005.
- Require the Superintendent of Public Instruction to adopt and implement criteria for participation in the system.
- Require the Superintendent of Public Instruction to allocate \$3,000 for each new administrator participating in this program and the school district, consortium of school districts, or county office of education to contribute at least \$2,000 per new administrator.

**Similar bill vetoed last year.** This bill is almost identical to AB 1892 (Steinberg) from last year. The veto message (attached) stated that the bill could result in as much as \$2.7 million in General Fund costs in 2000-01 that were not in the 2000 Budget Act.

## Analysis of Fiscal Impact of Bill

The number of local programs that may seek Commission approval or the work needed to approve these programs is unknown. However, Commission staff, based on the information available, estimates annual costs of about \$58,000 from the Teacher Credentialing Fund to approve these new administrator support programs.

## Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies may apply to this measure:

**1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**

**3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**

**7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.**

### **Organizational Positions on the Bill**

None known at this time.

### **Reason for Suggested Position**

Commission staff recommends a watch position because this bill was vetoed last year.

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### **Governor Davis' Veto Message**

To Members of the California Assembly:

I am returning Assembly Bill 1892 without my signature.

This bill would create the California New Administrator Support Program, through which experienced schoolsite administrators would provide first and second-year schoolsite administrators with one-on-one mentoring and support.

This bill could result in General Fund costs of as much as \$2.7 million in 2000-01, and \$11 million in 2001-02 with the annual inflation factor provided for in the bill.

Assembly Bill 1892 has costs that are not included in the 2000 Budget Act. While this legislation may have merit, the appropriation for the program should compete with other priorities during the annual budget process next year.

Sincerely,

GRAY DAVIS

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## California Commission on Teacher Credentialing

### Meeting of:

February 7-8, 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

✓ Action

### Prepared by:

Perl Yu, Analyst  
Fiscal and Business Services

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## 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 January 2001 Commission 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 January 2001. Due to the timing of the status report and the preparation of this agenda item, the status report and a proposed 2001 Strategic Plan will be presented to the Commissioners as an in-folder item at the February 2001 Commission meeting.

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## California Commission on Teacher Credentialing

**Meeting of:** February 7-8, 2001

**Agenda Item Number:** FPPC-2

**Committee:** Fiscal Policy and Planning

**Title:** Update Regarding Contract for External Audit of the Commission's Local Assistance Programs

✓ Information

**Prepared by:** Cathy Beach, Manager  
Program Operations

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### BACKGROUND

At the October 2000 Commission meeting, Commissioners authorized the Executive Director to contract with an outside entity and expend \$60,000 on an audit that focuses primarily upon tracking local assistance funds distributed by the Commission.

### SUMMARY

In November 2000, the Executive Director entered into an agreement with the firm KPMG Consulting (KPMG) to conduct the audit under a California Multiple Award Schedule. The deliverables under that agreement include submission of a draft report in January 2001 with a final report due on February 1, 2001. While developing this agenda item, Commission staff was awaiting receipt of the draft report. Staff expects that KPMG's final report will be presented as an in-folder item at the February 2001 Commission meeting. After review by Commissioners, this report will be forwarded to the Legislative Analyst's Office and the Department of Finance.







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## California Commission on Teacher Credentialing

**Meeting of:** February 7-8, 2001

**Agenda Item Number:** FPPC-3

**Committee:** Fiscal Policy and Planning

**Title:** Second Quarter Report of Revenues and Expenditures for Fiscal Year 2000-2001

✓ Information

**Prepared by:** Perl Yu, Analyst  
Fiscal and Business Services

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### BACKGROUND

As previously scheduled in the Commission's quarterly calendar, staff is presenting the Commission's revenue and expenditure data for the second quarter of fiscal year 2000-2001.

### SUMMARY

The attached two charts depict the Commission's revenue and expenditure balances as of December 31, 2000. The following notes provide explanations for certain key points:

#### *Chart 1 - Revenues*

- All of the revenue percentages were calculated as a ratio of the actual revenue collected compared to the amounts projected in the Fall of 2000.
- The revenue received and deposited in the Teacher Credentials Fund for fiscal year 2000-2001 is currently four percent over the Fall projection. Credential fees received in the first half of the years are traditionally higher than those received in the second half.
- Comparing the amounts received this year to the amounts received in the same period last year, total revenue for the Teacher Credentials Fund is down by \$1.3 million or 17 percent. This decline is attributable to (1) a reduction in the amount of fingerprint fees collected due to Livescan implementation; (2) a reduction in credential fees received from first-time applicants taking advantage of the fee-waiver program; and (3) a five dollar reduction in credential application fees effective July 1, 2000.
- Revenues reflected in the Test Development and Administration Account include all funds received as of December 31, 2000. However, the numbers do not include CLAD/BCLAD test administrations, as both administrations of the tests will occur in the second half of the fiscal year. In addition, revenue from the CBEST and RICA examinations is historically higher in the last three administrations of the fiscal year.

#### *Chart 2 - Expenditures*

- Personal Services costs expended in comparison with the budgeted amounts reflect salary savings accrued due to delays in filling new positions and certain vacant positions that are currently in various stages of recruitment.
- The "Operating Expenses and Equipment" expenditures include actual expenditures plus encumbrances (expenses that the Commission has obligated itself to spend at a future date). Therefore, the expenditure level of 57 percent is appropriate at this point in the fiscal year.

Staff is available to answer any questions the Commissioners may have.

Chart 1 - Revenue

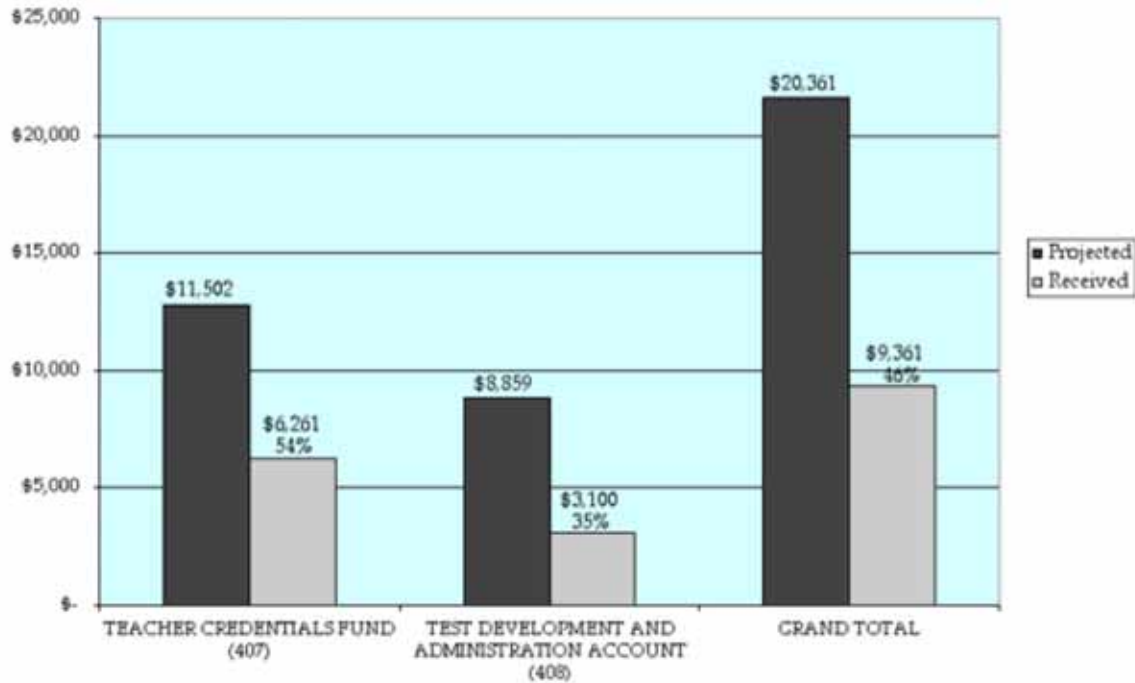
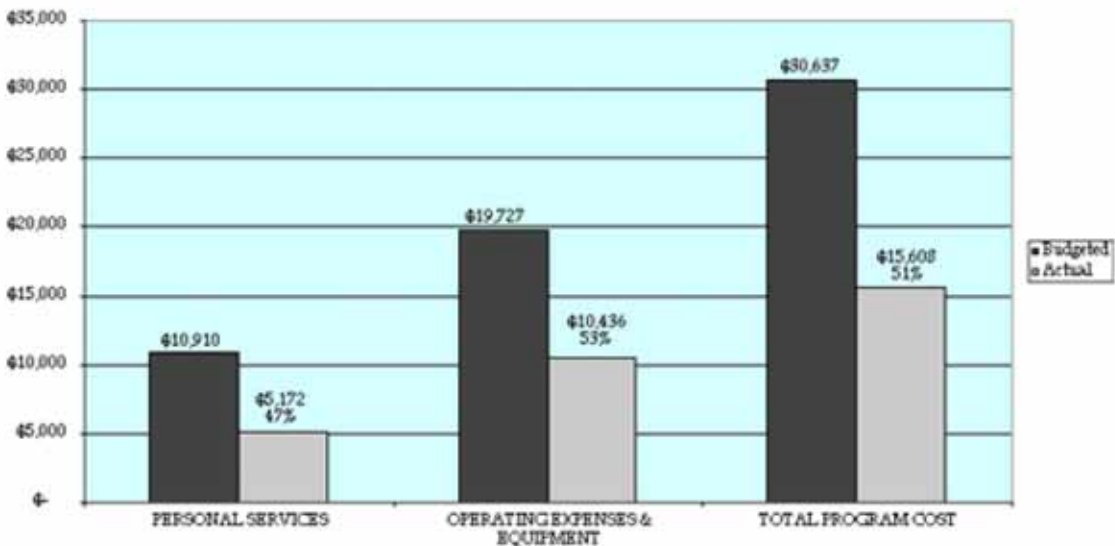


Chart 2 - Expenditures



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## California Commission on Teacher Credentialing

**Meeting of:** February 7-8, 2001

**Agenda Item Number:** FPPC-4

**Committee:** Fiscal Policy and Planning

**Title:** Report on the Governor's Budget for Fiscal Year 2001-2002

✓ Information

**Prepared by:** Karen Romo, Analyst  
Fiscal and Business Services

### BACKGROUND

On January 10, 2001, Governor Gray Davis submitted to the Legislature his proposed budget for Fiscal Year (FY) 2001-2002. This agenda item is intended to advise Commissioners of the salient points of the Commission's portion of that budget.

### SUMMARY

**Proposed Budget**  
(Dollars in thousands)

	2000-01	2001-02	Difference	
<b>Total Budget</b>	\$88,964	\$85,298	-\$3,666	(-4%)
State Operations	\$30,637	\$26,971	-\$3,666	(-12%)
Local Assistance	\$58,327	\$58,327	\$0	(0%)
Positions	196.7	195.7	-1.0	(-0.5%)

### Budget Highlights

**Governor's Initiatives:**

- The proposed budget for BTSA has been increased from \$89 million in FY 2000-2001 to \$105 million in FY 2001-2002. These funds will continue to remain in the budget of the California Department of Education.

**Commission-Initiated Budget Change Proposals:**

- Staffing increase to address workload growth in the Division of

Professional Practices; and

- Converting two limited-term positions to permanent in the Information Management Systems Section to address ongoing workload growth and to provide sufficient technical expertise to achieve and sustain the benefits of the Governor's E-government Initiative.

## Budget Charts

The Commission's budget is presented visually in the following three charts that are attached to this narrative:

- **Chart One:** Depicts the total budget by State Operations and Local Assistance categories;
- **Chart Two:** Shows the funding of the State Operations portion of the budget; and
- **Chart Three:** Shows the breakdown of the Local Assistance portion of the budget.

Staff is available to answer any questions the Commissioners may have.

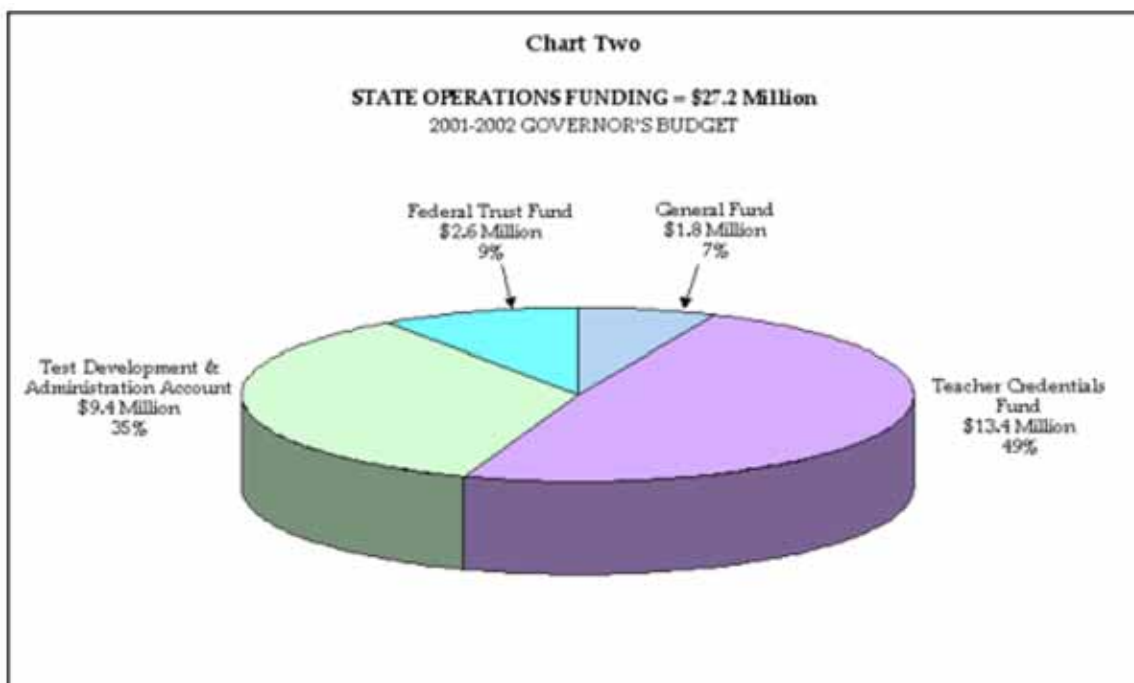
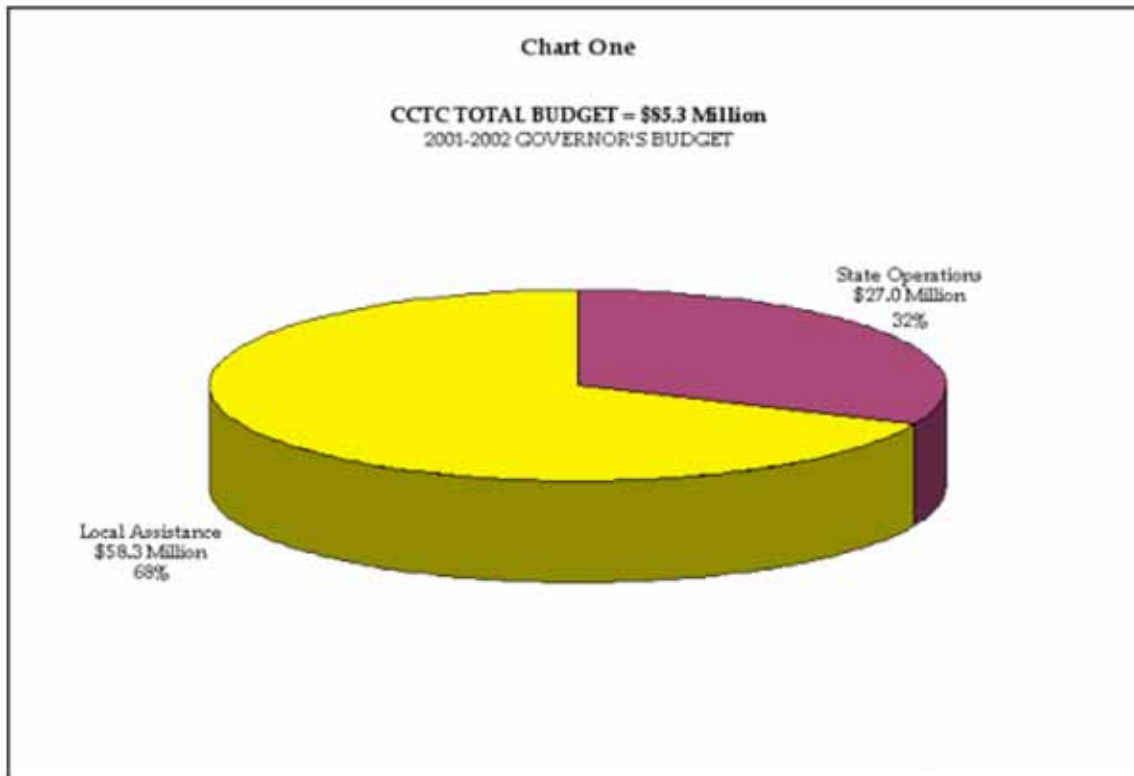
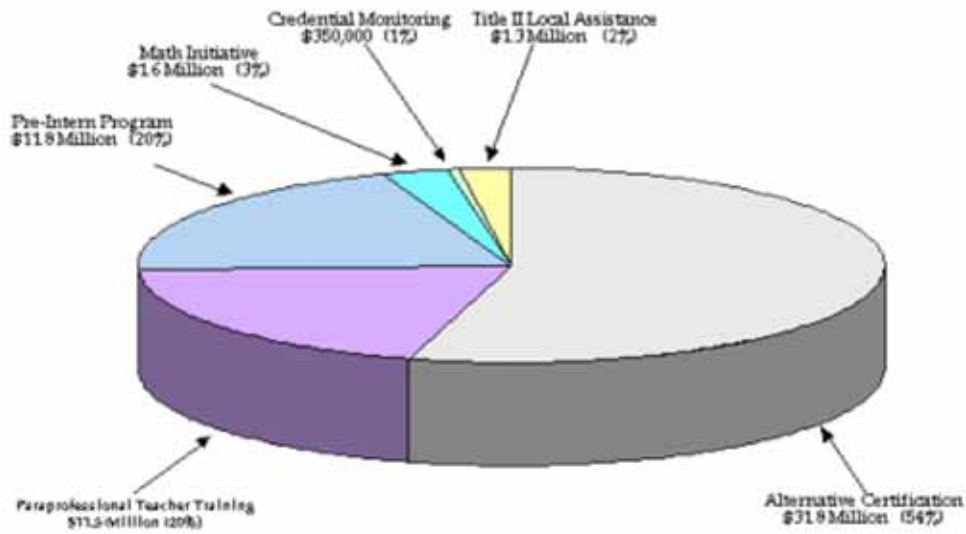


Chart Three

**LOCAL ASSISTANCE FUNDING = \$58.3 Million**  
2001-2002 GOVERNOR'S BUDGET



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## California Commission on Teacher Credentialing

**Meeting of:** February 7-8, 2001

**Agenda Item Number:** PREP-1

**Committee:** Preparation Standards

**Title:** Report of the Ad Hoc Committee to Review the Procedures for Interviewing and Selecting Members of the Committee on Accreditation (COA)

✓ Report

**Prepared by:** Dennis S. Tierney, Ph.D., Consultant  
Professional Services Division

### Report of the Ad Hoc Committee to Review the Procedures for Interviewing and Selecting Members of the Committee on Accreditation (COA)

#### Professional Services Division

January 3, 2001

#### Executive Summary

Last year, the Commission appointed six members of the Committee on Accreditation (COA). At that time, the Commission determined that minor modifications in the selection procedures were necessary to improve the election process. An Ad Hoc committee of two members of the Commission was appointed by the Chair to review procedures and make minor modifications to the process. This report provides the findings and recommendations of the Ad Hoc Committee regarding the minor modifications to the election process. In addition, background information about the origins and functions of the Committee on Accreditation, the state laws and policies that govern the selection process, how finalists are screened by the Nominations Panel, and how the Commission chose to select the members and alternates in 1998 and 2000 are presented.

#### Fiscal Impact Summary

The Commission's base budget includes resources to support the activities of the Committee on Accreditation, including the solicitation of nominations and the selection of members by the Commission. No augmentation of the budget is needed to carry out the recommended selection and appointment process modifications.

#### Policy Issues To Be Decided

Should the Commission adopt the Ad Hoc Committee's recommended minor modifications

## Background Information

Ten years ago, the Commission decided to transform its credential program evaluation process into a professional accreditation system. Lawmakers adopted this plan and enacted Senate Bill 148 (Bergeson), which authorized the Commission to design a professional accreditation system with the advice of an Accreditation Advisory Council that was appointed by the Commission. After working closely with this Council over an extended period of time, the Commission, in 1993, adopted an *Accreditation Framework*, which set forth the Commission's policies that govern the professional accreditation system today.

The accreditation policies in the *Accreditation Framework* are based on four underlying principles regarding the accreditation of professional preparation programs.

- (1) The professional preparation of educators should be informed and guided by a professional knowledge base.
- (2) The professional stature of educators and educator preparers, who draw on knowledge and expertise in the practice of their profession, should be affirmed.
- (3) The accountability relationships between professional educators and those who prepare them should be strengthened.
- (4) Accreditation is most likely to contribute to substantial improvements in credential program effectiveness if accreditation decisions are based on evidence that is credible to professionals who work in the affected schools.

The Commission decided to implement these underlying principles by establishing a new organizational structure so accreditation decisions would be made (and would be perceived to be made) solely on the basis of the professional expertise of the decision-makers. In 1993, the Commission pursued these principles legislatively by sponsoring SB 655 (Bergeson), which amended the Education Code to establish the Committee on Accreditation as a statutory body that makes accreditation decisions. To ensure that accreditation decisions would be made solely on the basis of professional expertise, SB 655 required that (a) all members of the Committee be appointed by the Commission, and (b) all members serve on the basis of their professional judgment, and not as representatives of the organizations or institutions to which they belong.

In establishing the Committee on Accreditation, the Commission did not cede any of its policymaking authority over the preparation of educators or the accreditation of institutions. Under SB 655 and the *Accreditation Framework*, the Commission retained the exclusive authority and responsibility to adopt standards for educator preparation, and to make all other policy decisions that govern the system of professional accreditation in education. As a significant step toward making education "more professional," the Commission decided to delegate to professional educators the important responsibility of implementing the Commission's policies, and of enforcing the Commission's preparation standards. These functions are now the responsibilities of the Committee on Accreditation. Since the Committee's inception in 1995, the Commissioners have been enthusiastic about initiating this innovation, which "breaks new ground" in relation to what 49 other states are doing to improve the performance of professional educators, and to elevate their stature.

## Committee on Accreditation: Provisions of State Law

As a result of SB 655, the Education Code governs the functions and responsibilities of the Committee on Accreditation. These provisions of current law are summarized below because the Committee members should be selected with these functions and responsibilities in mind. According to Section 44373 (c) of the Education Code, the Committee on Accreditation has the legal authority and responsibility to:

- (1) Make decisions about the professional accreditation of educator preparation in California colleges and universities.
- (2) Make decisions about the initial accreditation of new programs of professional preparation in California institutions.

- (3) Determine the comparability of standards submitted by applicants with those adopted by the Commission.
- (4) Adopt procedural guidelines for accreditation reviews, and monitor the performance of accreditation teams and other aspects of the accreditation system.
- (5) Present annual accreditation reports to the Commission and respond to accreditation issues and concerns that are referred to the Committee by the Commission.

Pertaining to the membership of the Committee, Section 44373 (a) requires that Committee members shall be "selected for their distinguished records of accomplishment in education." This law also requires that "six members (of the Committee) shall be from postsecondary education institutions, and six shall be certificated professionals in public schools, school districts, or county offices of education in California." Another requirement of Section 44373 is that "membership shall be, to the maximum extent possible, balanced in terms of ethnicity, gender, and geographic regions." The law further requires that "the Committee shall include members from elementary and secondary schools, and members from public and private institutions of postsecondary education." In making these appointments, however, the Commission should not appoint members to represent particular organizations or agencies, because the law requires that "no member shall serve on the Committee as a representative of any organization or institution."

In very general terms, the Education Code also governs *how* the Committee on Accreditation members are to be selected. Section 44372 (d) requires that *the Commission* shall "appoint and re-appoint the members of the Committee on Accreditation." Section 44373 (b) requires that "appointment of . . . Committee members shall be from nominees submitted by a distinguished panel named by a consensus of the Commission and the Committee on Accreditation." As for the nominating panel, Section 44373 (b) requires that "for each Committee position to be filled by the Commission, the panel shall submit two highly qualified nominees."

### **Selection of the Committee on Accreditation: Provisions of the Accreditation Framework**

The *Accreditation Framework* serves to clarify and make specific the provisions of state laws that govern the accreditation of educator preparation in California. The following paragraphs summarize the provisions of this policy document that govern the selection and appointment of Committee on Accreditation (COA) members. Where appropriate, comments will be included to describe how that paragraph applied to the 2000 selection process.

Section 2 of the *Accreditation Framework* includes a paragraph about membership composition, a paragraph about membership criteria, and six paragraphs about the appointment of COA members. These provisions are summarized below.

- (1) To begin, the Commission and the Committee on Accreditation jointly appoint a Nominating Panel that has a significant role in the selection process. In 2000 the Nominating Panel consisted of the following individuals:

Mr. Mike Stuart, Superintendent  
Shasta Union High School District

Mr. Hugo Lara, Superintendent  
Guadalupe Union School District

Ms. Elaine Johnson  
California Federation of Teachers

Dr. Robert Calfee, Dean  
Graduate School of Education  
University of California, Riverside

Dr. Jody Servatius, Director  
CalState Teach Program

Dr. Arthurlene Towner, Dean  
School of Education and Allied Studies  
California State University, Hayward

- (2) To solicit nominations for the Committee on Accreditation, the Nominating Panel requests nominations from professional education institutions, organizations, agencies, and individuals. Each nomination must be submitted with the consent of the individual, and with the nominee's professional resume. Self-nominations are not accepted. Invitations to nominate potential members of the Committee on Accreditation were mailed to an extensive list of individuals and organizations (See Appendix A for the list). The letters of invitation to nominate were sent in November, 1999. Twenty-seven nominations were received before the deadline for nominations, which was January 31, 2000. Each nominated candidate was requested to submit a vita or resume of her/his professional qualifications, and a letter of recommendation.
- (3) The Nominating Panel screens the professional qualifications of each nominee, and recommends at least two highly qualified nominees for each vacant seat on the COA. These recommended nominees are "finalists" in the selection process. The Nominating Panel drew the finalists equally from colleges and universities (half of the finalists) and elementary and secondary schools (half of the finalists). In 2000, there were three vacancies for college and university members of the COA and three vacancies for elementary and secondary members of the COA. In addition, since there was only one remaining alternate member available on the postsecondary side of the COA and two remaining members of the K-12 side of the COA, the number of finalists was increased by one for each group for a total of seven candidates on each side. This arrangement was intended give the Commission an adequate pool of candidates and alternates.
- (4) The Commission appoints the members and alternate members of the COA by selecting from the nominees submitted by the Nominating Panel. Selection of Committee members is based on the breadth of their experience, their diversity of perspective and their distinguished records of accomplishment in education. The specific criteria for membership on the COA are:
  - evidence of achievement in the education profession;
  - recognized professional or scholarly contributions in the field of education;
  - recognition of excellence by peers;
  - experience with and sensitivity to issues of human diversity;
  - distinguished teaching in public schools and postsecondary institutions;
  - leadership experiences in education reform and restructuring efforts;
  - knowledge of issues related to the preparation and licensing of education professionals;
  - knowledge of accreditation issues and processes in education; and
  - knowledge of multiple disciplines in education, and possession of appropriate professional credentials.
- (5) According to the *Accreditation Framework*, the Committee must include members from elementary and secondary schools. The elementary and secondary school members include at least one certificated administrator, at least one certificated teacher, and at least one certificated role specialist. The Committee must include members from public and private postsecondary institutions. The postsecondary members include at least one administrator and at least one faculty member, each of whom must be involved in professional teacher education programs. To the maximum extent possible, membership on the Committee is to be balanced in terms of ethnicity, gender, and geographic regions of the state. Appendix B contains a description of the required balancing factors.
- (6) The Commission appoints members of the COA to three-year terms. A member may be re-nominated and re-appointed to a second term of three years. A member may serve a maximum of two terms on the Committee. In 2000, one postsecondary finalist sought a second term.
- (7) All members of the COA serve as members-at-large, and no member serves as a representative of any organization, institution, or constituency.
- (8) When a seat on the COA becomes vacant prior to the conclusion of the member's term, the Executive Director fills the seat for the remainder of the term by appointing a replacement from the list of alternate members

To summarize, the Commission appoints all members and alternate members of the Committee on Accreditation for specific terms pursuant to Education Code 44372 (d) and

Section 2 of the *Accreditation Framework*. The Commission selects the Committee members and alternate members from nominees submitted by the Nominating Panel. The Commission ensures that the Committee on Accreditation is professionally distinguished and balanced in its composition, but does not appoint members to represent particular institutions, organizations or constituencies.

### **Commission's Process for Selection of Committee on Accreditation Members as Modified in July, 1998**

In July of 1997, the Commission adopted procedures for selection of the members of the Committee on Accreditation. Meeting in General Session the Commission was to conduct face-to-face interviews with the finalists. The structured interviews would have taken place on a day separate from a regularly scheduled meeting of the Commission. During its next regularly scheduled meeting, the Commission would have voted to select the COA members and alternates.

In 1998, for reasons of cost savings and Commissioner preference, the interviews took place during an expanded meeting of the Executive Committee of the Whole. Because the Committee was meeting as Executive Committee of the Whole, action on the appointments was taken at the same meeting. The key procedures used in the selection process are described in this section.

- (1) The Commission decided that the finalists for appointment to the COA should be interviewed by members of the Commission for the purpose of obtaining reliable, first-hand information about the finalists and their qualifications to serve on the COA.
- (2) The members of the Executive Committee of the Commission conducted the interviews with the finalists. The Commission met as a Committee of the Whole to enable all members of the Commission to participate in the interview process, as they were available to do so.
- (3) During the interviews, the Commissioners asked the same four questions of all finalists. No finalist had access to the questions prior to the interviews. There were no variations in the presentation of four questions to the finalists. The four questions related directly to the work of the Committee on Accreditation.
- (4) Commissioners listened to each finalist's answers, took notes to record what each finalist said, and evaluated each finalist's response to the questions. Commissioners' evaluations were based on specific criteria that are directly related to the accreditation policies and selection criteria in the *Accreditation Framework*.
- (5) After all finalists were interviewed, the Chair of the Executive Committee provided a ten minute review period, at the pleasure of the Committee, to review the professional accomplishments of the finalists, study the balancing factors or re-read notes taken during interviews.
- (6) The Chair then asked the Secretary to call the roll of the Executive Committee of the Whole. Each member voted for *two candidates* from the group of *K-12 finalists*. The staff tallied the votes and indicated which K-12 candidates earned the votes of a majority of the Executive Committee members, up to a maximum of two members. Staff advised the Executive Committee of the status of the balancing factors before the final selection was made. The roll call was repeated until three recommended K-12 finalists were appointed to the COA.
- (7) The Chair followed a similar procedure for the Committee to select and recommend three *postsecondary education finalists* for appointment to the COA.
- (8) After the three K-12 finalists and the three postsecondary finalists were placed on the "slate" for appointment to the COA, the Executive Committee then selected from the remaining *elementary and secondary finalists* and from the remaining *postsecondary finalists* as *alternate members* of the COA according to the number of positions available. The Chair asked the Secretary to call the roll, and each Executive Committee member voted for the number of elementary and secondary alternates needed and the number of post-secondary alternates needed. If none of the finalists received a majority vote, additional roll calls occurred until the alternate members were recommended.
- (9) The Chair then entertained a motion for the Executive Committee to affirm the "slate" of selected individuals and to recommend this list of prospective members and



alternates during the Executive Committee's report to the Commission the next day.

## **Committee on Accreditation Selection Procedures for July 2000**

The Chair of the Commission determined that the same procedures used for the July, 1998 selection process would be used in 2000, except that the Commission met in General Session rather than Executive Committee of the Whole. Interviews were scheduled with all fourteen finalists. General Session was convened on Wednesday, July 12, to conduct interviews for the Committee on Accreditation. Interviews began at 8:30 a.m., after a brief orientation, and continued throughout the day. Each interview lasted approximately 20 minutes. With short breaks between interviews, conducting fourteen interviews consumed the entire day. At the end of the interview schedule, the Commission conducted a vote to select the COA members and alternates. The remainder of the Commission's July meeting was conducted on Thursday, July 13, 2000.

Following the selection of the new COA members, Commissioners spent some time reflecting on the process and identified several areas where the process could be improved. For example, Commissioners suggested that the staff consider scheduling interviews over two days and clustering K-12 and postsecondary candidates, and raised questions about the use of telephone interviews, the voting procedure, and the application of balancing factors. This was the third time the Commission has conducted elections for the Committee on Accreditation. Each time the Commission has modified the procedure somewhat. The *Accreditation Framework*, which establishes the parameters for the nomination and selection process, is currently being evaluated by an external contractor. It is timely for the Commission to review and consider modifications to its procedures in this area. Toward that end, staff recommended that the Chair of the Commission appoint an ad hoc committee of Commissioners to work with staff to modify and refine its procedures in preparation for the next COA election, scheduled for July 2001.

### **The Ad Hoc Committee to Review the Procedures for Interviewing and Selecting Members of the Committee on Accreditation**

In the Fall of 2000, the Chair of the California Commission on Teacher Credentialing appointed two Commissioners to serve on the Ad hoc Committee. Commissioners Madkins and Johnson had indicated an interest in serving on such a committee and were appointed by the Chair. Following their meeting of December 6, 2000 at the Commission offices, the Ad Hoc Committee submitted a written report of its work and recommendations for making minor modifications to the interview and selection process that could be implemented for the 2001 election process. In addition, the committee noted two goals that it recommends the Commission pursue as a part of the current external evaluation of the Accreditation Framework now being conducted by the American Institute for Research of Palo Alto, California. The written report prepared by the Ad Hoc Committee is reprinted below.

### **Report of the Ad Hoc Committee on Elections for the Committee on Accreditation**

Commissioner Lawrence Madkins, Commissioner Elaine Johnson, and Consultant Dennis Tierney met on December 6 in the CTC offices. After thorough discussion, the committee determined that the following procedural changes would improve the process for appointing the COA:

1. Maintain a firm deadline; nomination packets which arrive after the announced due date will not be accepted. Rationale: in this era of fax, web and email, there is really no reason materials cannot arrive from applicants in a timely manner. Without full back-up papers, the Nominating Panel can't make informed decisions.
2. The Nominating Panel will receive and read all papers submitted by nominees. Rationale: the distinguished educators on the Nominating Panel understand the requirements of the Accreditation Framework for staffing the Committee. They have deep connections in both the K-12 and higher education communities, so can assess the applicants' qualifications from both levels, thus making more informed recommendations both for balancing the membership on the Committee and for ensuring its overall strength.
3. The Commission will conduct no telephone interviews. Rationale: phone interviews put both Commissioners and interviewees at a disadvantage. A condition of nomination

should be availability on the advertised interview date.

4. Nominees will be recommended to the Commission following a meeting of the Nominating Panel. Rationale: the entire process will benefit from the group's ability to share ideas and reactions to the nominations.
5. Applications for 2001 will include a one-page cover letter for the resume. Rationale: a short cover letter will put the voice of the nominee into the paper process and before the Commissioners prior to interviews.
6. Alternates who wish to be considered for appointment must reapply. Rationale: alternates should resubmit papers to make the process fair and to ensure that commissioners can review current consistent information from each nominee.

The Ad Hoc Committee identified two goals:

1. to have nominations in April, so as not to bump up against deadlines every year.
2. to elect every year, so four new members join the committee every year, rather than six every year for two years and then skip a year.

Rather than make these changes now, the Ad Hoc Committee agreed to wait for the results of the external evaluation currently underway by the American Institutes for Research (AIR). If that group does not recommend a change in the voting cycle, the Commission should seek this change through legislation.

With respect to the day in which interviews are conducted by the Commission, the Committee agreed that the questions need to be revised. A follow-up question getting at diversity should be added, and each nominee should be asked whether they have any further information to share with the Commission.

Dr. Tierney will investigate the legality of the use of a weighted vote in the final rounds to avoid the risk of tie votes. However, at times the Commission might not have a choice since the Framework requires appointment of a particular kind of nominee.

## Appendix A

### Invitation to Nominate Potential Members of the COA

With the guidance and direction of the Nominating Panel, the invitation to nominate potential members of the Committee on Accreditation was mailed to many individuals and organizations. The chief executive officers of the following organizations were encouraged to participate in the Committee selection process by nominating distinguished teachers, administrators, professors, and deans of education.

- California State University
- University of California
- Association of Independent California Colleges and Universities
- California Department of Education
- California Teachers Association
- California Federation of Teachers
- United Teachers of Los Angeles
- United Educators of San Francisco
- Association of California School Administrators
- **California School Boards Association**
- California Council for the Education of Teachers
- California Association of Colleges for Teacher Education
- State of California Association of Teacher Educators
- All Education Departments and Colleges with Credential Preparation Programs
- All Preparation Programs for the Multiple Subject Teaching Credential
- All Preparation Programs for the Single Subject Teaching Credential
- All Preparation Programs for the Special Education Teaching Credentials
- All Preparation Programs for the Administrative Services Credentials
- All Preparation Programs for the Other Specialist and Services Credentials
- Curriculum and Instruction Steering Committee of County Superintendents
- Personnel Administrators of County Offices of Education

- California Association for Bilingual Education
- California Association of Teachers of English to Speakers of Other Languages
- Language Diversity Research Projects, University of California
- California Association for Supervision and Curriculum Development
- California Association of Teachers of English
- California Council for the Social Studies
- California Science Teachers Association
- California Council of Teachers of Mathematics
- California Art Education Association
- California Music Education Association
- California Council of Music Teacher Educators
- California Foreign Language Teachers Association
- California Association for Physical Education, Recreation and Dance
- Directors, Beginning Teacher Support and Assessment Programs
- Directors, Large School District Staff Development Offices
- Directors, Bilingual Teacher Training Programs
- Directors of District and County Bilingual Education Programs
- California Subject Matter Projects in Seven Curriculum Subjects
- California League of Middle Schools
- Network of Elementary Schools Implementing *It's Elementary*
- Network of Middle Schools Implementing *Caught in the Middle*
- Network of High Schools Implementing *Second to None*
- All Elementary and Secondary Schools with School Restructuring Grants
- Directors, Administrative Training Centers, School Leadership Association
- Directors, Special Education Local Planning Areas

## **Appendix B**

### **Professional Qualification Factors and Balancing Factors for Appointment of the Committee on Accreditation**

This section of the report provides information about qualification factors that are most relevant to the responsibilities of the Committee on Accreditation (COA). Also presented are four sets of factors to be considered for the purpose of balancing the membership of the Committee along several key dimensions.

#### **Professional Qualification Factors to be Used in the Selection Process**

According to state law, the over-arching factor in the selection of COA members is to be the finalists' "distinguished records of accomplishment in education." To elaborate on this requirement of law, the *Accreditation Framework* identifies several specific criteria for judging the professional qualifications of each finalist:

- evidence of achievement in the education profession;
- recognized professional or scholarly contributions in the field of education;
- recognition of excellence by peers;
- experience with and sensitivity to issues of human diversity;
- distinguished teaching in public schools and postsecondary institutions;
- leadership experiences in education reform and restructuring efforts;
- knowledge of issues related to the preparation and licensing of education professionals;
- knowledge of accreditation issues and processes in education; and
- knowledge of multiple disciplines in education, and possession of appropriate professional credentials.

When the Commissioners select and appoint the members of the COA (and alternates), these professional qualification factors serve as the primary basis for selection decisions.

#### **Balancing Factors: Level One (Education Code and Accreditation Framework)**

The law and the *Accreditation Framework* require that six members of the Committee on Accreditation *must* be "certificated professionals in public schools, school districts, and county offices of education," and that six members *must* be "from postsecondary education institutions." The Commission must, therefore, appoint a COA that is balanced in relation to this factor. Because the law specifies the numbers of members to be appointed according to this factor, it is referred to as Balancing Factors: Level One. (Subsequent balancing factors



are governed by less specific laws, so they are referred to below as Balancing Factors: Levels Two and Three and Four.)

During the 1998 and 2000 elections, information about the finalists' professional qualifications was included in the Commission's agenda materials. In this information, the finalists were grouped according to Balancing Factors: Level One. Seven finalists were "from postsecondary education institutions," and seven finalists were "certificated professionals in public schools, school districts, and county offices of education." Each finalist's current employment status was the only criterion for placing that finalist in one of the two groups.

The selection process must take place so the appointees are evenly balanced on these factors. The Commission is required to appoint three finalists in each group to the Committee on Accreditation. One finalist in the school-based group and two postsecondary-based finalists should be designated as alternate members of the Committee.

### **Balancing Factors: Level Two (Education Code and Accreditation Framework)**

These balancing factors are referred to as Balancing Factors: Level Two because they are specified in law, but the *Accreditation Framework* did not stipulate how many appointments are to be associated with them. They are as follows:

- the six members of the Committee from public schools, districts, and county offices must include *members from elementary schools and secondary schools*;
- the six members of the Committee from postsecondary institutions must include *members from public and private institutions*;

To select and appoint COA members according to the law, it may be valuable for Commissioners to consider the following categories and definitions associated with the Balancing Factors: Level Two.

**Elementary and Secondary Schools.** This balancing factor applies only to the selection and appointment of COA members and alternates who are employed in public schools, school districts, and county offices of education. In making appointments within this category of finalists, the Commissioners will consider the factor of employment at the elementary and secondary levels of public education. In the case of a finalist who holds a district-level or county-level position, members of the Commission are urged to consider the level of schooling in which *most of the finalist's prior professional experience occurred*. When the COA selections and appointments are made, the Commissioners will have information about the school level that predominates in each finalist's professional background.

Legally, the Commission must appoint at least *one COA member who is employed in (or whose professional background was predominantly in) elementary schools*, and at least *one member who is employed in (or whose professional background was predominantly in) secondary schools*. Beyond complying with the law, and in achieving a balanced COA, each Commissioner will decide how much weight to give to this factor. The Commissioners' decisions may be constrained to some extent by the distribution of the school-based finalists in relation to this factor.

**Public and Private Postsecondary Institutions.** This balancing factor applies only to the selection and appointment of COA members and alternates who are employed in colleges and universities. In making appointments within this category of finalists, the Commissioners will consider the factor of employment in public or private post-secondary education. The Commissioners will have information to indicate whether each finalist in the postsecondary category is employed at a public or private institution.

Legally, the Commission must appoint at least *one COA member who is employed at a public institution of postsecondary education*, and at least *one member who is employed at a private institution of postsecondary education*. Beyond complying with the law, and in achieving a balanced COA, each Commissioner will decide how much weight to give to this factor. The Commissioners' decisions may be constrained to some extent by the distribution of the college-based finalists in relation to this factor.

### **Balancing Factors: Level Three (Education Code and Accreditation Framework)**

The law stipulates that, to the maximum extent possible, membership of the Committee is to be balanced in terms of *ethnicity, gender, and geographic regions of the state*.

Ethnicity. When the Commissioners select and appoint the members of (and alternates to) the Committee on Accreditation, the factor of ethnic balance will be considered. The Commissioners' decisions may be constrained to some extent by the ethnic composition of the finalist group.

Gender and Geographic Regions. In selecting and appointing the COA members and alternates, the Commissioners will also consider gender and geographic region factors. Each Commissioner will decide how much weight to give to these factors. The Commissioners' decisions may be constrained to some extent by the distribution of the finalist group in relation to these factors.

#### **Balancing Factor: Level Four (*Accreditation Framework* only)**

In addition to Balancing Factors at Level One, Two and Three, the Commission decided to consider balancing the COA appointments among members whose professional responsibilities are predominantly instructional and members whose professional responsibilities are predominantly non-instructional. These balancing factors are referred to as Level Four because they are not specified in law. They are as follows:

- the six members from elementary and secondary schools must include at least *one administrator, one teacher, and one role specialist*; and
- the six members from postsecondary institutions must include at least *one faculty member and one administrator*, who must be active in teacher education programs.

At all levels of education -- elementary, secondary, and postsecondary -- major responsibility for student learning resides with those who provide instruction directly to students. Educators who provide instruction directly to students are most numerous in the schools and the postsecondary institutions. At the K-12 level, teachers earn the largest numbers of credentials. In colleges and universities, teaching faculty are the largest numbers of educator preparers. Similarly, the largest numbers of candidates for credentials intend to provide instructional services. Unless this factor is considered, however, the membership of the Committee on Accreditation could inadvertently consist predominantly of professionals who do not have instructional responsibilities.

In K-12 education as well as postsecondary education, professionals who lead and administer have more occasions in their work to confront policy issues such as those contained in the *Accreditation Framework*, than teachers and teaching faculty. Compared with professionals who lead and manage schools and institutions, instructional practitioners have fewer occasions to make decisions like those to be made by the Committee on Accreditation. As an unintended result of these circumstances, COA finalists whose responsibilities are primarily non-instructional may appear to be better qualified, as a group, than finalists whose work is predominantly instructional. The Balancing Factors: Level Four are suggested solely as an antidote to this unintended aspect of the selection process.

When the Commission selects and appoints COA members and alternates, the Commissioners are provided with information to show which finalists have responsibilities that are predominantly instructional and non-instructional. *The only legal requirement, however, is that Commissioners appoint at least one K-12 teacher and at least one teaching faculty member to the Committee.* In making appointments to the Committee, each Commissioner should decide how much weight to give to these factors. The school-based and college-based categories of finalists may constrain the Commissioners' decisions in relation to the factors because of the distribution of instructional and non-instructional professionals in the finalist group.



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## California Commission on Teacher Credentialing

**Meeting of:**

February 7-8, 2001

**Agenda Item Number:**

PREP-2

**Committee:**

Preparation Standards

**Title:**

Overview of Draft Standards of Quality and Effectiveness for Professional Preparation Programs

✓ Information

**Prepared by:**

Margaret Olebe, Consultant  
Professional Services Division

### Overview of Draft Standards of Quality and Effectiveness for Professional Preparation Programs

#### Professional Services Division

January 22, 2001

#### Executive Summary

The Advisory Panel for the Development of Teacher Preparation Standards (SB 2042) has completed and the Commission has received the 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 provide the Commission an opportunity for in-depth study and analysis of the Draft Standards for Professional Teacher Preparation Programs, including the Teaching Performance Expectations (examination content specifications). This report includes an overview of this set of standards and specifications, a guide to understanding the standards and specifications, and the draft standards and assessment specifications themselves.

#### Policy Question

Do the Draft Standards of Quality for Professional Preparation Programs reflect the Commission's policy goals for teacher preparation in the future?

#### 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. In January 2001, the initial results of these efforts were presented to the Commission during the meeting of the Performance Standards Committee of the Whole. They included:

- Draft Standards of Program Quality and Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential;
- Draft Standards of Program Quality and Effectiveness and Teaching Performance Expectations for Professional Teacher Preparation Programs; and
- Draft Standards of Program Quality and Effectiveness for Professional Teacher Induction Programs.

The purpose of this agenda report is to provide the Commission an opportunity for in-depth study and analysis of the Draft Standards of Quality and Effectiveness Professional Teacher Preparation Programs, including the Teaching Performance Expectations (examination content specifications), which are appended to this report. In future months, staff will bring to the Commission agenda reports that provide an analysis of the two additional documents presented in January, 2001, the Draft Standards of Program Quality and Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential and the Draft Standards of Program Quality and Effectiveness for Professional Teacher Induction Programs.

NOTE: The Draft Standards of Quality and Effectiveness for Professional Teacher Preparation Programs are available only in Adobe Acrobat Reader format.

Click [HERE](#) for the entire Agenda Item, including the Draft Standards of Quality and Effectiveness for Professional Teacher Preparation Programs ([Adobe Acrobat Reader required](#) - 108 pages, 273K).

## Overview of Draft Standards for Multiple and Single Subject Professional Teacher Preparation Programs

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 content standards for students and state-adopted 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, in the future, required 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 to this set of standards. 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 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 1. [Table 1](#) provides an overview of the Professional Teacher

**Table 1. Professional Teacher Preparation Standards**

Categories of Proposed Standards	Purpose of Each Proposed Category
<p><b>Category A: Program Design, Governance and Thematic Qualities</b></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><b>Purpose:</b></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><b>Category B: Preparation to Teach Curriculum in California Schools</b></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><b>Purpose:</b></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><b>Category C: Preparation to Teach Students Enrolled in California Schools</b></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><b>Purpose:</b></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><b>Category D: Supervised Fieldwork in the Program</b></p> <p>Standard 15: Structured Sequence of Supervised Fieldwork</p> <p>Standard 16: Selection of Fieldwork Sites and Qualifications Of Field Supervision</p> <p>Standard 17: Candidate Qualifications for Teaching Responsibilities In the Fieldwork</p>	<p><b>Purpose:</b></p> <p>Category D describes the ways in which field experiences should be structured to provide candidates for Multiple and Single Subject Teaching Credentials with multiple opportunities to practice their teaching skills prior to earning their Credentials.</p>



Sequence

Standard 18: Pedagogical Assignments and Formative Assessments During the Program

**Table 1. Professional Teacher Preparation Standards, Continued**

Categories of Proposed Standards	Purpose of Each Proposed Category
<p><b>Category E: Summative Performance Assessment in the Program</b></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><b>Purpose:</b></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><b>APPENDIX: Teaching Performance Expectations</b></p> <p><b>Making Subject Matter Comprehensible to Students</b></p> <ol style="list-style-type: none"> <li>Specific Pedagogical Skills for Subject Matter Instruction (reading/ language arts, math, science history/social science)</li> </ol> <p><b>Assessing Student Learning</b></p> <ol style="list-style-type: none"> <li>Monitoring Student Learning During Instruction</li> <li>Interpretation and Use of Assessments</li> </ol> <p><b>Engaging and Supporting Students in Learning</b></p> <ol style="list-style-type: none"> <li>Making Content Accessible</li> <li>Student Engagement</li> <li>Developmentally-appropriate Teaching Practices</li> <li>Teaching English Learners</li> <li>Instructional Technologies</li> </ol> <p><b>Planning Instruction and Designing Learning Experiences for Students</b></p> <ol style="list-style-type: none"> <li>Learning about Students</li> <li>Instructional Planning</li> </ol> <p><b>Creating and Maintaining Effective Environments for Student Learning</b></p> <ol style="list-style-type: none"> <li>Instructional Time</li> </ol>	<p><b>Purpose</b></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>

12. Physical Environment

13. Social Environment

**Developing as a Professional Educator**

14. Working with Others to Improve Student Learning

15. Professional, Legal and Ethical Obligations

16. Professional Growth

**Guide for Standards Study and Analysis**

The purpose of this section is to provide Commissioners with a conceptual framework for thinking about and understanding the content of the draft standards. For each standard, a brief description of the content and purpose is provided. This is followed by several prompts for considering the category as a whole. These prompts will be used to guide discussion during oral presentation of this item at the Commission meeting.

**Category A: Program Design, Governance And Qualities**

<b>DRAFT STANDARD</b>	<b>CONTENT</b>	<b>PURPOSE</b>
Standard One -- Program Design	Provides for a developmental scope and sequence of coursework and fieldwork that includes opportunities to learn: to teach the K-12 state adopted curriculum; the foundations and functions of education; and the Teaching Performance Expectations. Includes a summative teaching performance assessment.	This standard sets out the design parameters for a high quality teacher education program in California. It asks program sponsors to create a program that is based on research and scholarship in the field.
Standard Two -- Collaboration in Governing the Program	Calls for substantive, well-defined partnerships across subject matter preparation and pedagogical preparation providers, four year institutions, and local education agencies.	This standard assures that professional partnerships across the learning to teach continuum are substantive and actively involve all partners in the professional teacher preparation program.
Standard Three -- Relationships Between Theory and Practice	Through coursework and fieldwork, the design of the program addresses educational theories and research and how they are applied in classrooms, and provides opportunities for practice.	This standard calls for prospective teachers to acquire theoretical knowledge and to apply it throughout the program as they learn to teach in contemporary classrooms.
Standard Four -- Pedagogical Thought and Reflective Practice	Candidates' abilities to understand and apply pedagogical ideas and practices are fostered through discourse, classroom practice and subsequent reflection throughout the program.	This standard builds on the previous standard by providing for opportunities for extended discourse and reflection on practice in relation to theories and research as candidates gain experience in classrooms
Standard Five -- Equity, Diversity and Access to the Core Curriculum	Provides that candidates learn about the roles of equity and diversity in	This standard focuses on how student academic learning can be affected by



contemporary education in California and how they impact access to the core curriculum for students. Candidates should understand the role of bias in teaching and learning.

how teachers understand who comes to school and how schools contribute to student outcomes. It is a specific application of Standards 3 and 4.

Questions to Consider:

- Are the concepts addressed in this category important to the overall design and purpose of a teacher education program?
- Is the content of the standards reflective of current ideas and perspectives on teaching and learning in California?
- Will these standards lead to a teacher education program that would provide candidates a comprehensive professional education leading to a high degree of success as a beginning teacher?

**Category B: Preparation to Teach Curriculum to All Students in California Schools**

DRAFT STANDARD	CONTENT	PURPOSE
Standard Six -- Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas	States that all candidates must be given opportunities to learn the TPE's individually and in relation to each other, and receive formative feedback on their developing abilities to teach in relation to the TPE's so they may be successful on the summative teaching performance assessment.	This standard provides that candidates will learn and practice the TPE's in the curriculum of the program, and be given formative feedback on their progress. It assures that the teaching performance assessment is attempted only after candidates have information about their teaching in relation to the TPE's.
Standard Seven A (Multiple Subject) & B (Single Subject) -- Reading, Writing and Related Instruction in English	This is the previously adopted standard on the teaching of reading and writing, with modifications that specifically address the state adopted student academic content standards in English/Language Arts and the Reading/Language Arts Framework.	This standard specifies how candidates in multiple and single subject credential programs will be prepared to teach reading writing, and language arts in public schools in California as set out in the California Reading Initiative.
Standard Eight A (Multiple Subject) & B (Single Subject) Pedagogical Preparation for Subject-Specific Instruction	Describes subject-specific pedagogy in major content areas for each type of credential as specific applications of the TPE's so that candidates learn to use materials and provide instruction leading to student achievement of adopted academic content standards.	This standard specifies the teaching methods candidates must learn and apply in order to deliver content-specific, differentiated instruction for all students consistent with state adopted student standards and frameworks.
Standard 9 -- Using Computer-Based Technology in the Classroom	This is the previously adopted Level 1 standard reformatted to be consistent with other standards.	This standard meets the legislative requirement for computer education for teachers for the preliminary credential. Its extension (Level 2) is found in the Professional Teacher

## Questions to Consider:

- Are the main ideas addressed in this category important to the professional education of candidates in order to prepare them to teach the K-12 curriculum currently in California public schools?
- Is the content of the standards reflective of current ideas and perspectives on teaching and learning as stated in the state adopted student academic content standards and frameworks?
- Do these standards provide candidates a comprehensive learning opportunity so that they can successfully teach all students using content specific differentiated instruction in core academic subjects?

**Category C: Preparation to Teach All Students in California Schools**

<b>DRAFT STANDARD</b>	<b>CONTENT</b>	<b>PURPOSE</b>
Standard Ten -- Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning	Sets out four areas related to environment that influence outcomes in classrooms -- family and community relationships; democratic principles; student health and safety; and violence prevention.	This standard is intended to meet legislative requirements and legal responsibilities of teachers in these areas, and describes the scope and attributes of professional practice for beginning teachers in each.
Standard Eleven -- Preparation to Use Educational Ideas and Research	Describes three areas foundational to teachers' understandings of children and how they learn, and the role of formal education: Child and Adolescent Development; Theories of Learning; and Social, Cultural and Historical Foundations of Education.	This standard provides that candidates will learn about how children acquire knowledge as they develop and understand the role of contemporary education in shaping their learning experiences.
Standard Twelve -- Professional Perspectives Toward Teaching and Learning	Describes the ethical responsibilities of teachers to promote academic success for all students, and to participate as a member of the professional community.	This standard addresses the professional dispositions necessary for all educators.
Standard Thirteen -- Teaching English Learners	Makes specific the elements of Standard 7a & b that apply to teaching English learners. Addresses teaching for English language development and acquisition of academic content in all core subjects of the curriculum.	This standard is intended to meet the requirements of AB1059, and provides that candidates will understand how teaching ELD and Reading are related.
Standard Fourteen -- Preparation to Teach Special Populations in the General Education Classroom	Describes the knowledge, skills and strategies candidates need to teach students with disabilities, students with behavioral plans, and/or gifted students.	This standard is intended to meet legislative requirements formerly known as "mainstreaming" for the preliminary credential. The extension of this content for the professional credential is found in the Professional Teacher Induction Program

## Questions to Consider:

- Are the main ideas addressed in this category important to the professional education of candidates in order to prepare them to understand and teach students currently in California public schools?
- Is the content of the standards reflective of current perspectives on specific preparation of teachers to work with English Learners, special populations and on human development and learning?
- Do these standards provide candidates a comprehensive learning opportunity so that they can successfully teach all students within the organizational setting and norms of professional practice found in California public schools?

## Category D: Supervised Fieldwork in the Program

DRAFT STANDARD	CONTENT	PURPOSE
Standard Fifteen -- Learning to Teach Through Supervised Fieldwork	Sets out the parameters of a sequence of fieldwork experiences intended to develop candidates abilities to teach in relation to the TPEs, and apply ideas and practices learned in coursework. Includes requirements for teaching in a variety of contexts over time. Differentiates between intern and student teaching experiences.	This standard states the number and kinds of experiences required in the fieldwork portion of the program for multiple and single subject candidates. It assures that all candidates will experience the range of supervised experiences necessary to be successful in CA public schools.
Standard Sixteen -- Selection of Fieldwork Sites and Qualifications of Supervisors	Extends Common Standards 7 and 8 by making specific the types of school sites suitable for field experiences, and the professional qualifications, experiences and attributes to be taken into account in selecting field supervisors. Provides for the training of supervisors by qualified professionals	This standard enhances existing standards by stating the criteria programs should use to provide candidates with appropriate school-based learning experiences.
Standard Seventeen: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence	Describes the threshold of professional qualifications and readiness necessary to assume daily whole class teaching responsibilities.	This standard assures that only those candidates who are well-prepared progress to the final stage of student teaching.
Standard Eighteen: Pedagogical Assignments and Formative Assessments During the Program	Describes the progression of coursework and supervised fieldwork. Specifies the nature of the learning opportunities and assessment tasks multiple and single subject candidates experience in relation to the TPEs. Provides for specific formative feedback by trained supervisors.	This standard set the expectation that fieldwork experiences are increasingly complex, and that candidates receive timely feedback on their proficiency on the TPEs during the program from trained assessors (Std. 22).

Questions to Consider:

- Are the main ideas addressed in this category important to the professional education of candidates in order to prepare them to teach effectively in a variety of school settings?
- Does the content of the standards address the essential components of a successful supervised fieldwork sequence based on current knowledge and experience in California?
- Do these standards provide candidates a comprehensive set of learning opportunities so that they have classroom experiences with a range of students, including English Learners and special populations, that will lead them to be successful in California public schools?

**Category E: Summative Performance Assessment in the Program**

<b>DRAFT STANDARD</b>	<b>CONTENT</b>	<b>PURPOSE</b>
Standard Nineteen: Assessment Designed for Validity and Fairness.	Program sponsors must describe the assessment they will use and how it assesses the TPE's through the use of complex assessment tasks and scoring scales. They must address fairness of use with a range of students, and show how the assessment is at least equivalent to the Commission's.	This standard is intended for use by those program sponsors who wish to develop their own teaching performance assessment. It sets out the design parameters for locally developed assessments.
Standard Twenty: Assessment Designed for Reliability and Fairness.	Program sponsors will describe how they will address issues of consistency in the assessment development and implementation of their assessment, including a design for the training of assessors for accuracy and consistency.	This standard is intended for use by those program sponsors who wish to develop their own teaching performance assessment. It sets out the parameters for consistency and accuracy for locally developed assessments.
Standard Twenty One: Assessment Administered for Validity, Accuracy and Fairness	Program sponsors will state how they will implement the teaching performance assessment to assure consistency and accuracy of scoring of candidate responses in relation to the adopted passing standard. They will state how the assessment administration will be fair to all candidates.	This standard is intended for use by those program sponsors who develop their own assessments and those who use the Commission developed assessment. It focuses on how program sponsors will administer the assessment they have selected.
Standard Twenty Two: Assessor Qualifications and Training	Establishes criteria for assessor qualifications, assessor training and ongoing calibration, and assignment of assessors to the scoring of pedagogical assessment tasks.	This standard is intended for use by those program sponsors who develop their own assessments and those who use the Commission developed assessment.
Standard Twenty Three: Assessment Administration, Resources and Reporting	Specifies how scores are reported and subsequently used to inform candidates	This standard is intended for use by those program sponsors who develop their

and as one basis for recommendation for a preliminary credential. Describes expectations for documentation, resource allocation to support the assessment, and for use of aggregate results for program improvement.

own assessments and those who use the Commission developed assessment. This standards describes administrative practices associated with the assessment.

Questions to Consider:

- Do the standards address the essential components of a summative performance assessment?
- Are the main ideas addressed in this category important to the design and administration of a summative teaching performance assessment?
- Do the standards allow provide both the guidance and flexibility for program sponsors necessary to develop and/or administer a teaching performance assessment on their campus?
- Do these standards provide for a comprehensive set of learning opportunities for candidates to learn the Teaching Performance Expectations? To receive a fair and accurate score on the teaching performance assessment?

NOTE: The Draft Standards of Quality and Effectiveness for Professional Teacher Preparation Programs are available only in Adobe Acrobat Reader format.

Click **HERE** for the entire Agenda Item, including the Draft Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (**Adobe Acrobat Reader required** - 108 pages, 273K).



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## California Commission on Teacher Credentialing

**Meeting of:**

February 7-8, 2001

**Agenda Item Number:**

PERF-1

**Committee:**

Performance Standards

**Title:**

Recommended Award of a Contract for Administration and Development of the California Basic Educational Skills Test (CBEST)

✓ Action

**Prepared by:**

Mark McLean, Program Analyst, and  
Bob Carlson, Ph.D., Administrator  
Professional Services Division

### Recommended Award of a Contract for Administration and Development of the California Basic Educational Skills Test

#### Professional Services Division

January 22, 2001

#### Executive Summary

The CBEST has been administered by National Evaluation Systems, Inc. (NES) since 1995. The NES contract to administer the exam expires on June 30, 2001. In November 2000, following approval by the Commission, the Executive Director released a Request for Proposals (RFP) for a contractor to administer the CBEST through June 2004 and develop new test items. The report recommends that a contract be awarded to NES as a result of a competitive bidding process.

Education Code Section 44252.9 requires the Commission to make improvements in the CBEST program, and allows the Commission to increase the CBEST test fee subsequent to January 1, 2002. This report describes several improvements that will be part of the basic package of services provided by NES at no additional cost to the Commission, and a number of additional improvements, and their associated costs, for Commission consideration.

#### Fiscal Impact Summary

The costs of administering and developing the CBEST will be paid for with examinee fees pursuant to Education Code Section 44253.8.

#### Policy Issues To Be Decided



Should the Commission award a contract to National Evaluation Systems, Inc. (NES) for administration and development of the California Basic Educational Skills Test (CBEST)?

Which, if any, CBEST program improvements (in addition to those included in the basic contract package) should the Commission purchase as part of the contract, and how much and when should the CBEST test fee be increased to pay for the selected improvements?

### Recommendations

1. That the Commission authorize the Executive Director to enter into a contract for the continued administration and development of the California Basic Educational Skills Test (CBEST) as described in [Part 1](#) of this report and summarized below.

- Contract Number TCC-0044
- Contractor National Evaluation Systems, Inc.
- Contracting Period Upon approval by the Department of General Services, until June 30, 2004
- Purpose of Contract To administer and develop test items for the California Basic Educational Skills Test (CBEST)
- Method of Procurement Request for Proposals
- Total Contract Amount \$10,970,000 basic contract amount plus the estimated costs of all additional improvements selected
- Source of Funding Examinee fees

2. That the Commission authorize the Executive Director to include in the contract with NES improvements 5, 9, and 12 (for all ten sites) as described in [Part 2](#) of this report.
3. That the Commission approve a \$1 CBEST fee increase effective January 2002.
4. That the Commission authorize staff to initiate the regulatory process to amend California Code of Regulations, Title V, Section 80487(a)(5) as shown below:

The fee for the state basic skills assessment examination pursuant to Education Code Section 44252.5 shall be forty dollars. Pursuant to Education Code Section 44252.5, the Commission shall establish the fee for the state basic skills proficiency test in a public meeting and review the fee periodically.

### Overview of this Report

In November 2000, the Executive Director released a Request for Proposals (RFP) for administration of the California Basic Educational Skills Test (CBEST) through June 2004, and development of new CBEST test items. Proposals were due on January 8, 2001. Proposals were received from Educational Testing Service (ETS), National Evaluation Systems (NES), and Professional Examination Service (PES). A Proposal Review Team participated in a three-stage proposal review process in which each proposal was carefully reviewed and evaluated. As a result of the competitive bidding process, staff recommends that a contract be signed with NES, the sponsor of the highest scored proposal.

Education Code Section 44252.9 requires the Commission to make improvements in the CBEST program, and allows the Commission to increase the CBEST test fee subsequent to January 1, 2002. [Part 1](#) of this report provides a summary of the proposed contract with NES, which includes several program improvements. [Part 2](#) presents for the Commission's consideration additional improvements to the CBEST program, their costs, and ways to raise the revenue needed to pay for them. Attached to this report is an appendix that provides



background information about the CBEST, summarizes the procedures that were used to solicit proposals from potential contractors, and describes the process that was implemented to evaluate the proposals that were received and the results of that process.

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## Part 1 Summary of the Proposed Contract with NES

This section describes the features of the basic package of services for administration of the CBEST and any necessary test development under the NES proposal. The basic package includes several program improvements at no additional cost to the Commission. Information regarding additional improvements that have added costs will be presented for Commission consideration in [Part 2](#) of this report.

### Administration of the CBEST

Under the basic package NES will continue to administer the CBEST through June 2004. This includes:

- assuring the security of the testing process and materials,
- producing all program communications and materials,
- producing annual registration bulletins,
- registering candidates,
- administering the CBEST,
- providing alternative testing arrangements to candidates with verified disabilities,
- scoring and reporting scores to candidates and the Commission, and
- producing reports.

As in the current contract, NES will administer the CBEST:

- six times per year in California and Oregon;<sup>1</sup>
- in April of each year in Atlanta, Austin, Chicago, Denver, and New York City;
- in June of each year in Houston through Teach for America; and
- as requested through the Defense Activity for Non-Traditional Education Support (DANTES) program.

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<sup>1</sup>The Oregon Teacher Standards and Practices Commission uses the CBEST for teacher licensure.

In addition to the services that are currently provided in the program, NES will provide the following additional services as improvements to the program at *no additional cost* to the Commission:

### Information Access and Dissemination

- Examinee service representatives available by phone from 9-5 (currently 9-3)
- Toll-free telephone for automated information system (currently a toll call)
- Candidates can communicate with NES via email and fax
- Development of a Q&A brochure for members of the Credential Counselors and Analysts of California (CCAC)
- Special telephone line for CCAC members
- Internet-based communications between (a) NES and (b) CCAC members and IHE staff

### Registration for the Exam

- Web-based registration services
- Late registration by telephone (essentially extends deadline by 3-4 days)
- No withdrawal fee (currently \$25; affects about 150 examinees per year)
- No fee to change test date or area (currently \$15; affects about 500 examinees per year)
- No surcharge for Teach for America and DANTES examinees (currently \$40; affects about 150 examinees per year)

### Test Administration

- Ten added test sites in California (five in August; currently 25)
- Five added test sites outside of California and Oregon (currently five)

### Score Reporting

- Score reports mailed in three weeks (currently four)
- Scores available on Web (in two weeks for Reading and Math)

### Other (primarily of benefit to the Commission)

- Verification of undergraduate college or university attended (should the Commission choose to do so)
- Support Title II reporting for CBEST (should the Commission choose to do so)

### Development of Test Items

If the current validity study results in changes to the CBEST content specifications such that new test items must be developed, NES will complete all of the following activities:

- determine item needs,
- draft new items,
- present items to Committees,
- revise items,
- field-test items, and
- develop and administer new test forms.

### Service Fees

Service fees are charges that candidates incur for additional services needed beyond regular registration and administration of the examination. A list of the services with the current and proposed fee for each are provided in [Table 1](#). Three of the current fees have been dropped. The other fees will remain unchanged in the proposed new contract. These fees are paid directly to NES by candidates who request the services and do not represent revenue or a contract cost to the Commission.

**Table 1**  
**CBEST Service Fees Charged to Candidates by NES**

<b>Service</b>	<b>Current Fee</b>	<b>Proposed Fee</b>
Test area or test date change	\$15	No charge
Withdraw from test by the regular registration deadline	\$25	No charge
Surcharge for DANTES and Teach for America candidates	\$40	No surcharge
Extra and replacement score reports	\$15	\$15
Rescoring by hand any multiple-choice test	\$20	\$20
Late registration fee (in addition to the basic test fee)	\$20	\$20
Emergency registration fee (in addition to the basic test fee)	\$40	\$40
Processing fee if payment does not clear	\$20	\$20

### Contract Costs

#### Administration of the CBEST

[Table 2](#) shows the per-examinee cost NES will charge the Commission for the basic package of test administration services for each of several volume ranges of examinees. For each absentee (i.e., candidates who register for the CBEST, do not withdraw by the regular

**Table 2**  
**Per-Examinee Administration Costs Charged to the Commission by NES**  
**(Basic Package)**

Examinees Per Year	Cost Per Examinee
65,000-70,000	\$35.98
70,001-75,000	\$35.61
75,001-80,000	\$35.37
80,001-85,000	\$35.15
85,001-90,000	\$34.82
90,001-95,000	\$34.49
95,001-100,000	\$34.16
100,001-105,000	\$33.83
105,001-110,000	\$33.50
110,001-115,000	\$33.17

and do not attend the administration), NES will charge the Commission 90 percent of the per-examinee cost. This is a two percent reduction from the current contract.

It is estimated that the number of examinees for each of the next three years will be between 90,000 and 100,000. For volumes between 90,000 and 100,000, the costs shown in Table 2 are slightly lower than the current costs. For example, under the current contract, the Commission would pay NES \$34.56 for each of 95,000 examinees; under the new contract this cost would be \$34.49.

**Test Development**

If the current validity study results in revised CBEST content specifications and a need to develop new test items, NES offers to fully develop 100 new multiple-choice reading and mathematics items and facilitate a meeting of each of the two Content Advisory Committees (one for reading and writing, and one for mathematics) and a meeting of the Bias Review Committee for item reviews at no cost to the Commission. Additional multiple-choice items would be developed for \$225 each. Writing prompts would be developed for \$2,225 each.. Additional committee meetings would cost \$9,800 each, or if the meetings are held concurrently or on consecutive days (typically the case), \$9,800 for the first committee meeting and \$7,600 for each concurrent or consecutive meeting.

**Estimated Total Three-Year Contract Costs for the Basic Package of Services**

The total estimated costs for the three-year contract include (a) costs to the Commission for administration of the CBEST based upon anticipated volumes of examinees, and (b) the estimated cost of potential test development. Table 3 shows the estimated contract costs for each of these activities. The administration costs are based on estimates of 103,000 registrants in 2001-02, 105,000 in 2002-03, and 107,000 in 2003-04, of whom 92 percent become examinees

**Table 3**  
**Estimated Contract Costs**  
**(Basic Package)**

Activity	Cost
2001-2002 Administration	\$3,530,000
2002-2003	\$3,560,000

Administration	
2003-2004 Administration	\$3,630,000
Test Development	\$250,000
<b>Total</b>	<b>\$10,970,000</b>

and 8 percent become absentees. It should be noted that NES would only be compensated for the products and services provided, according to the terms of the contract, which are summarized above. These contract costs are to be paid for from examinee fees, as described in [Part 2](#) below.

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## Part 2 Additional Program Improvements for Consideration

So that the Commission could make improvements to the CBEST program, as required by Education Code Section 44252.9, staff required that bidders (a) include some improvements in the basic package of CBEST services and (b) indicate the costs, if any, of several other improvements that were specified in the RFP. In addition, the RFP encouraged bidders to offer other program improvements and indicate their costs, if any. Several improvements, listed in [Part 1](#), are already part of the basic package of services that would be provided by NES for the contract costs described in [Part 1](#). This part of this report provides information to help the Commission decide which, if any, additional improvements to implement.

### Input From Credential Counselors and Analysts of California (CCAC) Members

In an effort to determine the improvements considered most valuable by professionals working with CBEST candidates, staff solicited the opinions of members of the Credential Counselors and Analysts of California (CCAC). The improvements specified in the RFP were included in a survey to CCAC members, who were asked to rate each item as "Not Important" (1), "Moderately Important" (2), or "Very Important" (3). Responses were received from 52 individuals representing IHEs, school districts, and county offices of education.<sup>2</sup> [Table 5](#), described and presented below, includes the CCAC mean rating for several of the additional program improvements available. (As this survey was initiated prior to receipt of proposals, only the improvements specified in the RFP were included in the survey.)

<sup>2</sup>Staff greatly appreciates the assistance of the CCAC members who responded to the survey, and especially the help of Dr. Mel Hunt, CCAC President, who distributed the survey and collected and tallied the responses.

### Fiscal Considerations

In considering additional improvements to the CBEST program, the Commission should take into account the fiscal characteristics of the program. The current CBEST test fee is \$40. Education Code Section 44252.5 allows the Commission to increase this fee subsequent to January 1, 2002, to an amount necessary "to recover the cost of examination administration and development." In a September 10, 1999, letter encouraging Governor Davis to sign the bill that removed the CBEST fee cap, the Executive Director estimated that the CBEST fee would need to increase only one dollar in 2002 and one dollar in 2003. Given (a) lower contractor costs than originally estimated and (b) current estimates of examinee volumes that are higher than earlier estimates, staff believes that the fee increases described to the Governor will be sufficient to add additional program improvements, should the Commission choose to do so.

### Commission CBEST Expenses Above Test Administration Costs

In addition to the per-examinee and per-absentee test administration costs described in [Part 1](#), which the Commission will pay to the contractor, the Commission has other expenses related to the CBEST program that will be charged to the Test Development and Administration Account (408). These costs are summarized below. They represent estimates of the total costs for the three years of the proposed contract.

Salary, benefits, operating expenses, and equipment:	\$900,000
Validity study (\$600,000 every five years):	360,000
Test development:	250,000
Total expenses: \$1,510,000	

Thus, the Commission needs revenue of \$1,510,000 over the next three years to cover its non-test-administration costs. This is over and above the revenue needed to pay the contractor for test administration costs.

#### Commission CBEST Revenues Above Those Required to Pay Test Administration Costs

As shown in [Part 1](#), the Commission's per-examinee and per-absentee test administration costs are less than the current \$40 test fee. The Commission retains the difference between the test fee and the administration costs, and can use it to pay for its other CBEST-related expenses described above and additional program improvements. To allow Commissioners to see how much of this revenue would be available to purchase other improvements, four possible scenarios are shown in [Table 4](#), and the total estimated available revenue is provided for each. The revenue available for additional improvements is the amount of CBEST fee revenue remaining after the Commission pays the contractor the per-examinee and per-absentee test administration costs, and after the Commission covers the \$1,510,000 costs described above.

**Table 4**  
**CBEST Fee Scenarios and Associated Estimated Revenue**

Scenario	Estimated Revenue Available for Additional Improvements
1: No Fee Increase Through June 2004	\$390,000
2: \$1 Fee Increase January 2003 Only	555,000
3: \$1 Fee Increase January 2002 Only	659,000
4: \$1 Fee Increase January 2002 and \$1 Fee Increase January 2003	823,000

The revenue estimates above are heavily dependent on examinee volumes. The revenue estimates, which are rounded down to the nearest thousand, are based on estimates of 103,000 registrants in 2001-02, 105,000 in 2002-03, and 107,000 in 2003-04, of whom 92 percent become examinees and 8 percent become absentees. As an example of the relationship between examinee volumes and available revenue, if the actual numbers of CBEST participants is five percent lower than the estimated volume, then the revenue for each scenario would be lower, ranging from an approximate \$160,000 decrease in scenario 1 to a \$185,000 decline in scenario 4.

#### Available Improvements and Their Costs

[Table 5](#) on the next page shows the program improvements offered by NES and their costs. These improvements are in addition to those listed in [Part 1](#), and their costs would be in addition to the costs of the basic package shown in [Table 2](#). The improvements listed in [Table 5](#) include ones that were included in the RFP as well as ones suggested by NES. For each improvement, the table provides the cost of the improvement and, for improvements specified in the RFP, the CCAC mean importance rating and the rank of that importance rating (among those in the table).<sup>3</sup> Each of the improvements are discussed below. Those that staff believes are of highest value (improvements 5, 9, and 12) are indicated with an

asterisk. These include developing an online *CBEST Preparation Guide*, adding a seventh test date in six California metropolitan areas, and adding a second administration date at ten test sites outside of California and Oregon.

<sup>3</sup>The CCAC members also rated two improvements that NES will include in the basic package: report scores in three weeks (as opposed to four; mean rating 1.45) and toll-free access to automated information system (currently a toll call; mean rating 1.23).

The Commission needs to decide which, if any, of these additional improvements should be purchased, and which of the four scenarios shown above should be implemented in order to pay for the improvements. Each of the additional improvements is discussed following [Table 5](#). The report concludes with staff's recommendations.

**Table 5**  
**Additional CBEST Program Improvements Available**

Improvement <sup>4</sup>	CCAC Mean Importance Rating (Rank) <sup>5</sup>	Cost	
		Per- Examinee <sup>6</sup>	Estimated Total Contract <sup>7</sup>
<b>Information Access and Dissemination</b>			
1. Toll-free access to examinee service representatives (as opposed to a toll call) every business day	1.27 (7)	\$1.49	\$432,000
2. Toll-free access to examinee service representatives (as opposed to a toll call) on testing days	2.14 (2)	0 if #1 selected; otherwise .43	0 or 125,000
3. Distribute new CBEST specifications to each registrant		.25 per registrant	See discussion.
4. Distribute new CBEST specifications and sample questions to each registrant		1.20 per registrant	See discussion.
*5. Provide a <i>CBEST Preparation Guide</i> online		.27	85,000

6. Provide a *CBEST Faculty and Credential Counselor Manual* online

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Test Administration

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7. Add a California test area (10 have already been added in basic package)	2.08 (3)	.52 (metro) .42 (other)	151,000 116,000
8. Add a 7 <sup>th</sup> statewide administration date	1.71 (6)	5.93	1,719,000
*9. Add a 7 <sup>th</sup> admin. date at six sites (LA, Oakland, Sac, SD, SF, and one other)	2.25 (1)	.94 <sup>8</sup>	272,000
10. Add six admin. dates at two sites (LA, SF)		2.24 <sup>9</sup>	649,000
11. Add a test site outside of CA and OR (5 have already been added in basic package)	2.08 (3)	.09	26,000
*12. Add a 2 <sup>nd</sup> admin. date outside of CA and OR	2.06 (5)	.26 (5 sites) .52 (10 sites)	75,000 151,000
13. Fingerprint examinees at test site		.35	101,000
14. Provide computer-administered testing		No costs provided.	

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Scoring

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15. Add an essay score verification service		50 per verification	0: paid by requestor
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<sup>4</sup>An asterisk indicates an improvement that staff believes would be very valuable.

<sup>5</sup>Based on a three-point-scale: 1=Not Important, 2=Moderately Important, 3=Very Important. Available only for improvements specified in the RFP.

<sup>6</sup>These costs are per-examinee unless otherwise indicated.

<sup>7</sup>Based on an estimate of 103,000 registrants in 2001-02, 105,000 in 2002-03, and 107,000 in 2003-04, of whom 92% become examinees and 8% become absentees. Rounded to the nearest thousand.

<sup>8</sup>Alternatively, NES proposed a \$20 cost for each examinee who tests on that date.

<sup>9</sup>Alternatively, NES proposed a \$40 cost for each examinee who tests on those dates.

### Information Access and Dissemination

1. [Toll-free access to examinee service representatives \(as opposed to a toll call\) every business day.](#)

This improvement would save money for those candidates who call long distance to speak with an NES examinee service representative. It would cost the Commission, however, \$1.49 for each and every examinee (or approximately \$432,000 over the life of the contract), regardless of whether the examinee needed to contact NES by telephone or not. CCAC members rated this improvement as not important, and staff believes that there are more valuable ways to spend this amount.

2. [Toll-free access to examinee service representatives \(as opposed to a toll call\) on testing days.](#)

This improvement would save money for those candidates who call long distance to speak with an NES examinee service representative on the day of a test. NES would provide this improvement at no charge to the Commission if the Commission purchased improvement #1 above; otherwise the cost would be \$.43 per examinee, or approximately \$125,000. CCAC members thought this improvement was only moderately important. Staff believes that this improvement is not a good value given the limited number of examinees it would benefit.

3. [Distribute new CBEST specifications to each registrant.](#)
4. [Distribute new CBEST specifications and sample questions to each registrant.](#)

A validity study of the CBEST is currently underway. It might result in changes to the CBEST specifications (i.e., the knowledge and skills eligible for testing). If the Commission adopts new specifications as a result of the validity study, then candidates and others should be notified of the changes as soon as possible. The CBEST specifications will be included in the registration bulletin, which are developed and published annually, but it is expected that new specifications would be adopted in between the development and publication of two successive bulletins. Thus, a way needs to be found to inform candidates and others of the new specifications before the new specifications can be published in the next registration bulletin. NES offers to mail each CBEST registrant a copy of the new specifications along with the test admission ticket, at a cost to the Commission of \$.25 per registrant. As an alternative, NES would mail to each registrant, separate from the admission ticket, the new specifications and sample test questions, at a cost of \$1.20 per registrant. Total contract costs would depend on the number of registrants who are sent the materials, which depends on when they are available.

Staff believes that these services are not necessary. The new specifications and sample test questions will be published on the NES-maintained CBEST Website immediately following the adoption of the specifications by the Commission. The fact that this will occur will be prominently indicated in the upcoming 2001-02 CBEST registration bulletin, and, if possible, on examinee test admission tickets.

\*5. [Provide a \*CBEST Preparation Guide\* online.](#)

NES offers to develop and publish on the CBEST Website a *CBEST Preparation Guide* containing a review of the knowledge and skills tested and the opportunity for practice in responding to test questions and essay prompts similar to those on the test itself. The guide would include up-to-date and complete information about the content and format of the test. The guide would be available by about July 2002. The total cost to the Commission would be approximately \$85,000, or \$.27 per examinee over the life of the contract.

Staff believes that the Commission should seriously consider purchasing this program improvement. The guide would assist prospective teachers in preparing for and passing the CBEST. Although there are commercially available CBEST study guides, as the contractor, NES is the most authoritative source for CBEST-related materials, and the NES guide would be available electronically for no cost to examinees.

6. [Provide a \*CBEST Faculty and Credential Counselor Manual\* online.](#)

NES offers to develop and publish on the CBEST Website a *CBEST Faculty and Credential Counselor Manual* designed to help faculty, credential counselors, and others interpret the information they receive from the testing program. It would contain program information and examples to assist users in understanding both the individual roster information and the summary data provided to IHEs. This information could help orient faculty and credential counselors to score report information and its use in remediation. NES would make this manual available for \$.09 per examinee, or approximately \$26,000.

Institutions currently receive a report with summary CBEST score information accompanied by a brief description of the report. This description could, perhaps, be made more helpful, and staff expects to be able to do this with NES. Because its benefits are not clear, staff believes that the Commission should not add this to the NES contract.

### Test Administration

7. [Add a California test area.](#)

Adding test areas is a good way to increase access to the CBEST. CCAC members rated adding test areas as moderately important. NES has already increased the number of test areas, however, from 25 to 35 in the basic package. The Commission could add additional test areas for a cost of \$.52 per examinee (\$151,000 total) for each metropolitan test area, and \$.42 per examinee (\$116,000) for each non-metropolitan test area. Staff believes that, given the addition of ten new test areas already, adding others would be less valuable than other possible improvements.

8. [Add a seventh statewide administration date.](#)

Adding test dates is another way to increase access to the exam. This particular improvement, however, is prohibitively expensive (\$5.93 per examinee; \$1,719,000 over the three-year contract). Staff believes that improvement #9 below would be a more cost beneficial way to increase access by adding an administration date. Improvement #9 was also considered more important than this one by CCAC members.

\*9. [Add a seventh administration date at six sites.](#)

This improvement would provide an additional testing opportunity in the larger metropolitan areas of California. Adding a seventh test date in a limited area of California (as opposed to statewide) was the improvement rated highest by CCAC members. NES would offer a seventh administration date in six areas: Los Angeles, Oakland, Sacramento, San Diego, San Francisco, and one other to be determined. This administration would occur in a month (to be determined) other than one in which there was a regular CBEST administration. Depending on the specific date of this administration, examinees who do not pass and wish to retake the test at the next regularly scheduled administration may not learn of their passing status until after the regular or late registration deadlines for the next administration. If so, NES will waive the late and emergency registration fees for these candidates. NES will provide this improvement for either \$.94 per examinee (approximately \$272,000) or \$20 for each examinee who tests on this seventh date.

Staff believes that (a) of the three improvements involving additional test dates (#8, this one, and #10), this one is the most cost beneficial, and (b) this is the most valuable improvement among all fifteen. The larger metropolitan areas are often the areas experiencing the greatest shortage of fully qualified teachers. This would assist districts in those areas (and surrounding areas) in their recruitment and staffing efforts. Staff believes that the Commission should purchase this improvement, and pay for it at the rate of \$.94 per examinee (rather than \$20 for each examinee who tests on this seventh date).

10. [Add six administration dates at two sites.](#)

This improvement would be to add six test dates in the two largest metropolitan areas in the state: Los Angeles and San Francisco. At these areas, the CBEST would be available monthly. As with improvement #9 above, NES would waive late and/or emergency fees if necessary. This improvement would cost the Commission \$2.24 per examinee (\$649,000), or \$40 for each examinee who tests on these new dates. As indicated above, staff believes that improvement #9 is the most cost-effective way to increase testing opportunities throughout the state.

11. [Add a test site outside of California and Oregon.](#)

Adding test sites outside of California and Oregon can help California recruit out-of-state teachers. This improvement was rated moderately important by CCAC members. About 700 prospective teachers a year take the CBEST for California credentialing purposes in the five current sites (Atlanta, Austin, Chicago, Denver, and New York City). NES has already doubled the number of such test sites, however, in the basic package. The Commission could add additional test sites outside of California and Oregon for a cost of \$.09 per examinee (\$26,000 total) per site. Staff believes that, given the addition of five new test sites already, adding others at this time would not be prudent.

\*12. [Add a second administration date outside of California and Oregon.](#)

This improvement could also help California's recruitment efforts by providing more opportunities for trained teachers in other states to meet the CBEST requirement prior to coming to California. The added test date would facilitate the recruitment of these individuals by California employers. This improvement was rated moderately important by CCAC members. NES would add a second test date to the sites outside of California and Oregon for a cost to the Commission of \$.26 per examinee (\$75,000 total) if the second test date were limited to the five original test sites, and \$.52 per examinee (\$151,000) if all ten sites had two test dates. Staff believes that this is a valuable improvement that should be seriously considered by the Commission.

13. [Fingerprint examinees at test sites.](#)

NES offers to obtain an image of each examinee's thumbprint on the examinee's answer document. The thumbprint would thus be available, and connected with the answer document, in the event the need to verify the examinee's identification should arise following the test administration. The thumbprint would serve to verify the identity of the person who took the test at the test site. NES would provide this service for \$.35 per examinee, or an estimated total contract cost of \$101,000.

Staff believes that this service is not a good value. Given the large numbers of CBEST examinees, there are very, very few whose identity is questioned. Making all examinees provide a thumbprint seems inappropriate and invasive. It would also create an unpleasant affective environment at the test site.

14. [Provide computer-administered testing.](#)

Staff is committed to learning more about the pros and cons of offering a computerized CBEST. Staff recommends, however, that the Commission not ask NES to provide this improvement at this time for two reasons. First, in October 2000, the Commission authorized the Executive Director to release a Requests for Proposals to secure a contractor to conduct a feasibility study of offering the CBEST via secure computers at multiple sites throughout California and, possibly, the entire United States. Potential benefits of offering a computerized CBEST (in addition to continuing the paper version) include, but are not limited to, the opportunity for examinees to take the test on a day that is possibly more convenient for them than the regularly

scheduled administration dates, and the possibility of immediate (although provisional) score reporting.

The CBEST is a high-stakes, high-volume, standardized teacher licensure examination, however, and a number of interrelated questions need to be answered before the Commission can make a fully informed decision of whether or not to implement computer-based CBEST testing. These questions relate to benefits and disadvantages, cost, marketability, capacity, security, test delivery model, comparability with the paper version, testing frequency, scoring and score reporting, and process and timeline. To answer these and other related questions, staff believes the Commission should seek the services of a qualified contractor with expertise in computer-based testing for a comprehensive feasibility study. Upon conclusion of the proposed study, the Commission would have a sound information base on which to make decisions about offering a computerized CBEST.

The second reason staff recommends that the Commission not ask NES to provide this improvement at this time is that NES provided no details about how a computerized CBEST would be developed and administered, and no cost information.

## Scoring

### 15. [Add an essay score verification service.](#)

For \$50 per examination, paid for as a service fee to NES (i.e., not a contract cost to the Commission), NES offers to provide an essay score verification service. The two CBEST essays of an examinee who requested this service would be reviewed by NES to determine if the Writing Section score originally reported to the examinee is appropriate. If it is determined that a change of score should be made, a new score report would be issued (and all score files updated), and the \$50 service fee would be refunded in full.

Staff believes that the essay score verification process not be added to the contract. Each CBEST essay is scored independently by two raters. If the first two raters' scores differ by more than one point, or if one rater gives a passing score (i.e., 3 or 4 on the four-point scale) and the other gives a failing score (i.e., 1 or 2), the essay is scored by third and, if necessary, fourth rater to resolve the discrepancy. All CBEST essay scoring is conducted at a scoring session in which raters are oriented, trained, calibrated to the scoring scale, assessed, and monitored. This assures a high degree of accuracy and consistency in scoring. The \$50 service fee for a review of the scores would be a high price given the extremely small likelihood that an examinee's passing status on the Writing Section would change.

## Staff Recommendations

Staff believes that the three most valuable improvements, in order of their value, are:

[Improvement #9](#): A seventh administration date at six sites; \$272,000

[Improvement #5](#): An online *CBEST Preparation Guide*; \$85,000

[Improvement #12](#): A second test date outside of CA and OR; \$75,000 (5 sites) or \$151,000 (10 sites)

Staff also believes that there is great value in keeping the CBEST fee as low as possible and, therefore, that only improvements that cost-effectively benefit prospective teachers and employing agencies should be added to the program. Therefore, staff recommends that the Commission:

- authorize the Executive Director to include in the contract with NES improvements 5, 9, and 12 (for all ten sites) as described above; and
- approve a \$1 fee increase effective January 2002 and authorize staff to take the steps necessary to implement this fee increase.

As shown above, improvements 5, 9, and 12 are estimated to cost a total of \$508,000, and a fee increase of \$1 in January 2002 would yield an estimated \$659,000. The relatively modest estimated overage of \$151,000 could be used as reserve in case examinee volume is less than estimated (a 5% decline would reduce available revenue by approximately \$175,000).

A change in the Title V regulations will be necessary to increase the CBEST test fee. Staff recommends that the Commission authorize staff to initiate the regulatory process to amend the California Code of Regulations, Title V, Section 80487(a)(5) as shown below.

The fee for the state basic skills assessment examination pursuant to Education Code Section 44252.5 shall be forty dollars. Pursuant to Education Code Section 44252.5, the Commission shall establish the fee for the state basic skills proficiency test in a public meeting and review the fee periodically.

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## Appendix

### Background Information

The Commission issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public schools. California Education Code Section 44252(b), added to the code in 1981, established proficiency in basic reading, writing, and mathematics as a requirement for nearly all credentials, certificates, and permits, effective February 1, 1983. The CBEST was developed as a means of verifying that candidates for such credentials have the basic skills in English reading, writing, and mathematics that have been found to be important for the jobs of teaching, counseling, and administering educational programs. The CBEST has been administered under the aegis of the Commission since its initial administration in December 1982.

In addition to the California licensing requirement described above, there are three other reasons why individuals take the CBEST. First, pursuant to Education Code Section 44830, passage of the CBEST may be required as a condition of employment for certificated individuals who (a) have not had to pass the CBEST previously (e.g., were certificated prior to 1983) and (b) have not been employed in a certificated position in any school district within 39 months prior to the new employment. Second, Education Code Section 44252(f) requires that applicants to Commission-accredited credential programs take (but not necessarily pass) the CBEST prior to admission to a program. Third, in July 1984 the Oregon Teacher Standards and Practices Commission selected the CBEST as an initial licensure requirement for teachers, personnel specialists, and administrators. Prospective educators can take the CBEST for either California or Oregon purposes.

The CBEST is currently administered by National Evaluation Systems. That contract expires on June 30, 2001. At its October 2000 meeting, the Commission approved releasing a Request for Proposals (RFP) for a contractor to administer the California Basic Educational Skills Test (CBEST) through June 2004, and develop new CBEST test items. In November 2000 the RFP was released. Three proposals were received in response to the RFP, from Educational Testing Service (ETS), National Evaluation Systems (NES), and Professional Examination Service (PES).

AB 27 (Leach, 1999, Chapter 5) requires the Commission to evaluate the CBEST's content validity, reliability, and passing standards. This work, being conducted by Applied Psychological Techniques, Inc. (APT) of Darien, Connecticut, could result in changes to the skills tested on the CBEST. If the CBEST skills change as a result of the study, the CBEST contractor would revise the CBEST accordingly and then APT would conduct a passing standard study on the revised CBEST. If the skills tested do not change, then APT would evaluate the passing standards on the current CBEST as early as possible. The CBEST contractor will be expected to cooperate with APT by providing test materials, performance data, etc. to APT for the passing standard study.

Education Code Section 44252.5 allows the Commission, after January 1, 2002, to establish the CBEST test fee (the amount charged examinees to take the test and the Commission's source of revenue to pay CBEST-related costs) at an amount necessary to recover the cost of examination administration and development, unless the costs are recovered by appropriations from another source of funds. Prior to January 1, 2002, the CBEST test fee is capped by law at \$40. Additionally, Education Code Section 44252.9 requires the Commission to increase the availability of the CBEST and improve exam-related services to candidates for teaching credentials. The relevant section of the law is quoted below:

- (b) The commission shall make improvements to increase access to the state basic skills proficiency test, and shall improve exam-related services provided to candidates for



teaching credentials, which may include, but are not limited to, the following:

- (1) Administering the test more frequently.
  - (2) Increasing the number of testing locations.
  - (3) Making the exam available year-round by appointment at examination centers that are highly secure and professionally supervised.
- (c) The commission shall adopt these improvements in consultation with the Department of Finance and shall report all improvements to the Legislature.

A variety of CBEST program improvements are included in the proposed contract (described in [Part 1](#) of this report), and a number of other improvements are available for additional costs (described in [Part 2](#)).

## **Description of the CBEST**

The CBEST is designed to measure basic proficiency in English reading, mathematics, and writing, and consists of three sections: the Reading Section, the Mathematics Section, and the Writing Section. Each section, described below, assesses basic skills and concepts that are important in performing the job of an educator in California. Sample test questions are included in the annual CBEST Registration Bulletin and provided online.

### **Reading Section**

The CBEST Reading Section consists of 50 multiple-choice questions: 40 scorable questions used to determine an examinee's score, and 10 nonscorable questions that are being field-tested and are not used to determine an examinee's score. The questions assess the examinee's ability to comprehend information presented in written passages, tables, and graphs. The materials used in the test vary in level of difficulty and complexity and are drawn from a variety of fields. None of the questions require outside knowledge as all are related to a particular passage, table, or graph and can be answered on the basis of the information provided.

Two major skill areas are covered: (a) critical analysis and evaluation and (b) comprehension and research skills. Approximately 30 percent of the questions assess critical analysis and evaluation skills, and approximately 70 assess comprehension and research skills.

### **Mathematics Section**

Like the CBEST Reading Section, the Mathematics Section consists of 50 multiple-choice questions: 40 scorable and 10 nonscorable. The questions require the examinee to solve mathematical problems, and most are presented as word problems. The questions assess skills in three major areas: (a) estimation, measurement, and statistical principles; (b) computation and problem solving; and (c) numerical and graphic relationships. Approximately 30 percent of the questions are from skill area (a) above, 45 percent from skill area (b), and 25 percent from skill area (c). Examinees are not allowed to use calculators.

### **Writing Section**

The Writing Section of the CBEST assesses the examinee's ability to write effectively. Examinee's are provided two essay topics and are to write a response to each. One of the topics requires a written analysis of a specific situation or statement; the other asks the examinee to write about a personal experience. Examinees are not expected to demonstrate specialized knowledge of any topic in their responses. Examinee essays are scored holistically on the basis of rhetorical force, organization, support and development, usage, structure and conventions, and appropriateness.

## **Administration of the CBEST**

The CBEST is currently administered in California six times per year, on Saturdays, in approximately 35 test sites in 25 areas across the state, ranging from Arcata to the Imperial Valley.

The CBEST is also administered outside of California, which facilitates the recruitment of out-of-state teachers. Because Oregon has also established the CBEST as a requirement for educator licensure, candidates in Oregon have the opportunity to take the examination

six times per year at from two to six test areas on each date. In April of each year, NES administers the CBEST in Atlanta, Austin, Chicago, Denver, and New York to approximately 700 people interested in teaching. Each June, NES administers the CBEST to approximately 150 teachers participating in Teach for America's summer institute in Houston, Texas. Finally, members of the U. S. military services in Europe and Asia, as well as the continental United States, who are preparing to transition into a career in education, may arrange to take the CBEST through a support program called Defense Activity for Non-Traditional Education Support (DANTES). About ten individuals a year take advantage of this opportunity.

Table A-1 shows the number of CBEST examinees at each administration for the most recent five testing years for which data are available. These data include all sites and all examinees regardless of for which state they took the CBEST.

**Table A-1**  
**CBEST Examinees (excludes absentees) by Administration**

Year	August	October	December	February	April	June	Total
1995-96	9,566	11,991	10,097	12,260	14,333	12,627	70,874
1996-97	12,334	21,093	16,804	17,530	20,578	19,712	108,051
1997-98	12,647	14,729	17,446	16,458	18,000	19,130	98,410
1998-99	8,879	13,524	17,354	16,130	19,314	18,861	94,062
1999-00	9,643	14,004	17,411	16,673	17,807	16,412	91,950
Total	156,340	167,402	195,520	173,066	205,341	193,529	1,091,198

Until July 1995, each section of the CBEST was timed. Examinees were given approximately one hour to complete each section. In addition, first-time examinees (i.e., those who had never taken the CBEST before) were required to take all three sections on the same day, and repeaters had to take all sections they had not previously passed each time they took the test. Beginning in July 1995, these restrictions were removed. Now, candidates are given four hours to complete their choice of one, two, or all three sections of the test. No test section is timed. First-time examinees are no longer required to attempt all three sections on one testing date, and repeaters can take any section(s) they choose during the four-hour test session.

## Summary of the Proposal Solicitation Process

### The Request for Proposals

The Executive Director in November 2000 released the *Request for Proposals for Administration of the California Basic Educational Skills Test (CBEST)*. The RFP asked bidders to provide detailed plans for completing the scope of work described in the RFP, and evidence of their capacity to perform effectively. The RFP included background information about the CBEST, contractual information and requirements, proposal requirements, a description of the proposal review process including the evaluation criteria, several appendices, and descriptions of the two scopes of work summarized below.

#### Key Information for Prospective Bidders

Prospective bidders were encouraged to submit a Notice of Intent to Bid (included in the RFP) and any substantive questions they had about the RFP or the anticipated contract. They were informed that any questions received would be answered in writing and sent to all firms that submitted an intent to bid. Bidders were also informed of the number of proposal copies that were to be submitted and the deadline for submission (January 8, 2001).

#### RFP Part 1: Summary and Primary Participants

Part 1 of the RFP provided a summary of the RFP and description of the primary participants in the project (the Commission, the Commission's Project Officer, the CBEST Content Advisory Committees, and the Bias Review Committee).

#### RFP Part 2: The CBEST



Part 2 of the RFP provided background information about the CBEST. This section included a summary of the purpose and development of the CBEST, a description of the test, information on CBEST administration and scoring, and details of recent developments related to the test.

### RFP Part 3: Scope of Work

Part 3 of the RFP described the scope of the services and products required by the Commission. Part 3A described the scope of work associated with the administration of the CBEST. Part 3B discussed contractor responsibilities related to the possible development of new test items. Support which will be required for the APT standard setting study was also described in Part 3B. Each of these two parts is summarized below.

Part 3A: Administration of the CBEST. The responsibilities of the contractor in each of the following areas related to the administration of the CBEST through June 30, 2004, were described:

- Security
- Program Communications
- Production of Program Materials
- Test Registration and Registration Bulletins
- Test Administration
- Item Data File
- Scoring and Score Reporting
- Reports
- Retention, Storage, and Destruction of Test Materials and Data
- CBEST Administrations Outside of California and Oregon

As described in [Part 1](#) of this report, Education Code Section 44252.9 requires the Commission to increase the availability of the CBEST and improve exam-related services to candidates for teaching credentials. In response to this legislation the RFP required bidders, for the first time, to include electronic registration (via the Internet) as part of the basic package of services available to examinees. The opportunity to register electronically will provide more convenience and timely confirmation of testing arrangements to candidates. The RFP also required that bidders have service representatives available by telephone from 9 a.m. to 5 p.m. Pacific time, rather than the current hours of 9 a.m. to 3 p.m., on business days. In addition, the RFP strongly encouraged bidders to allow candidates to register during the late registration period by phone as well as by mail. Currently only by-mail registration is allowed only during this period. Adding telephone registration makes late registration more convenient for candidates, and essentially extends the late registration deadline by about three days.

In a further effort to comply with Education Code Section 44252.9, the RFP required bidders to propose additional program improvements. Specific improvements of interest to the Commission were outlined in the RFP, and bidders were encouraged to suggest other improvements in their proposals. Bidders were asked to provide costs, if any, for each of the specified and suggested improvements, and were advised that the quality and cost of these improvements would be considered separately from the basic package.

Part 3B: Development of New Test Items. If required by changes in the CBEST test specifications as a result of the APT validity study, the development of new CBEST test items will involve:

- (1) Reviewing items in the existing item pool, presenting selected items from the pool to the applicable Content Advisory Committee, and field-testing any such items that have been revised as a result of the committee review. The items that will need to be reviewed and potentially brought to the committee for review are the items for objectives in the CBEST specifications that are revised (e.g., content added, content removed, reconceptualized, combined with another objective).
- (2) Developing new test items, presenting them to the applicable Content Advisory Committee and the Bias Review Committee, and field-testing the items. The result will be new, final, operational test items.

### RFP Part 4: Contractual Information

This section of the RFP discussed various matters related to the anticipated contract. Issues addressed included (a) the length of the contract, (b) ownership of materials, (c) financial arrangements, (d) transition at the conclusion of the contract, (e) priority hiring considerations, and (f) other contract provisions.

#### RFP Part 5: Disabled-Veteran Business Enterprise Participation Requirements and Small Business Preference

Part 5 of the RFP notified potential bidders that, to be considered for award of a contract, they had to either (a) meet or exceed the state's participation goals for disabled-veteran-owned business enterprises (DVBEs) or (b) make and document a good faith effort to do so. The RFP included information about the participation goals, requirements for documenting a good faith effort, and required forms. In addition, the RFP described the availability of and the qualification requirements for a small business preference.

#### RFP Part 6: Proposal Requirements

This part of the RFP informed potential bidders about the submission of proposals (i.e., number of copies, due date and time, and where proposals should be delivered), and about proposal organization and contents. The information that a bidder was to include in a proposal related to each element of the scope of work was specified. In addition, potential bidders were told to include a detailed description of how the work would be accomplished, proposed administration and test development costs, a description of their corporate capability to carry out the contract, and technical information, including required state forms related to nondiscrimination and a drug-free workplace. Additionally, bidders were required to propose costs for program improvements specified in the RFP as well as any other improvements suggested by the bidder.

#### RFP Part 7: The Proposal Review Process and Selection of a Contractor

The final section of the RFP described the proposal review process and provided information about (a) the announcement of a recommended contractor prior to Commission action and (b) protest procedures. This section included the proposal evaluation criteria on which each proposal would be evaluated. Part I of the proposal evaluation criteria included the compliance requirements that had to be met in order for a proposal to proceed beyond the first stage of the proposal review process. Part II of the proposal evaluation criteria included the criteria to be used in evaluating the quality of proposals during the subsequent stages of the process. (Proposal Evaluation Criteria Parts I and II are provided on the following pages.)

#### RFP Appendices

The following appendices were included in the RFP:

- A: Notice of Intent to Bid
- B: CBEST Description and Writing Score Scale
- C: CBEST Score Information Flyer and Sample CBEST Score Reports
- D: Contract Provisions
- E: Disabled Veteran Business Enterprise Participation Summary Form (STD 840)
- F: Nondiscrimination Compliance Statement (STD 19)
- G: Drug-Free Workplace Certification (STD 21)

#### Release and Distribution of the RFP

On November 21, 2000, the RFP was mailed to 57 potential bidders across the nation. In the distribution process, the Executive Director mailed the RFP to every firm and every individual who (a) has done assessment work in the field of teacher certification of which Commission staff is aware, (b) has expressed an interest in receiving RFPs from the Commission in the past, or (c) has been recommended by panel members, Commissioners, staff, or others. In addition, the RFP was advertised on the Electronic California State Contracts Register (ECSCR) and with a RFP clearinghouse known as BidNet. Six additional RFPs were sent to potential bidders who learned about it after it was released, either from BidNet or the ECSCR.

The RFP indicated that proposals were due at the Commission office by 10:00 a.m. on January 8, 2001, and that there would be a Telephone Bidders' Conference on December 6, 2000. Potential bidders were encouraged to submit a Notice of Intent to Bid and substantive

questions about the RFP or contract to the Commission. (Potential bidders were informed that submission of a Notice of Intent to Bid did not obligate a potential bidder to submit a proposal, nor did lack of a Notice of Intent to Bid prevent a potential bidder from submitting a proposal.) Notices of Intent to Bid were received from three firms, the same three who subsequently submitted proposals.

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## Request for Proposals for Administration and Development of the California Basic Educational Skills Test (CBEST)

### Proposal Evaluation Criteria: Part I

Proposal Sponsor: \_\_\_\_\_

#### Compliance with Proposal Requirements

The Professional Services Division of the Commission will indicate whether or not each of the following criteria is met by checking "yes" or "no" in the appropriate space. Proposals lacking one or more of the following requirements will not be evaluated further.

- Yes\_\_\_\_\_ No\_\_\_\_\_ Proposal was received at or before 10:00 a.m. on January 8, 2001, at the offices of the California Commission on Teacher Credentialing.
- Yes\_\_\_\_\_ No\_\_\_\_\_ Ten copies of the proposal were received.
- Yes\_\_\_\_\_ No\_\_\_\_\_ The cover page of the proposal clearly identifies the bidder, and one or more signatures indicate that the proposal is an authorized request for a contract with the Commission.
- Yes\_\_\_\_\_ No\_\_\_\_\_ The bidder either meets the goal for disabled-veteran business enterprise participation, or has documented a good faith effort to do so as described in the RFP.

The proposal has the following required elements as described in Part 6 of the RFP:

- Yes\_\_\_\_\_ No\_\_\_\_\_ A Cover Page
- Yes\_\_\_\_\_ No\_\_\_\_\_ A Table of Contents
- Yes\_\_\_\_\_ No\_\_\_\_\_ An Introduction
- Yes\_\_\_\_\_ No\_\_\_\_\_ Section 1: Statement of Work for the Administration of the CBEST
- Yes\_\_\_\_\_ No\_\_\_\_\_ Section 2: Statement of Work for the Development of New Test Items
- Yes\_\_\_\_\_ No\_\_\_\_\_ Section 3: Contract Costs
- Yes\_\_\_\_\_ No\_\_\_\_\_ Section 4: Corporate Capability
- Yes\_\_\_\_\_ No\_\_\_\_\_ Section 5: Technical Information

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## Request for Proposals for Administration and Development of the California Basic Educational Skills Test (CBEST)

### Proposal Evaluation Criteria: Part II Criteria for the Evaluation of Proposals

Maximum  
Score

(1) Administration of the CBEST. The proposal provides sound, feasible, and

105

complete plans for the administration of the CBEST as described in Part 3A of the RFP. Sufficient detail is provided to know what the bidder will do. The proposal presents clear evidence that the bidder will provide high quality test administration products and services.

- Security 10
- Program Communications 10
- Production of Program Materials 5
- Test Registration and Registration Bulletins (other than Internet registration services) 10
- Internet registration services 15
- Test Administration 20
- Item Data File 5
- Scoring and Score Reporting 15
- Reports 5
- Retention, Storage, and Destruction of Test Materials and Data 5
- Administrations Outside of California and Oregon 5

(2) Development of New Test Items. The proposal provides a sound, feasible, and complete plan for the development of new CBEST test items as described in Part 3B of the RFP. Sufficient detail is provided to know what the bidder will do and how soon the revised CBEST, if necessary, will be available. The development plan is appropriate and both technically and legally defensible. The proposal presents clear evidence that the bidder will provide high quality test development products and services. 25

(3) Corporate Capability. The proposal demonstrates that the bidder has sufficient and appropriate experience and resources to provide the required products and services with high quality. The bidder possesses expertise in all areas essential to the project. If subcontractors are proposed, they, too, have the experience, resources, and expertise to provide the products and services for which they would be responsible. 20

- Corporate experience 10
- Corporate resources 10

*(continued on next page)*

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**Request for Proposals for Administration and Development of the California Basic Educational Skills Test (CBEST)**

**Proposal Evaluation Criteria: Part II  
Criteria for the Evaluation of Proposals**

*(continued)*

	Maximum Score
(4) Management and Staffing Plan. The proposal includes a sound, feasible plan to organize managers and staff members (including subcontractors, if proposed) to deliver the required products and services efficiently and with high quality. Key duties would be assigned to individuals with essential expertise, experience, and time to complete their responsibilities.	20
• Sound, feasible organizational plan	10
• Qualifications and experience of key staff	10
(5) Contract Costs. The proposed contract costs described in the proposal are reasonable in relation to the products and services to be provided and competitive in relation to the costs proposed by other bidders.	80
• Per-examinee and per-absentee costs for basic package	45
• Service fees	15
• Development of new test items	15
• Withdrawal charge; DANTES and TFA surcharge	5
(6) Presentation. The proposal is clearly written, to the point, and well-organized. Ideas are presented logically and all requested information is presented skillfully.	10
<b>Maximum Possible Score</b>	<b>260</b>

### Telephone Bidders' Conference and Responses to Written Questions

As indicated in the RFP, Commission staff held a Telephone Bidders' Conference on December 6, 2000. The purpose of the conference was to give potential bidders an opportunity to ask questions about the RFP and the anticipated contract. Representatives from four firms participated in the conference. Commission staff began the conference with an overview of the RFP. Potential bidders then posed, and Commission staff responded to, questions. In addition, as described above in "Key Information for Prospective Bidders," potential bidders submitted written questions. Commission staff responded to all written questions in writing and provided the responses to all firms who had submitted a Notice of Intent to Bid.

### Proposals Received in Response to the RFP

Three proposals were delivered to the Commission in response to the RFP. Proposals were received from:

- Educational Testing Service (ETS) of Princeton, New Jersey
- National Evaluation Systems, Inc., (NES) of Amherst, Massachusetts
- Professional Examination Service of New York, New York

After 10:00 a.m. on January 8, 2001, the proposal review process began, as described below.

### The Proposal Review Process and Results

The proposals submitted in response to the RFP were reviewed in three stages as described

in the RFP and below. The proposal review process was conducted according to guidelines established in the *State Contracting Manual* for conducting competitive bidding procedures. A seven-member Proposal Review Team participated in the evaluation and scoring of the proposal.

## The Proposal Review Team

The Proposal Review Team was comprised of individuals with various areas of expertise so each team member's unique perceptions would complement those of other team members. No team member was expected to be an "expert" in all areas to be evaluated, nor was the outcome of the proposal review process unduly influenced by any one person or point of view. For this proposal review, all of the individuals on the team were Commission staff. Proposal Review Team members are listed below:

- Nicole Amador  
Assistant Consultant, Examinations and Research Unit  
Professional Services Division
- Bob Carlson  
Administrator, Examinations and Research Unit  
Professional Services Division
- Mark McLean  
Assistant Consultant, Examinations and Research Unit  
Division of Professional Services
- Richard Naccarato  
Consultant, Examinations and Research Unit  
Professional Services Division
- Yvonne Novelli  
Program Analyst, Examinations and Research Unit  
Professional Services Division
- Joe Radding  
Director  
Information Technology and Support Management Division
- Diane Tanaka  
Assistant Consultant, Examinations and Research Unit  
Professional Services Division

## The Proposal Review Process

### Proposal Review Stage 1

The first stage of the review focused on the compliance of the bidders with the legal and format requirements specified in the RFP as "Proposal Evaluation Criteria: Part I." To be considered responsive to the RFP, the proposals had to conform to these requirements. Staff reviewed the proposals and determined that each of the three met the requirements.

### Proposal Review Stage 2

The second stage of the proposal review process consisted of independent reviews of the proposals by members of the Proposal Review Team. This portion of the review was based on the "Proposal Evaluation Criteria: Part II" specified in the RFP. This stage began on January 8, 2001, with an orientation and training meeting of the Proposal Review Team. Team members came to this meeting having read the RFP and the substantive questions (with staff responses) submitted by prospective bidders. At the orientation and training meeting, the following topics were addressed:

- Overview of the RFP
- Overview of the Proposal Review Process
- Description of Stage 2 of the Proposal Review Process
- Discussion of the Proposal Evaluation Criteria

Team members received a written overview of the proposal review process, a written

description of Stage 2, a table designed to encourage team members to use the full range of points available when assigning scores to a proposal, and a copy of each proposal. In addition, team members were given and trained to use a Proposal Review Documentation Form. For each evaluation criterion (Part II), the Proposal Review Documentation Form had space for recording an initial score and any notes, questions, or concerns a team member might have about a bidders' responses. Team members were advised to consider only the basic package of services in determining their scores, not the additional program improvements specified in the RFP or suggested by a bidder unless they were included in the basic package (i.e., unless there was no additional cost for them). Following the January 8 orientation and training meeting, Proposal Review Team members independently read and awarded initial scores to each proposal.

### Proposal Review Stage 3

Stage 3 of the proposal review process began with a meeting of the Proposal Review Team on January 12, 2001. At this meeting, team members shared and discussed the results of their independent reading and initial scoring of each proposal. Team members reported their initial scores for each proposal. This was followed by a discussion of the relative strengths and weaknesses of each proposal. Team members decided to ask one bidder questions about the bidder's proposal. The questions were sent to the bidder in writing, and written responses were received and reviewed. Each team member was given the opportunity to assign a second and final set of scores to each proposal. A team member's scores in the second set could be the same as or different from the initial scores assigned by that team member during Stage 2. Using the second set of scores, mean criterion scores for each proposal were computed across team members. For each proposal, the mean criterion scores were summed to yield a total score.

### Results of the Proposal Review Process

Table A-2 shows, for each of the three proposals, the total score and percent of the total score at the conclusion of Stage 3.

**Table A-2**  
**Final Score and Percent of**  
**Total Possible (260) for Each Proposal**

Bidder	Score	%
Educational Testing Service (ETS)	178	68
National Evaluation Systems, Inc., (NES)	222	85
Professional Examination Service (PES)	168	65

NOTE: Scores and percentages rounded to the nearest whole number.

Working independently during Stage 2 of the proposal review process, each of the Proposal Review Team members judged the NES proposal to be superior to the ETS and PES proposals. This pattern was maintained during Stage 3 as only one team member decided to change initial scores, but this team member still gave NES the highest ranking. Consequently, the proposal submitted by NES earned the highest final score during Stage 3 of the process: 222 points out of 260 possible (85%). The Proposal Review Team concluded unanimously to recommend that the Commission award the contract to NES.

There were three primary reasons the NES proposal was rated higher than the other two proposals. First, the NES proposal most strongly addressed the requirements of the RFP by providing complete descriptions of the work that they would do, the services that they would include as part of the contract, and the staff and resources available to NES. In providing this specificity the proposal demonstrated that it was well thought out and indicated a strong understanding of the issues presented in the RFP. Secondly, the proposal included several



program improvements, which are not currently available, as part of the basic package of services at no additional cost to the Commission. These improvements are identified in [Part 1](#) of this report.

Finally, the costs proposed by NES were ranked highly for both the cost of administering the CBEST and potential test development. Although the basic cost for administration per examinee proposed by NES for *some* volume ranges of examinees is higher than the cost proposed by ETS, the improvements mentioned above were judged by the Proposal Review Team to provide a greater value in the basic package to both the Commission and candidates. Additionally, the NES costs for test development are less than the costs proposed by ETS and PES. NES will develop and field-test the first 100 reading and mathematics items and facilitate the necessary committee review meetings at no cost to the Commission.



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## California Commission on Teacher Credentialing

**Meeting of:**

February 7-8, 2001

**Agenda Item Number:**

PERF-2

**Committee:**

Performance Standards

**Title:**

Reading Instruction Competence Assessment (RICA):  
Proposed Contract Amendment

✓ Action

**Prepared by:**

Yvonne Novelli  
Program Analyst, Professional Services

### Reading Instruction Competence Assessment (RICA): Proposed Contract Amendment

#### Professional Services Division

January 17, 2001

#### Executive Summary

This item recommends that the Commission amend the RICA contract with National Evaluation Systems, Inc. (NES), increasing the total contractual amount by \$375,000 so the remaining 2000-2001 administrations of the RICA are funded. This request is made because there are more individuals than anticipated taking the exam. Even though this raises the maximum threshold of the contract, NES will only be paid based on the actual number of examinees.

#### Fiscal Impact Summary

This amendment will allow the Commission to spend more from the Test Development and Administration Account (TDAA) on the RICA contract, as needed due to examinee volume. Increased expenses, however, will be more than compensated for by increased revenue (examinee fees).

#### Policy Issue to be Decided

Should the RICA contract be amended to make \$375,000 additional funds available to compensate the testing agency?

#### Recommendation

Staff recommends that the Commission adopt the contract amendment summarized below.

- Contract Number:..... TCC-7043
- Contractor:..... National Evaluation Systems, Inc.
- Contracting Period:..... October 15, 1997, to October 31, 2001
- Purpose of Contract:..... Complete the development of and administer the RICA
- Proposed Amendment:..... Increase the total contract amount by \$375,000, from \$6,355,800 to \$6,730,800.
- Source of Funding:..... Examinee fees

## Background

California Education Codes §44283 and §44283.2 require California candidates for the initial Multiple Subject Teaching and Education Specialist Instruction Credentials to pass the Reading Instruction Competence Assessment (RICA) unless fully credentialed in another teaching area. It was implemented on October 1, 1998, for the Multiple Subject Teaching Credentials and on January 1, 2000, for the Education Specialist Instruction Credentials. This assessment verifies that candidates possess the knowledge and skills needed to provide effective reading instruction to their students. The candidates have two routes to satisfy this requirement. One route is the RICA Written Examination, consisting of constructed-response and multiple-choice sections. The alternative route is the RICA Video Performance Assessment, which is comprised of candidate-created videotapes of the individual teaching reading. This also requires written information about the students and lessons taught in addition to a self-evaluation by the candidate.

The current four-year contract to develop and administer the RICA was awarded to National Evaluation Systems, Inc. (NES) in October 1997 on the basis of a competitive bidding process. The contract expires on October 31, 2001, and there are three remaining Written Examination administrations and two remaining Video Performance Assessment administrations.

The RICA contract established \$6,355,800 as the total amount available to reimburse NES. Of that, \$520,000 were allotted for ongoing test development with the remainder for testing the loosely anticipated 48,000 examinees during the three years of RICA administrations.

The initial development costs were funded through the Goals 2000 federal grant. An examinee test fee covers the Commission's costs related to the RICA, as well as the administrative duties performed by NES. NES is responsible for collecting these fees and submitting the total amount to the Commission. The Commission then pays NES a specific amount, per examinee. The amount paid to NES is based on a sliding scale related to the number of examinees who take the RICA.

## Rationale for the Amendment to the Contract

Initially, the projected volume of examinees, which prompted the funding cap available to NES, was based on the number of Multiple Subject student teachers, emergency permit holders and intern teachers serving at the time the Commission entered into the contract. This figure was 16,000 annual examinees. Because this was a newly established requirement, it was known that this total was roughly derived. Since then, the number of examinees has increased because of the addition of the RICA as a requirement to the Education Specialist Instruction Credential, the growing need for elementary and special education teachers, and the success of the intern and pre-intern programs.

In reviewing the following figures, please note that at the writing of this agenda item, of the six annual Written Examination administrations, three have been given for the current fiscal year but the reimbursement allotted to NES has yet to be computed for the third. Also, the greatest increase in examinee volume appears towards the end of the school year, after prospective teachers have finished the teaching of reading course. At the expected volume

discussed below, the amount paid to NES is \$110 per Written Examination and \$345 per Video Performance Assessment administered.

There were 16,005 Written Examinations administered in 1998-1999, the first full year of the administration, and 18,971 in 1999-2000. There were 6474 Written Examinations administered during the first three testing dates for the RICA in 2000-2001 compared to 6269 during the same period in 1999-2000. This is approximately a 3.27% increase. Because of this, it is anticipated that there will possibly be 19,600 Written Examinations given this fiscal year, which also marks the end of the current contract. The projected number of individual Video Performance Assessments for 2000-2001 is 80.

If 19,600 Written Examinations and 80 Video Performance Assessments are administered this fiscal year, the total amount to be reimbursed to NES for 2000-2001 would be \$2,183,600. The Commission has already reimbursed NES \$403,040 for two Written Examination administrations, and there is a maximum contractual balance of \$1,462,266 for the remaining Written Examination and Video Performance Assessment administrations. Subtracting these last two figures from the anticipated amount due NES would result in a contractual deficit of \$318,294. The projected increased expenditure will be more than covered by the increased revenue from the added number of examinee fees.

### Staff Recommendation

Staff is requesting an amendment to increase the total RICA contract by \$375,000. This amount incorporates a projected \$320,000 deficit plus a \$55,000 buffer in anticipation of any unforeseen events. Of the \$375,000 additional available funds, NES will only be reimbursed the amount needed to compensate them for the actual testing done.



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