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Agenda

California Commission on Teacher Credentialing

June 6-7, 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, June 6, 2001
Commission Office

1. Executive Committee (Vice Chair Madkins) 8:30 a.m.

- EXEC-1** Approval of the May 2, 2001 Executive Committee Minutes
- EXEC-2** Interviews for Appointment to the Committee of Credentials

2. General Session

The Commission will immediately convene into Closed Session

Closed Session (Vice Chair Madkins)

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

3. Appeals and Waivers (Committee Chair Madkins)

- A&W-1** Approval of the Minutes
- A&W-2** Reconsideration of Waiver Denials
- A&W-3** Waivers: Consent Calendar

A&W-4 Waivers: Conditions Calendar

A&W-5 Waivers: Denial Calendar

THURSDAY, June 7, 2001
Commission Office

1. General Session (Vice Chair Madkins)

**8:00
a.m.**

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

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



- LEG-1 Status of Legislation of Interest to the Commission
 - LEG-2 Analysis of Bills of Interest to the Commission
-

3. Preparation Standards Committee of the Whole (Committee Chair Katzman)



- PREP-1 Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities



- PREP-2 Recommended Approval of a Contract for Improving Rural Beginning Teacher Support and Assessment (BTSA) Communications



- PREP-3 Proposed Exploration for the Restructuring of the Subject Matter Preparation Requirements for Mathematics Teachers



- PREP-4 Recommendations for 2001-2002 Funding for Local Programs to Support Teachers Completing Coursework Toward Certification to Teach Mathematics Pursuant to AB 496
-

4. Performance Standards Committee of the Whole (Committee Chair Johnson)



- PERF-1 Update on Federally-Mandated Reports on Teacher Preparation Programs Required by Title II of the 1998 Reauthorization of the Higher Education Act
-

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



FPPC-1

Update on the Governor's Budget for Fiscal Year 2001-2002



FPPC-2

Proposed Contract Related to the Teacher Credentialing Service Improvement Project

6. **Credentialing & Certificated Assignments Committee of the Whole (Committee Chair Fortune)**



C&CA-1

Proposed changes to Title 5 Sections 80026 and 80027 Pertaining to the Declaration of Need for Fully Qualified Educators and Limited Assignment Emergency Multiple or Single Subject Teaching Permit



C&CA-2

Request for Approval of a Plan to Develop Fully Qualified Educators Submitted by SmartStart (NPS)

7. **Reconvene General Session (Vice Chair Madkins)**

GS-10 Report of Appeals and Waivers Committee

GS-11 Report of the Executive Committee

GS-12 Report of Closed Session Items

GS-13 Commissioner Member Reports

GS-14 Audience Presentations

Old Business

GS-15 • Quarterly Agenda for Information
June, July and September 2001

GS-16 New Business

GS-17 Adjournment

All Times Are Approximate and Are Provided for Convenience Only

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

The Order of Business May be Changed Without Notice

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

Reasonable Accommodation for Any Individual with a Disability

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

NEXT MEETING

July 11-12, 2001

California Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, CA 95814



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California Commission on Teacher Credentialing

Meeting of: June 6-7, 2001

Agenda Item Number: LEG-1

Committee: Legislative

Title: Status of Legislation of Interest to the Commission

✓ Information

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

BILLS FOLLOWED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

May 18, 2001

SPONSORED BILLS

| Bill Number -- Author -- Version Summary | Previous and Current CCTC Position Version (Date Adopted) | Status |
|---|--|---|
| SB 57 -- Scott -- Amended 5/02/01 Would make numerous noncontroversial, technical and clarifying changes to the Education Code. Allows pre-interns the option of taking subject matter courses to renew their certificate to advance to the intern program. | Sponsor -- Introduced version -- (Dec. 2000) | Read first time in the Assembly May 8, 2001. Not yet assigned to a committee. |
| SB 299 -- Scott -- Amended 4/17/01 Clarifies the Education Code Sections related to the Committee of Credentials. | Sponsor -- Introduced version -- (Dec 2000) | Senate Appropriations Committee. Sent to Senate Floor for Third Reading. |

ASSEMBLY BILLS OF INTEREST TO CCTC

| Bill Number -- Author -- Version Subject | Previous and Current CCTC | Status |
|---|---------------------------|--------|
|---|---------------------------|--------|

| | Position Version (Date Adopted) | |
|---|---|--|
| AB 75 -- Steinberg -- Amended 4/18/01 Creates a voluntary program to provide training to California's principals and vice-principals to include academic standards, leadership skills, and the use of management and diagnostic technology. This is a Governor's Initiative and the Governor's Budget proposes \$15 million for this program. | Watch -- Introduced -- (Feb 2001) Support -- 2/22/01 -- (March 2001) | Assembly Committee on Appropriations suspense file. |
| AB 128 -- Shelley -- Amended 4/3/01 Would establish The California School Paraprofessional Reading And Mathematics Training Program. | Support -- 3/12/01- (April 2001) | Assembly Committee on Appropriations suspense file. |
| AB 272 -- Pavley -- Introduced 2/16/01 Would make a holder's first clear multiple or single subject teaching credential valid for the life of the holder after two renewal cycles, if the holder meets specified requirements. | Oppose -- Introduced version -- (March 2001) | Assembly Committee on Appropriations suspense file |
| AB 401 -- Cardenas -- Introduced 5/01/01 Would require emergency permits to be evenly distributed throughout a school district. | Watch -- Introduced version -- (April 2001) | Assembly Committee on Appropriations. Not yet scheduled for hearing. |
| AB 721 -- Steinberg -- Amended 34/17/01 The CCTC could award grants to teacher preparation programs to develop or enhance programs to recruit, prepare and support new teachers to work and be successful in low performing schools. | Support -- 3/29/01- (April 2001) | Assembly Committee on Appropriations suspense file. |
| AB 833 -- Steinberg -- Amended 4/17/01 Would establish the Public School Teacher Qualification Equity Program, consisting of a teacher qualification index (TQI) and a teacher qualification intervention program (TQIP). | Watch -- 3/29/01 -- (April 2001) | Assembly Committee on Appropriations suspense file. |
| AB 1148 - Wyland -- Amended 4/17/01 Would require the Legislative Analyst's Office, in collaboration with the CCTC, to study the educational resources needed to provide a free and appropriate public education. | Watch -- Introduced version -- (April 2001) | Assembly Committee on Appropriations suspense file. |
| AB 1232 -- Chavez -- Amended 5/01/01 Would establish the California State Troops to Teachers Act. Retired officers or noncommissioned officers who agree to teach for five years and participate in a paraprofessional, pre-internship or internship program would be eligible for a bonus payment. | Seek Amendments -- Introduced version -- (March 2001) Support -- 5/01/01 (May 2001) | Assembly Committee on Appropriations. Not yet scheduled for hearing. |
| AB 1241 -- Robert Pacheco -- Amended 4/05/01 Would require the Chancellor of the California Community Colleges to submit a written report on the feasibility of the development of a uniform teacher preparation program. | Seek Amendments -- Introduced version -- (April 2001) Watch -- 4/05/01 -- (May 2001) | Assembly Committee on Appropriations suspense file. |
| AB 1307 -- Goldberg -- Amended 4/30/01 Would allow a credential candidate to complete | Oppose, Unless Amended -- Introduced | Assembly Committee on |

| | | |
|--|---|---|
| the program based upon the same credentialing requirements and assessments in effect when they enrolled in the program. | version -- (April 2001) | Appropriations. Not yet scheduled for hearing. |
| AB 1431 -- Horton -- Amended 4/25/01 Would require school districts to provide a 3-day training program for substitute teachers before they start. | Watch -- Introduced version -- (April 2001) | Assembly Committee on Appropriations suspense file. |
| AB 1662 -- R. Pacheco -- Amended 5/02/01 Adds the requirement for a graduate degree for candidates pursuing a personnel services credential. | Oppose -- 5/02/01 -- (May 2001) | Assembly Committee on Appropriations suspense file. |

SENATE BILLS

| Bill Number -- Author -- Version Subject | Previous and Current CCTC Position Version (Date Adopted) | Status |
|--|---|--|
| SB 79 -- Murray -- Amended 4/25/01 Would require the CCTC to develop a plan that addresses the disproportionate number of teachers serving on emergency permits in low-performing schools in low-income communities. The plan is due by July 1, 2002 and includes a \$32,000 appropriation from the General Fund. | Watch -- Introduced version -- (Feb 2001) | Senate Appropriations Committee. Senate Third Reading File. |
| SB 321 - Alarcon -- Amended 5/02/01 Would allow school districts to provide a 30-day training program for teachers they hire on an emergency permit. | Seek Amendments -- Introduced version -- (April 2001) | Senate Appropriations Committee suspense file. |
| SB 508 -- Vasconcellos -- Amended 5/03/01 Enacts the Pupil Learning and Achievement Act of 2001 to create a strategic plan to recognize and address the needs of low achieving pupils. | Watch -- 4/23/01 (May 2001) | Senate Appropriations Committee suspense file. |
| SB 572 -- O'Connell -- Amended 5/03/01 Prohibits school districts from limiting the years of service credit used to determine the salary of a teacher coming from another school district. | Support, If Amended -- Introduced version -- (April 2001) Watch -- 5/03/01 -- (May 2001) | Senate Appropriations Committee. Sent to Senate Floor for Third Reading. |
| SB 688 - O'Connell -- Amended 5/03/01 Would make beginning teachers in regional occupation centers and programs eligible for BTSA. | Approve -- Introduced version -- (April 2001) | Senate Appropriations Committee suspense file. |
| SB 792 -- Sher -- Amended 5/02/01 Would require the CCTC to issue a two-year subject matter credential after earning a baccalaureate degree and passage of CBEST and a clear credential after completion of 40 hours of preparation and professional development, if any, and passage of the teacher preparation assessment. | Oppose -- Introduced version -- (March 2001) Oppose -- 4/5/01 -- (April 2001) | Senate Appropriations Committee suspense file. |
| SB 837 -- Scott -- Amended 4/16/01 Would specify the documentation that a school district must provide the CCTC to justify a request for an emergency permit. This bill would also increase the state grant and district | Support -- Introduced version -- (March 2001) | Senate Appropriations Committee suspense file. |

| | | |
|--|--|---|
| match for the pre-intern program and permit the CCTC to allow for district hardship. | | |
| SB 900 -- Ortiz -- Amended 3/28/01 Would increase efficiency in processing information requests by grouping those agencies with similar standards and information needs together. | Support, If Amended -- 3/28/01 -- (April 2001) | Senate Committee on Public Safety Committee. Two-year bill at request of the author. |
| SB 955 -- Vasconcellos -- Introduced 2/23/01 Would require Cal Grant T recipients to teach for at least four years in a subject area in a shortage area, or at a school that serves a large population of low-income families, has 20% or more teachers holding emergency permits, waivers or intern credentials, or is a low-performing school. | Watch -- Introduced version -- (April 2001) | Senate Committee on Education. |

Revised on May 21, 2001



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California Commission on Teacher Credentialing

Meeting of:

June 6-7, 2001

Agenda Item Number:

PREP-1

Committee:

Preparation Standards

Title:

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities

✓ Action

Prepared by:

Helen Hawley, Consultant
Professional Services Division

Approval of Subject Matter Preparation Programs Submitted by Colleges and Universities

Professional Services Division

May 9, 2001

Executive Summary

This item contains a listing of subject matter programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission.

Fiscal Impact Summary

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

Recommendation

That the Commission approve the subject matter preparation programs.

Subject Matter Preparation Program Review Panel Recommendations

Background

Subject Matter Program Review Panels are responsible for the review of proposed subject matter preparation programs. This item contains a listing of subject matter programs recommended for approval since the last Commission meeting by the appropriate review panels, according to procedures adopted by the Commission.

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

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

Recommendation

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

LOTE

- San Jose State University (Spanish and French)

ART

- Sonoma State University

ENGLISH

- United States International University

HOME ECONOMICS

- San Francisco State University

MUSIC

- University of California, Los Angeles
- California State University, Hayward

SCIENCE

- Concordia University

B. Summary Information on Elementary Subject Matter Preparation Program Awaiting Commission Approval

For the following proposed preparation program, the institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Multiple Subject Teaching Credentials. The program has been reviewed thoroughly by the Commission's Staff Review Panel and has met all applicable standards and preconditions established by the Commission is recommended for approval by the appropriate review panel.

Background

At the June 2000 meeting of the California Commission on Teacher Credentialing, the Commission voted to grant initial institutional accreditation to InterAmerican College. This action included a waiver of the Western Association of Schools and Colleges (WASC) accreditation requirement and was contingent upon a partnering agreement with California State University, San Marcos. The institution was required to provide a copy of a Memorandum of Understanding of the agreement with CSU, San Marcos. The Commission also required InterAmerican College to provide an annual report on the progress toward Candidacy status with the Western Association of Schools and Colleges. The signed copy of the Memorandum of Understanding was executed in August 2000. It included all of the required elements and clearly outlined the responsibilities of both parties. Once the institution met the requirements of the Commission, the institution was eligible to submit programs for approval. InterAmerican College submitted a program proposal for a Liberal Studies Major and has been working with staff in the meantime to make certain that the proposal appropriately responded to all of the Commission's standards and preconditions.

Recommendation

That the Commission approve the following program of elementary subject matter preparation for Multiple Subject Teaching Credentials.

- InterAmerican College
Liberal Studies Major



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California Commission on Teacher Credentialing

Meeting of:

June 6-7, 2001

Agenda Item Number:

PREP-2

Committee:

Preparation Standards

Title:

Recommended Approval of a Contract for Improving Rural BTSA Communications

✓ Action

Prepared by:

Phyllis Jacobson, Ed.D., Consultant
Professional Services Division

Recommended Approval of a Contract for Improving Rural BTSA Communications

**Professional Services Division
June 6-7, 2001**

Executive Summary

California's Title II Teacher Quality Enhancement State Grant, which the Commission administers on behalf of the Governor's Office, is used to support all aspects of the Learning to Teach Continuum. In 1999-2000, excess funds from the USDOE were offered to existing Title II projects as supplementary funding for additional activities that would serve to enhance teacher quality efforts. California requested to use the supplementary support funds to improve the support of Beginning Teachers in rural areas by implementing a project that would use technological advances in communication to enhance the supportive relationship between Beginning Teachers in rural areas and their Support Providers, who were often located at a distance from them. In awarding this contract, the Commission would support a pilot project for improved communications between Beginning Teachers and their Support Providers in several highly rural counties in far Northern California.

Policy Issues to be Resolved by the Commission

Should the Commission authorize the Executive Director to award this contract under Title II to improve rural BTSA communications?

Fiscal Impact Statement

The costs for funding the contract for improving rural BTSA communications would be paid entirely from the Title II Teacher Quality Enhancement State Grant funds.

Recommendation

Staff recommends that the Commission authorize the Executive Director to award this contract for improving rural BTSA communications to the Tehama County Office of Education.

I. Background

The Beginning Teacher Support and Assessment (BTSA) program maintains a strong, supportive relationship between the Beginning Teacher and the Support Provider.

When excess funds became available from USDOE in 1999-2000 for use in currently funded Title II Teacher Quality Enhancement grant programs, these programs were asked to apply for supplementary funding for projects that would improve the quality of their programs. California's State Title II project applied for and received this supplementary funding for the purpose of improving communications in rural BTSA programs. The Tehama County Office of Education then applied to the Title II project for supplementary funding for a pilot project that would assist Beginning Teachers in rural areas of far northern California served by the Tehama and the Sonoma County Offices of Education to work closely with their Support Providers who were often at a great geographical distance from them. Because close person-to-person communication is so crucial to the successful implementation of the supportive work that is integral to BTSA projects, this pilot project offered the best opportunity to enhance the work that was being done in an existing BTSA project.

II. Purpose of the Contract

The purpose of the contract is to pilot an improved communication system between Beginning Teachers and Support Providers in rural counties of northern California served through the Tehama and Sonoma County Offices of Education. Within the scope of the contract, the Tehama County Office of Education, in collaboration with the Sonoma County Office of Education, will be expected to identify Support Providers, develop and implement improved technology-based communication links so that Beginning Teachers and their Support Providers can establish face to face communication through improved video conferencing technology, develop and provide training as necessary in technology-based communication links, and plan and carry out an evaluation of the effectiveness of the improved technology-based distance communication system.

III. Recommendation

Staff recommends that the contract award to Tehama County Office of Education in the amount of \$152,202 for improving rural BTSA program communications be approved.



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California Commission on Teacher Credentialing

Meeting of:

June 6-7, 2001

Agenda Item Number:

PREP-3

Committee:

Preparation Standards

Title:

Proposed Exploration for the Restructuring of the Subject Matter Program for Mathematics Teachers

✓ Information

Prepared by:

Jim Alford, Assistant Consultant
Professional Services Division

Proposed Exploration for the Restructuring of the Subject Matter Program for Mathematics Teachers

Professional Services Division

May 18, 2001

Executive Summary

As directed by the Commission, the Mathematics Subject Matter Advisory Panel has begun to undertake revision of subject matter requirements for mathematics teachers. Early discussions of the panel have led to the exploration of alternatives to the current mathematics credential structure. This item is presented to inform the Commission about the panel's thinking, providing the concept of a potential new structure for mathematics certification and the basis for the panel's interest in exploring such a change.

Policy Issues to be Discussed

Should the Commission consider a new structure for the mathematics credential?

Fiscal Impact Statement

There would likely be some cost to the agency in the form of additional staff time required for activities related to establishing an amended mathematics credential structure. However, staff anticipates that these costs could be absorbed by the Commission's current base budget.

Background

At its October 2000 meeting, the Commission on Teacher Credentialing authorized the formation of subject matter advisory panels in the subject areas of English, science, social science and mathematics to undertake the revision of subject matter requirements for

individuals pursuing certification to teach in these subject areas. To date, these panels have met twice to discuss appropriate revisions of current requirements. The discussions undertaken by the mathematics panel have led to an exploration of alternatives to the current single subject mathematics credential structure. Now, as provided for in Education Code section 44256 and Title 5 Section 80004, a single credential authorizing the teaching of mathematics at all levels (K-12) is issued. Current subject matter requirements for mathematics reflect this broad authorization, and thus include a substantial breadth of mathematics content, a significant portion of which are mathematics concepts at a very advanced level.

While the panel has indicated its commitment to high subject matter standards for mathematics teachers, it is concerned that current subject matter standards may not focus on knowledge that is most applicable to K-12 teaching, particularly at the level of coursework most commonly undertaken by students at the middle school and high school levels (e.g., pre-algebra, algebra and geometry). In that current subject matter requirements include advanced concepts not directly applicable to most K-12 instruction (e.g., real analysis, topology, differential equations) the panel has expressed an opinion that these requirements create an artificial barrier to mathematics certification, dissuading or preventing prospective mathematics teachers from obtaining their credentials. With this, as well as the current shortage of mathematics teachers in mind, the panel has discussed the possibility of an alternative credential structure for the subject of mathematics. The purpose of this item is to explore alternatives and seek direction from the Commission.

Potential Restructuring of Current Mathematics Authorization and Subject Matter Requirements

Much of the panel's discussion on this issue has centered on the concept of bifurcating the current mathematics credential authorization and requirements so that first-level mathematics certification would authorize teaching to a specific subject level, perhaps second-year algebra or trigonometry, with a revision of subject matter requirements to include the concepts needed to teach successfully to this subject level. A second-level authorization would then be required for teachers assigned to teach advanced subjects such as mathematical analysis and calculus. Subject matter requirements for the second-level authorization would be developed to reflect the advanced subject matter knowledge needed by teachers to succeed in teaching those subjects. The panel believes that such a structure would strengthen subject matter standards, because the standards developed for each authorization level would more closely and fully reflect the subject matter knowledge required for the courses teachers would be assigned to teach. A perceived weakness of current subject matter standards is that, because they cover such a breadth of mathematics concepts, those fundamental concepts most applicable to the work of the majority of mathematics teachers may not be assessed to an appropriate depth to assure competence. Bifurcating the subject matter requirements would lead to fuller development and deeper assessment of first-level concepts for beginning teachers because highly advanced subject matter concepts would not need to be included for initial authorization. Further, an authorization to teach advanced mathematics courses would be obtained through a separate coursework program, also resulting in the fuller development and deeper assessment of subject matter requirements for successful beginning teaching at those levels.

Statewide data suggest that action to restructure the current mathematics credential structure may be justified. According to statistics provided by the California Department of Education, less than 10% of mathematics courses taught in 1999-2000 in California public schools were at the advanced level described above, whereas all teachers must demonstrate competence in advanced mathematics concepts in order to obtain a single subject mathematics credential (*Statewide Course Enrollment and Staffing Data 1999-2000*, CDE). Also, some educational employers have suggested that individuals with a high degree of competence in most mathematical concepts have difficulty meeting current subject matter requirements due to the inclusion of highly advanced mathematical concepts in those requirements. While these prospective teachers might prove to be successful in providing instruction in algebra, geometry and trigonometry courses, current subject matter requirements may prevent them from obtaining permanent mathematics certification. Bifurcation of the current structure would allow these individuals to demonstrate subject matter competence sufficient to succeed in teaching subjects to which they are assigned without compromising subject matter standards for teachers who would be assigned to teach advanced courses.

Initial Perceptions of Stakeholders Regarding the Impact of a New Credential Structure

Preliminary discussions with stakeholders regarding this concept have indicated that, at least initially, such a change could yield positive results. Educational employers currently struggle to appropriately staff their mathematics classrooms. Over the past four years, more single subject emergency permits have been issued in mathematics than in any other single subject, accounting for over 18 percent of single subject permits issued (*1998-99 Annual Report: Emergency Permits and Credential Waivers*, CCTC). There is some expectation that a greater number of individuals capable of succeeding as mathematics teachers would be able to obtain permanent mathematics certification through a new structure. Also, the ability of subject matter programs to focus on those concepts most applicable to the mathematics courses that teachers would be assigned to teach may result in better preparation and hence better instruction.

Possible Options for the Revision of Mathematics Subject Matter Requirements

The following options are provided as potential responses to the concept of implementing a bifurcated mathematics credential structure.

Option 1 -- Use of the Current Mathematics Specialist Authorization in Implementing a Bifurcated Structure

The Commission currently issues a Professional Clear Mathematics Specialist Instruction Credential to individuals who complete advanced preparation to teach middle school. California Education Code Section 44265 established the authority to offer this authorization, and Title 5 Section 80070 establishes requirements for the authorization and includes an authorization statement. The language of these sections do not appear to prevent the use of this authorization to serve as the advanced certification level in a bifurcated structure, although changes to the Title 5 section may be necessary to establish the use of this authorization as proposed. Currently, use of the mathematics specialist instruction credential is very limited.

The proposed structure under this option would limit the authorization of the single subject mathematics credential to teach mathematics courses up to a designated level, such as second-year algebra or trigonometry, with a revision of subject matter competence requirements to reflect this limited authorization. Individuals interested in teaching advanced mathematics courses would verify subject matter competence at a higher level than that required for a single subject mathematics credential, thereby obtaining the mathematics specialist instruction credential. This option would require the Mathematics Subject Matter Advisory Panel to develop standards for the mathematics specialist instruction credential, as well as revising subject matter standards for the single subject mathematics credential.

As with other proposed options, this change in the mathematics credential structure would only affect individuals pursuing mathematics authorizations after the new structure has been adopted. Current mathematics credential holders and candidates who obtain mathematics credentials under the current structure would maintain or obtain the unlimited K-12 mathematics authorization currently listed on single subject mathematics credentials.

Option 2 -- Introduction of an Advanced Supplementary Authorization in Implementing a Bifurcated Structure

Under any of these proposed options, the current supplementary authorization for mathematics will continue to be available to teachers credentialed in other subjects. It authorizes the teaching of mathematics courses commonly taught to students in grades 9 and below, and was originally intended to authorize the teaching of courses up to and including first-year algebra.

Under Option 2, the single subject mathematics credential would maintain its current authorization, and the current supplementary authorization would continue to be available, but a new advanced supplementary authorization would be introduced. This new advanced authorization would carry an authorization statement and subject matter requirements that fall between the current supplementary authorization and single subject authorization. It could allow the holder to teach geometry, second-year algebra, and perhaps trigonometry. The requirements for this authorization would reflect a level of subject matter competence needed for a beginning teacher to succeed in teaching these courses. Establishing this new authorization would likely require new Title 5 regulations at a minimum.

Also, currently all supplementary authorizations are obtained only through the completion of subject matter coursework, whereas the single subject authorization may be obtained either through completion of an approved program or through successful passage of a subject matter examination. While regulations could be created to include an examination option for this advanced supplementary authorization, this option would require the development of a new examination. This is unlike Option 1 discussed above, which could be implemented through existing mechanisms. Candidates for the single subject mathematics credential could qualify through passage of an examination or completion of an approved program of coursework for the mathematics credential. Candidates for the specialist credential would qualify through an advanced program of coursework. The availability of an examination option for the first-level mathematics authorization may be of particular importance for individuals who are transitioning into mathematics teaching from other careers, such as those with education and experience in applied mathematics.

Option 3 -- Maintenance of the Current Mathematics Credential Structure

If the Commission deems it appropriate, the Mathematics Subject Matter Advisory Panel could complete its work under the current structure.

Issues to Be Resolved

- 1) Coursework currently offered by institutions of higher education for degrees in mathematics do not focus on the "lower levels" of mathematics upon which a new "basic" credential would be based. Opportunities may exist within the community colleges, within the existing structure of blended programs, or within the existing Master of Arts in Teaching programs to provide in-depth collegiate coursework of a non-remedial nature to future math teachers. This would be a significant departure from the current approach taken by mathematics departments.
- 2) More information from local school districts and county offices of education about the impact of such a shift may be necessary. Neither the panel or staff intend to recommend that the Commission take an action that would further constrict the supply of qualified mathematics teachers in the schools.

Conclusion

Staff welcomes feedback and direction from the Commission regarding this proposed exploration of a new credential structure for mathematics teachers.



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California Commission on Teacher Credentialing

Meeting of:

June 6-7, 2001

Agenda Item Number:

PREP-4

Committee:

Preparation Standards

Title:

Recommendations for 2001-2002 Funding for Local Programs to Support Teachers Completing Coursework Toward Certification to Teach Mathematics Pursuant to AB 496

✓ Action

Prepared by:

Jim Alford, Assistant Consultant
Professional Services Division

Recommendations for 2001-2002 Funding for Local Programs to Support Teachers Completing Coursework Toward Certification to Teach Mathematics Pursuant to AB 496

Professional Services Division
May 18, 2001

Executive Summary

In response to a report published by the Commission in 1997, entitled *Recruitment and Preparation of Teachers for Mathematics Instruction: Issues of Quantity and Quality in California*, the Commission successfully sponsored Assembly Bill 496, resulting in the establishment of the California Mathematics Initiative for Teaching. This statute authorizes the Commission to fund local education agencies (LEA's) to provide forgivable loans to individuals pursuing certification to teach mathematics.

Pursuant to AB 496 (E.C. §44400 -- 44405) the Commission awards funds to programs submitting successful proposals to support teachers in obtaining either full authorizations or supplementary authorizations to teach mathematics. Teachers are eligible to receive funding for a maximum of four consecutive years and a total amount not to exceed \$7,500. Funds received are considered a loan, forgivable through service as a mathematics teacher in the LEA through which the funds were received. For each year of service, once certified to teach math, \$2,500 of the loan amount is forgiven.

This item presents for approval the recommendations of the AB 496 proposal review team for the distribution of funds available through the California Mathematics Initiative for Teaching to new proposed programs in 2001-2002.

Policy Issues to be Resolved

Should the Commission approve the recommendations of the AB 496 proposal review team for funding new proposed programs in 2001-2002?

Fiscal Impact Statement

AB 496 appropriated a total of \$1.613 million to fund the California Mathematics Initiative for Teaching in 2001-2002.

Staff Recommendation

Staff recommends that the Commission approve the attached list of recommended recipients of AB 496 grants for 2001-2002 and that funds be disseminated to these recipients to establish their loan forgiveness programs.

Background

The California Mathematics Initiative for Teaching was established to respond to the current shortage of teachers who are competent and certified to teach mathematics in California's public schools. The Initiative provides financial assistance to teachers meeting state teacher preparation standards for authorizations in mathematics through a forgivable loan program administered by local education agencies and the Commission. AB 496, which established the Initiative, authorizes the Commission to develop criteria for funding local education agencies proposing to administer the program locally and to select grantees based on those criteria. The program was initiated in the 1999-2000 fiscal year. In that year, 12 programs applied and were selected for funding. A portion of the \$1.5 million available was distributed to those programs for use in the first year. The balance of the funding remains available for use by those programs as needed in the two subsequent fiscal years. To date, those programs continue efforts to recruit a sufficient number of teachers to utilize this funding. In the program's second year, five programs applied for funding and were selected. Based on the funding amounts requested in their proposals, the Commission was able to fund those programs at the level requested for the first year as well as the two subsequent fiscal years.

To ensure maximum use of funding available and to strengthen the level of program participation, the Commission made two policy decisions in 2000 related to this program. First, the Commission expanded program participation to include interns, pre-interns and emergency permit holders, who in some cases may have greater interest in this program. Also, the Commission targeted directors of other programs in the learning-to-teach continuum when providing information on the California Mathematics Initiative and distributing this year's Request for Proposals (RFP). Preliminary information indicates that these actions have been helpful. Continuing programs have expressed an expectation that they will be more successful in recruiting program participants now that interns and pre-interns may benefit from this program. Also, response to this year's RFP was substantially improved over previous years, sufficient to allow distribution of the entire amount of funding available in 2001-2002.

Proposals and Recommendations for Funding 2001-2002

Staff distributed a "Request for Proposals for State Grants to Prepare Teachers of Mathematics" in December 2000 to the superintendents of all California county offices of education and school districts, and to California Mathematics Project Directors. The RFP included criteria for evaluation of the proposals. These criteria included:

- demonstrated need for the program;
- a comprehensive, multi-faceted plan to address the shortage of qualified mathematics teachers;
- selection criteria for participants that result in the preparation of teachers for the authorization level for which there is the highest need;
- a program design that results in the preparation of teachers to fill the areas of highest need;
- demonstration of cost-effectiveness in the program design; and,
- evidence of collaboration with institutions of higher education and other cooperating agencies.

The deadline for submission of proposals was March 1, 2001. Twenty-four proposals were received. A proposal review team was formed, comprised of teacher educators, teacher support program directors, and Commission staff members. Each proposal was read and analyzed by two members of the review team. If necessary, a third reader was available to

review a proposal to settle discrepancies in the analyses of the first two reviewers. Proposals were scored according to the criteria noted, strengths and weaknesses were noted, clarifying questions for each proposal were developed, and the team made one of the following recommendations for each proposal:

- fund the program as submitted;
- fund the program if noted concerns are addressed; or,
- do not fund the program.

Twenty-two of the twenty-four programs were recommended by the review team to be funded if noted concerns were addressed. The other two programs were recommended to be funded as submitted. Based on receipt of satisfactory responses to the concerns noted, staff recommends that the Commission approve the following list of recommended recipients of AB 496 grants for 2000-2001 and authorize the Executive Director to disseminate funds to these agencies to establish their loan forgiveness programs:

| | |
|--|--|
| Amador County Unified School District | Merced County Office of Education |
| Barstow Unified School District | Moreno Valley Unified School District |
| Brawley Union High School District | Napa Valley Unified School District |
| Desert Sands Unified School District | Rialto Unified School District |
| Dinuba Unified School District | Sacramento City Unified School District |
| Downey Unified School District | Sacramento County Office of Education |
| Hemet Unified School District | San Diego City Unified School District |
| Imperial County Office of Education | San Mateo Union High School District |
| Inglewood Unified School District | Sequoia Union High School District |
| Kern County Superintendent of Schools | Sonoma County Office of Education |
| Kings County Office of Education | Ventura County Office of Education |
| Lindsay Unified School District | Wm. S. Hart Union High School District |



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California Commission on Teacher Credentialing

Meeting of: June 6-7, 2001

Agenda Item Number: PERF-1

Committee: Performance Standards

Title: Update on Federally-Mandated Reports on Teacher Preparation Programs Required by Title II of the 1998 Reauthorization of the Higher Education Act

✓ Information

Prepared by: Beth Graybill, Consultant
Professional Services Division

Update on Federally-Mandated Reports On Teacher Preparation Programs Required by Title II of the 1998 Reauthorization of the Higher Education Act

Professional Services Division
June 6-7, 2001

Executive Summary

In 1998, Congress and the President passed the Higher Education Reauthorization Act. Title II of this Act authorized new federal grant programs that support the efforts of states to improve teacher quality and also included new accountability measures in the form of annual reports that provide information about the recruitment and preparation of new teachers. Section 207 of Title II established new reporting requirements for (1) the sponsors of teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education. This agenda item provides an update on the Commission's work in compliance with requirements mandated by the 1998 reauthorization of the Higher Education Act and outlines how Commission staff will prepare the State's *First Annual Report Card on California Teacher Preparation Programs*.

Fiscal Impact Summary

The work related to Title II reporting requirements was planned for in the Commission's regular budget for the Professional Services Division. No federal dollars were allocated for this work.

Policy Issues to be Decided

None. This item is for information only.

None.

Introduction and Overview

This report provides an update on the Commission's work in compliance with requirements mandated by the 1998 reauthorization of the Higher Education Act. This report provides background and summary information about the reporting requirements contained in Title II of the Act and presents an overview of the activities that will take place over the next few months as the Commission prepares the State's *First Annual Report Card on California Teacher Preparation Programs*.

In October 1998, Congress and the President passed the Higher Education Reauthorization Act, which contained many provisions affecting higher education. Title II of this Act included new federal grant programs that support efforts to improve the recruitment, preparation, and support of new teachers and also mandated certain reporting requirements for institutions and states on teacher preparation and licensing. The intent of Congress was that the programs and requirements of Title II would provide incentives for improving teacher preparation systems and provide for greater accountability for ensuring teacher quality.

California received a three-year \$10.6 million Title II State Teacher Quality Enhancement grant, which will support the State's efforts in reforming state licensure and certification requirements. The Commission, in close collaboration with the Secretary for Education and cooperating educational partners, is in the second year of the grant. One of the primary projects funded by the grant is the development of a standards-based performance assessment that will be required of all teacher candidates. Required by Senate Bill 2042 (Alpert/Mazzoni, 1998) the Teaching Performance Assessment (TPA), will be aligned with California Standards for the Teaching Profession and also with the State's K-12 Academic Content Standards. The Commission has received regular progress reports about Title II grant activities and the development of the Teaching Performance Assessment.

Title II also established new reporting requirements for (1) the sponsors of all teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education. Section 207 of Title II requires institutions to submit annual reports to states on the quality of teacher preparation programs. States are required to collect the information contained in these institutional reports and submit an annual report to the US Department of Education that measures the success of teacher preparation programs and describes state efforts to improve teacher quality. These report cards are also intended to inform the public of the status of teacher preparation programs. Federal law requires institutions make the data contained in their annual reports available to the public and to prospective program applicants.

The US Department of Education will compile all state reports into a single national report that will be submitted to Congress in April 2002. The national report will, for the first time, provide comprehensive national data on how well institutions prepare teachers, including pass-rate data on assessments required for certification or licensure. The report will also describe what states require of individuals before they are allowed to teach, and how institutions and states are raising standards for the teaching profession. It is important to note that pass rates reported in one state will not be comparable to pass rates reported in another because passing scores and assessment instruments differ between states. For this reason, the US Department of Education's report will emphasize the lack of validity of any such interstate comparisons.

The US Department of Education required the first annual reports to contain pass-rate data for the academic year 1999-2000 and specified the following schedule for the first reporting cycle:

- | | |
|-----------------|---|
| October 7, 2000 | States were required to report to the US Department of Education on the status of its definitions on the process for gathering institutional reports. |
| April 7, 2001 | Teacher preparation programs were required to submit their first annual institutional report cards to states. |
| October 8, 2001 | States are required to file their first annual report with the US |

April 7, 2002

The US Secretary of Education must file a report with Congress on efforts to improve teacher quality (and institutions must file their second annual report with their state).

Overview of Commission Activities

To begin the implementation of this new federal statute, the US Department of Education in May 2000, published a *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation (Title II, Higher Education Act)*. This 85-page document provided general information about the reporting requirements, included definitions of technical terms, and contained the specifications for institutional and state reports. The US Department of Education required each state to adopt a plan for implementing the federal law beginning in 2001.

In the Spring of 2000, the Commission began working with an intersegmental advisory working group for the purpose of developing a state plan that defined procedures for collecting and reporting the data elements that would be included in California institutional report cards. The members of the Advisory Working Group are listed in Appendix A of this report. The state plan also identified specific milestone dates for preparing and submitting both the institutional and state reports for the first reporting cycle. At its October 2000 meeting, the Commission approved California's *State Plan for Federally-Mandated Reports about Teacher Preparation Programs in California*, and the US Department of Education approved the plan in October 2000. Click [HERE](#) to view the State Plan using Adobe Acrobat Reader.

Collecting Institutional Reports

To facilitate the reporting process and enhance the Commission's capacity to review and analyze the large amount of data that would be contained in the institutional reports, Commission staff worked with National Evaluation Systems and Richard Carlton Consulting to develop a secure, Web-based data transmission system. Using this system, postsecondary institutions and school districts that have approved Multiple Subject and Education Specialist credential programs submitted their report card data to the Commission on or before April 9, 2001.

Consistent with California's state plan and the *Reference and Reporting Guide*, institutional report cards submitted by California's program sponsors included the following information:

- Qualitative and contextual information regarding the Multiple Subject and Education Specialist programs offered;
- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of program completers who completed programs during the 1999-2000 reporting period; and
- Pass-rate data on credentialing examinations. In California, only pass-rate data for the Reading Instruction Competence Assessment (RICA) for Multiple Subject and Education Specialist (Level I) candidates were reported. Future reports will also contain pass-rate data from the Teaching Performance Assessment.

All 84 of California's postsecondary institutions and school districts that had approved Multiple Subject and Education Specialist credential programs in 1999-2000 submitted their report card data to the Commission by the April 9, 2001 deadline.

Developing the State Report

In compliance with the Commission's approved *State Plan for Federally-Mandated Reports* and the US Department of Education's *Reference and Reporting Guide*, the state report will include:

- A description of state teacher certification or licensure assessment and other requirements;
- A description of state teacher standards and the alignment between state teacher certification or licensure requirements and assessments and state student standards and assessments;
- Pass rates for each of the assessments used by the state for teacher certification and

licensure. This section of the report will also include ranking, by quartile, of the teacher preparation programs within the state.

- Information on emergency permits and waivers of state certification or licensure requirements and the distribution of underqualified teachers in high-poverty school districts;
- A description of the criteria for assessing the performance of teacher preparation programs within the state; and
- A description of state efforts to improve teacher quality.

Following the timelines specified in the state plan, Commission staff have begun verifying and reconciling data reported by program sponsors in their institutional reports. Between now and June 30, 2001, Commission staff will confer as needed with program sponsors to resolve issues that may arise from analysis of the program data and pass-rate data submitted on April 9.

During this time, Commission staff will develop a *Preliminary State Report on Teacher Preparation Programs*. The preliminary report will be distributed for field review in early July. Program sponsors will have until August 10, 2001 to provide comment or statements of concern about the preliminary report. Commission staff will then finalize and prepare the *First Annual Report Card on California Teacher Preparation Programs*, which will be presented to the Commission at its October 3-4, 2001 meeting and submitted to the US Department of Education by October 8, 2001.

Conclusion

As the Commission moves to a strong, standards-based system across the learning to teach continuum, the institutional reports required by Title II will provide rich data for gauging the effectiveness of teacher education programs. This reporting system will build on the Commission's already strong accreditation system and will strengthen the accountability of educator preparation programs in California.

Appendix A Advisory Working Group on Federal Title II Reporting Requirements in California

California Commission on Teacher Credentialing 2000-01

- Carol Bartell
Dean of Education
California Lutheran University
- Elizabeth Graybill
Senior Policy Analyst
Postsecondary Education Commission
- Diane Cordero de Noriega
Provost and Vice President
California State University, Monterey Bay
- Stephen King, Dean
College of Communication and Education
California State University, Chico
- Leslie Faucett
Chief Deputy Superintendent
California Department of Education
- Jeanie Milliken
Director of Teacher Education
Point Loma Nazarene University
- Margaret Fortune
Assistant Secretary for Special Programs
Office of the Governor
- Nina Moore, Director,
Office of the University President
University of California
- Barbara Goldman
Associate Director of Teacher Education
University of California, Davis
- Beverly Young, Director
Office of the University Chancellor
California State University

- Janet Bell
National Evaluation Systems
 - Rose Payan
Educational Testing Service
-



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California Commission on Teacher Credentialing

Meeting of:

June 6-7, 2001

Agenda Item Number:

FPPC-1

Committee:

Fiscal Policy and Planning

Title:

Update on the Governor's Budget for Fiscal Year 2001-2002

✓ Information

Prepared by:

Joseph R. Radding, Director
Information Technology and Support Management Division

BACKGROUND

As of the May 2001 Commission meeting, the Commission's portion of the 2001-02 Governor's Budget had been approved by the Senate budget subcommittee as proposed, while the Assembly budget subcommittee had deferred action on the Commission's budget.

SUMMARY

During hearings in early May 2001, both the Senate and Assembly budget subcommittees adopted the following Spring Finance Letter requests that had been transmitted to the Legislature by the Department of Finance:

- The redirection of \$53,000 in proposed Attorney General contract funds and augmentation of \$33,000, with the intent that the total funding can be used to upgrade an existing position to a Staff Counsel;
- An augmentation of \$160,000 to correct erroneous omission of this funding to convert two limited-term positions to permanent effective July 1, 2001;
- An augmentation of \$138,000 related to StarTec federal grant;
- An augmentation of \$386,000 related to Title II federal grant; and
- An augmentation of \$46,000 related to Troops to Teachers federal grant.

In addition to the actions listed above, the Assembly budget subcommittee approved the Commission's budget as it had been proposed by the Governor in his January budget submission.

Both of the subcommittees adopted the following Supplemental Report Language recommended by the Legislative Analyst's Office that would require the Commission to report to the Legislature by December 1, 2001, on various efforts related to improving the teacher-credentialing process and to conduct a specified survey of credential applicants and holders:

The California Commission on Teacher Credentialing (CTC) shall report to the Legislature by December 1, 2001 on its efforts to:

- Reduce its average credential processing time.
- Implement the Teacher Credentialing Service Improvement Project (TCSIP).
- Identify IHEs that continue to submit a large number of applications with errors.
- Align its information system with DOJ and streamline its fingerprinting process.
- Reduce the frequency of customers' complaints and applicants' errors in submitting credential applications.
- Develop performance measures and track performance outcomes.
- Develop, conduct, and release the results of a meaningful survey of out-of-state applicants, first-time applicants, and renewal applicants that would assess their attitudes regarding:
 - The requirements for obtaining a preliminary teaching credential, professional clear credential, and renewal credential.
 - The quality of preparation they received from their teacher education program (recent credential applicants only).
 - The level of customer service CTC provided throughout the credentialing process.

Both of the subcommittees also approved the following May Revision budget requests that were transmitted by the Department of Finance on May 14, 2001:

- An augmentation of \$200,000 from the Test Development and Administration Account to provide additional spending authority related to test-validity studies; and
- An augmentation of \$1.2 million from the General Fund and \$298,000 from the Teacher Credentials Fund to provide second-year funding for the Teacher Credentialing Service Improvement Project.

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



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California Commission on Teacher Credentialing

| | |
|--|---|
| Meeting of: | June 6-7, 2001 |
| Agenda Item Number: | FPPC-2 |
| Committee: | Fiscal Policy and Planning |
| Title: | Proposed Contract Related to the Teacher Credentialing Service Improvement Project |
| <input checked="" type="checkbox"/> Action | |
| Prepared by: | Joseph R. Radding, Director Information Technology and Support Management Division |

BACKGROUND

At the March 2001 Commission meeting, staff provided the Commissioners with an update on the status of the Teacher Credentialing Service Improvement Project. At that time, staff had prepared and was anticipating imminent control-agency approval of a Request for Proposal (RFP) document that would govern the process by which the Commission selected an information technology vendor to design and implement the new Commission's computer systems.

The project is a critical element in the Commission strategy for streamlining its business practices and taking advantage of technology opportunities to accommodate the projected increase in the number of teachers required for California schools. The results of this effort will also empower both the Commission's customers (primarily teachers) and business partners (primarily institutions of higher education, county offices of education, and school districts, as well as law enforcement agencies) by deploying an automated, interactive process for the exchange of information and the delivery of services.

The following benefits are expected to result from the successful implementation of the project:

- The Commission's growing volume of credential applications will continue to be processed in no more than 75 business days;
- The Commission's customers and business partners will be empowered to access status information quickly and easily;
- The Commission's future staffing needs related to credential processing will be curtailed by at least five positions, an estimated savings of at least \$2.1 million over a seven-year period; and
- State policymakers will receive timely and useful reports regarding the Commission's activities.

In addition, the project is fully consistent with the Governor's e-government vision and strategies that focus on providing citizens with more effective and timely access to State

government services.

The RFP for the project calls for the implementation of three phases with specific functional outcomes: Phase 1 will enable Web access of credential and application status information; Phase 2 will facilitate the online submission of credential renewal applications; and Phase 3 will result in the replacement and upgrading of the Commission's credential database systems.

SUMMARY

Within one business day of receiving control agency approval of the RFP for this project, staff directed the Department of General Services, Procurement Division, to contact 28 vendors who had been pre-qualified under a new State E-Commerce/E-Government Master Contract List. These vendors were invited to participate in an accelerated, multi-step, competitive procurement process that would lead to the selection of the "best-value" solution that met the Commission's business needs.

Of the 28 vendors initially contacted, nine formally indicated an interest in participating in this procurement process. Of these nine vendors, eight submitted preliminary proposals that were evaluated and scored by an evaluation and selection team that included representatives from all of the Commission's divisions. The team determined that five of the proposals contained sufficient potential for success. As a result, the five vendors who had submitted the proposals were invited to prepare final proposals. Ultimately, three of the vendors did so. Attachment 1 provides a summary of each of the three proposals that were received from American Management Systems, KPMG Consulting, and PriceWaterhouseCoopers.

In accordance with the selection criteria contained in the RFP, the evaluation and selection team confirmed that each of the proposals had met all of the RFP's administrative requirements, and then scored the technical aspects of each proposal based on the following items:

Management Evaluation (200 points maximum):

- Project Management Plan (100)
- Data Conversion Plan and Methodology (20)
- Implementation Methodology (20)
- System Testing Plan and Method (20)
- Training Plan and Methodology (20)
- Risk Management Plan and Methodology (20)

Business Solution Evaluation (500 points maximum):

- Project Team Experience (100)
- Specific Business Solution (250)
- Technical Solution (150)

The RFP stipulated that a proposal must receive at least 490 of the 700 maximum points (70 percent) in order to proceed to the opening of the vendor's sealed cost proposal. Two of the proposals (submitted by American Management Systems and PriceWaterhouseCoopers) received a sufficient number of points in the final technical score to proceed to the opening of the sealed cost proposals.

In this procurement, the cost evaluation component was assigned a maximum of 300 points. The lowest-cost proposal was allocated 300 points with proportionately fewer points allocated to higher-cost proposals. After adding the technical and cost scores, the highest-scoring proposal is eligible to be identified as the selected vendor.

As indicated in Attachment 1, the proposal of PricewaterhouseCoopers received the highest score. As a result, on May 10, 2001, the Department of General Services, Procurement Division, posted a notice of intent to award a contract to PricewaterhouseCoopers.

Before a contract can be awarded to PriceWaterhouse, the Commission must complete and obtain control agency approval of a Feasibility Study Report. This document was submitted to the Departments of Information Technology and Finance on May 17, 2001, and staff anticipates a decision on the matter within a matter of weeks.

The Commission's current-year budget contains first-year funding for the project in the amount of \$1,825,000 from the Teacher Credentials Fund. As reported in [FPPC-1](#) on today's Commission meeting agenda, an additional \$1,498,000 in second-year funding (\$1.2 million from the General Fund and \$298,000 from the Teacher Credentials Fund) has already been proposed as part of the Governor's May Revision and approved by the legislative budget subcommittees. Additional funding will need to be secured following fiscal year 2001-2002.

STAFF RECOMMENDATION

Staff recommends that the Commission authorize the Executive Director to execute a contract with the firm of PricewaterhouseCoopers for the design and implementation of the Teacher Credentialing Service Improvement Project.



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California Commission on Teacher Credentialing

Meeting of:

June 6-7, 2001

Agenda Item Number:

C&CA-1

Committee:

Credentialing & Certificated Assignments

Title:

Proposed Changes to Title 5 Sections 80026 and 80027 Pertaining to the Declaration of Need for Fully Qualified Educators and Limited Assignment Emergency Multiple or Single Subject Teaching Permit

✓ Action

Prepared by:

Dale Janssen, Manager
Certification, Assignment and Waivers Division

Proposed Changes to Title 5 Sections 80026 and 80027 Pertaining to the Declaration of Need for Fully Qualified Educators and Limited Assignment Emergency Multiple or Single Subject Teaching Permit

May 18, 2001

Summary

At the May Commission meeting staff presented proposed changes to Title 5 Sections 80026 and 80027 pertaining to the Declaration of Need for Fully Qualified Educators and Limited Assignment Emergency Multiple or Single Subject Teaching Permit. In addition to the changes proposed at that meeting, staff is recommending changing the name from Limited Assignment Emergency Multiple or Single Subject Permit to Limited Assignment Multiple or Single Subject Teaching Permit. This proposed change clarifies that the Limited Assignment document is not an emergency permit rather an assignment option available to employing agencies assigning credentialed teachers.

Fiscal Impact

There are costs associated with regulation changes such as printing and mailing costs related to the distribution of the proposal. There would be no additional staff time needed to implement the proposed changes if approved.

Policy Issues To Be Resolved

Should the Commission change the Limited Assignment Emergency Multiple and Single Subject Teaching Permit to allow non-tenured teachers to serve on the permit and allow employing agencies to use the Declaration of Need for Fully Qualified Educators as the method to inform the public that a fully credentialed teacher is teaching outside of their authorized subject area?

Staff Recommendation

Staff recommends that the Commission approve the proposed additions to the California Code of Regulations, Title 5, Section 80026, pertaining to the Declaration of Need for Fully Qualified Educators and Section 80027 pertaining to Limited Assignment Emergency Multiple or Single Subject Permit and direct staff to proceed with preparing an emergency regulatory file and schedule a public hearing. The emergency regulatory file will allow the Commission to implement the proposed changes immediately.

Background

The Limited Assignment Emergency Multiple and Single Subject Teaching Permits, first established in the early 1980's, give local school districts flexibility in assigning their teachers. The permit allows a fully credentialed teacher to teach outside their authorized subject area for up to three years. During that time the teacher is to complete course work toward either a credential authorization or a supplementary authorization. This permit requires the consent of the teacher and approval of the local governing board.

In the 1990's changes were made to streamline the emergency permit process by requiring the employing agency to file an annual Declaration of Need for Fully Qualified Educators with the Commission instead of an individual approval for each permit. The Declaration is an estimate of the number of emergency permits the employing agency reasonably expects to employ during the school year

The emergency permit document is designed to allow employing agencies to assign non-credentialed teachers in the classroom after the agency has recruited for fully credentialed teachers, but is unable to locate them. The Limited Assignment process was designed for fully credentialed teachers to teach outside of their authorized area. However, it is currently more difficult for an employing agency to assign a fully credentialed teacher on a limited assignment permit than it is to assign them on an emergency permit. Placing fully credentialed teachers on emergency permits inflates the number of emergency permit holders. By making it more difficult for an employing agency to assign a teacher on a limited assignment permit little value has been placed on the individual holding a credential.

The Federal Title II reporting law requires that each state report the number of individuals serving on emergency permits, under California's current emergency permit structure. The numbers will include fully credentialed teachers. Title II reporting does not consider fully credentialed teachers teaching outside their credential subject area to be emergency permit teachers. The proposed changes to the Limited Assignment Permit will reduce the number emergency permits and waivers that are to be reported on the Title II report.

Staff believes that the Commission will derive three benefits from the proposed changes:

- The ability to track fully credentialed teachers who are teaching outside their authorized subject area who do not qualify under one of the Education Code assignment options;
- Eliminate fully credentialed teachers serving on emergency permits and credential waivers; and
- Reduce the number of emergency permits and waivers to be reported on the Title II Report Card.

Proposed Changes to Title 5 Regulations

Section 80025 -- Staff is proposing dropping emergency from the name of the Limited Assignment Emergency Permit because this permit is an assignment option for a credentialed teacher rather than an emergency with a non-fully prepared teacher.

Section 80026(a) -- Staff is proposing adding the Limited Assignment Permits to the estimated number of certificated staff that will be employed on emergency permits on the Declaration of Need for Fully Qualified Educators. This change is being proposed to eliminate the need for the governing board of an employing agency to approve each Limited Assignment Permit. This recommendation brings the Limited Assignment Permit into the same process as the emergency permit.

80027(a)(1) -- As mentioned above, staff is proposing that the Declaration of Need for Fully Qualified Educators include an estimate of the number of Limited Assignment Permits an employing agency reasonably expects to employ during a school year. This process will eliminate the need for the governing board to approve each Limited Assignment Permit as the regulation currently stands.

80027(a)(2) -- Staff is proposing eliminating the need for the applicant to have permanent

status, since this has proved to be a barrier to employing agencies using the limited assignment permit.

80027(a)(3) -- As mentioned above, staff is recommending the elimination of the need for the governing board to approved each Limited Assignment Permit.

80027(a)(4) -- Under 80028(a)(2) staff proposed eliminating the need for an applicant to hold permanent status, however, staff believes that a new teacher who is assigned outside of his or her subject area needs additional subject matter support from an experienced subject matter teacher.

80027(a)(5) -- Under current regulations there is no restriction on the subject that may be placed on the limited assignment document. In July 2000, Title 5 Section 80005(a) became effective and listed the types of subjects one could teach under the subject areas listed in Education Code Section 44257. This list clarifies the subject areas that can be taught and, therefore, supports the need to use the list of statutory subject areas.

80027(a)(6) -- Credentialed teachers are authorized to teach only the subjects listed on their credential. To teach outside of the credential area a teacher needs to consent to the assignment. Staff is proposing that the consent form be on file at the employing agency rather than at the Commission.

80027(b)(4) -- As stated above, a Declaration of Need is to be on file at the Commission for both the initial issuance and the renewal of the Limited Assignment Permit.

80027(b)(7) - Credentialed teachers are authorized to teach only the subjects listed on their credential. To teach outside of the credential area a teacher needs to consent to the assignment. Staff is proposing that the consent form be on file at the employing agency rather than at the Commission.

80027(c)(1) & (2) -- These changes are being proposed to clarify that the authorization of the Limited Assignment Permit is the same as the credential.

The following pages include the changes recommended by staff to be made to existing Title 5 regulations that govern emergency permits.

§80026 Declaration of Need for Fully Qualified Educators

Submission of a Declaration of Need for Fully Qualified Educators by the employing agency shall be a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. Charter schools as defined in Education Code Section 47600 shall be exempt from submitting a Declaration of Need for Fully Qualified Educators. The Declaration of Need for Fully Qualified Educators by an employing agency shall be valid for no more than twelve months, and shall expire on the June 30 following its submission to the Commission, unless the employing agency has an approved Plan to Develop Fully Qualified Educators which specifies a period of validity longer than twelve months. The Declaration of Need for Fully Qualified Educators shall be submitted to the Commission on a form to be provided by the Commission, and shall include all of the following information:

- (a) Estimated Need: This shall include the title(s) and number of each type of emergency permit and limited assignment permit which the employing agency estimates, based on previous year actual needs and projections of enrollment, it will need during the year covered by the Declaration. In addition, it shall include each subject to be listed on Emergency Single Subject and Limited Assignment Single Subject Teaching Permits and the target language on Emergency Multiple Subject or Single Subject Teaching Permits with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis or on Emergency BCLAD Permits. The Declaration of Need for Fully Qualified Educators shall be revised, when the number of emergency permits and limited assignment permits needed exceeds the estimate by ten percent, by the governing board or superintendent/administrator of the employing agency, as specified in subsection (e) below.
- (b) Efforts to Recruit Certified Personnel. This shall include a brief description of efforts that the employing agency has undertaken to locate and recruit individuals who hold the needed credentials, such as dated copies of written announcements of its vacancy or vacancies which were mailed to college or university placement centers.
- (c) Efforts to Establish Alternative Training Options. The Declaration shall:

- (1) identify the names of institutions of higher education co-sponsoring internships or other certification programs with the employing agency or, if no such programs exist, briefly explain why;
 - (2) if the employing agency participates in pre-internship or internship programs, estimate the number which the employing agency reasonably expects to employ during the year covered by the Declaration; and
 - (3) indicate whether the employing agency has considered developing a "Plan to Develop Fully Qualified Educators" in cooperation with other education agencies in the region pursuant to Section 80026.4, or if not, briefly explain why.
- (d) Stipulation of Insufficiency of Suitable Applicants. The employing agency shall certify that there is an insufficient number of certificated persons who meet the employing agency's specified employment criteria to fill necessary positions.
- (e) Adoption of the Declaration. The Declaration of Need for Fully Qualified Educators shall be adopted by the governing board of a school district, or by the superintendent of a county office of education or by the administrator of a state school or nonpublic, nonsectarian school or agency.
- (1) A Declaration of Need for Fully Qualified Educators by a school district shall be adopted by the governing board in a regularly-scheduled, public meeting of the board. The entire Declaration of Need for Fully Qualified Educators shall be included in the board agenda, and shall not be adopted by the board as part of a consent calendar.
 - (2) A superintendent of a county office or the administrator of a state school or nonpublic, nonsectarian school or agency shall publicly announce his or her intent to adopt a Declaration of Need for Fully Qualified Educators at least 72 hours prior to adopting the Statement. The adopted Statement shall be signed by the superintendent or administrator.

NOTE

Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300, Education Code.

§80027. Limited Assignment Emergency Multiple or Single Subject Teaching Permit.

- (a) Requirements for the initial issuance of a Limited Assignment Emergency Multiple or Single Subject Teaching Permit include all of the following:
- (1) The employing agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.
 - (1) Applicant is currently employed by the local governing board requesting such assignment and has obtained permanent status as defined in Education Code Section 44929.21 or 44929.22 or 44929.23 in a school district in California within the previous ten years.
 - (2) Applicant holds a valid California teaching credential based on a baccalaureate degree and a professional preparation program, including student teaching or the equivalent.
 - (3) The application is accompanied by the appropriate Commission-approved Employment Statement (form CL-542, rev. 5/98) signed by the applicant and an appropriate employing agency official verifying consent of both parties; describing briefly the whole assignment which the emergency permit holder would teach; explaining the situation or circumstances that necessitate the use of an emergency permit holder; stating that either a credentialed person is not available, or that one or more credentialed persons are available, but do not meet the specified employment criteria established for that position by the employing agency; and verifying prior approval of the assignment by the local governing board.
 - (4) Applicants who have not obtained permanent status as defined in Education Code 44929.21 or 44929.22 or 44929.23 shall be assigned an experienced educator by the employing agency in the subject area of the Limited Assignment Multiple or Single Subject Teaching Permit who has completed 3 years of full-time classroom teaching experience in that subject area.

- (5) The Limited Assignment Single Subject Teaching Permit may be issued in the subject areas listed in Education Code Section 44257.
- (6) The employing agency must keep on file a written statement verifying consent of the teacher to serve on the Limited Assignment Multiple or Single Subject Teaching Permit.
- (4) The applicant submits a completed Application for Credential Authorizing Public
- (7) School Service (form 41-4, rev. 5/98 rev. 8/00), and the fee(s) as specified in Section 80487.

b) Requirements for the renewal of a Limited Assignment Emergency Multiple or Single Subject Teaching Permit.

- (1) Applicant is currently employed by the local governing board requesting such assignment.
- (2) Applicant holds a valid California teaching credential based on a baccalaureate degree and a professional preparation program, including student teaching or the equivalent.
- (3) An application for the renewal of a Limited Assignment Emergency Multiple or Single Subject Teaching Permit shall be submitted to the Commission by the employing agency, and shall include all of the following.
 - (A) A completed Application for Credential Authorizing Public School Service (form 41-4, rev. 5/98 rev. 8/00).
 - (B) Payment of the fee(s) required by Section 80487.
 - (C) Verification of the completion of at least six semester units, or the equivalent quarter units, of course work required for issuance of the related credential.
 - (D) Completed Employment Statement (form CL-542, rev. 5/98) The employing
- (4) agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.
- (4)(5) Validation of Professional Development Statement. The holder of a Limited Assignment Emergency Multiple or Single Subject Teaching Permit who has previously taught three or more years on a credential other than an emergency credential or permit may submit the following in lieu of the required 6 semester units:
 - (A) Verification that he or she has completed ninety hours of professional development activities that are directly related to the subject or class authorized by the Limited Assignment Emergency Multiple or Single Subject Teaching Permit; and
 - (B) Submission of a Validation of Professional Development Statement, signed by the employing agency and the permit holder, that includes a brief description of the content of the teacher's professional development program, a brief description of the means by which the employing agency validated the quality and appropriateness of the teacher's professional development program, and a brief description of the manner in which the results of the teacher's professional development program were evaluated.
- (5) An individual may renew a Limited Assignment Emergency Multiple or Single
- (6) Subject Teaching Permit in any one specific subject only twice during his or her lifetime.
- (7) The employing agency must keep on file a written statement verifying consent of the teacher to serve on the Limited Assignment Multiple or Single Subject Teaching Permit.

(c) Authorization: The Limited Assignment Emergency Multiple or Single Subject Teaching Permit authorizes the holder to teach in the assignment described in the statement signed by the teacher and the appropriate employing agency official, and approved by the local governing board as required by Section 80027(a)(3).

- (1) A Limited Assignment Multiple Subject Teaching Permit authorizes the same service as a Multiple Subject Teaching Credential.
- (2) A Limited Assignment Single Subject Teaching Permit authorizes the same

service as a Single Subject Teaching Credential in the authorized field(s) listed on the permit.

- (d) The Limited Assignment Emergency Multiple or Single Subject Teaching--Permit shall be valid for no less than one year and expires one calendar year from the first day of the month immediately following the date of issuance.

Authority cited: Sections 44225(d), (g) and (q) and 44300, Education Code. Reference: Section 44300, Education Code.



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California Commission on Teacher Credentialing

Meeting of: June 6-7, 2001

Agenda Item Number: C&CA-2

Committee: Credentialing & Certificated Assignments

Title: Request for Approval of a Plan to Develop Fully Qualified Educators Submitted by SmartStart (Non-Public School)

✓ Action

Prepared by: Dale Janssen, Manager
Certification, Assignment and Waivers Division

Request for Approval of a Plan to Develop Fully Qualified Educators Submitted by SmartStart (Non-Public School)

May 18, 2001

Summary

This item requests Commission approval for a local Plan to Develop Fully Qualified Educators by SmartStart.

Fiscal Impact

Plans to Develop are implemented locally; there is no fiscal impact for the Commission.

Staff Recommendation

Staff recommends that the Commission approve the Plan to Develop Fully Qualified Educators submitted by the SmartStart.

Background

In November of 1993, the Commission adopted Title 5 regulations to govern emergency permits. One section of those regulations 80026.4 encourages local employing agencies to collaborate with the regional Special Education Local Plan Area (SELPA), the County Office of Education, one or more colleges or universities, and other education entities as appropriate to develop and implement a Plan to Develop Fully Qualified Educators. Employing agencies that have an approved plan will be able to request a subsequent waiver, or renew an emergency permit for the initial reissuance, by engaging in 90 hours of intensive professional development in lieu of completion of six units of conventional university course work or taking the appropriate subject matter examination. The Plan to Develop also waives the college or university teacher preparation evaluation that is required for the initial reissuance of an emergency permit.

Criteria for approval of Plans to Develop Fully Qualified Educators

In May of 1994, the Commission disseminated a document entitled, "Creating a Plan to Develop Fully Qualified Educators for Individuals Serving on Emergency Permits and

Credential Waivers: Guidance to Local Education Agencies." In summary, the material states that Plans to Develop Fully Qualified Educators should address four issues:

1. *Quality of Curriculum*, including a list of the topics to be addressed, the approximate length of each instructional segment, and a brief "course description" of each segment.
2. *Quality of Instruction*, including whom will be offering the instruction, their background and expertise.
3. *Quality of Support*, including the method that will be used to support each permit holder, and the frequency of consultation between the support providers and the permit holder.
4. *Quality of Assessment*, including the criteria that will be used to determine successful completion of the instruction program.

Proposed Plan to Develop Fully Qualified Educators Submitted by SmartStart

SmartStart is a private child development center, with one location, serving children 18 months through 6 years old. The school offers services to developing children as well as children with special needs. SmartStart was founded in 1992 and currently serves approximately 75 children. It became a state-certified non-public school in 1996 and offer services to children who qualify under the following categories: autism, multiple disabilities, mental retardation, other health impairment, orthopedic impairment, speech and language, specific learning disability, and traumatic brain injury. Students are referred to the program from several sources: Regional Centers, school districts, professionals in the field, and other parents.

SmartStart has a school wide behavior system and individualized curriculum. All staff, both fully credentialed and those possessing emergency permits and waivers, are thoroughly trained in all systems relevant to early childhood special education. A comprehensive Orientation and Teacher's Manual covers all areas including behavior management, curriculum development, developmentally appropriate practices, appropriate documentation, classroom management and school policies and procedures. Staff is required to attend 24 hours of training at the start of each school year and weekly training sessions are held throughout the school year (42 hours per year). Additionally, credentialed staff meets with the administrative team weekly for one hour to review and train in all areas relevant to their position (42 hours per year). Each credentialed staff member has an individual one-hour supervision meeting each month, with one or more administrators, to discuss issues relating to their individual classrooms and caseload (12 hours). All staff also have one-half hour of individual classroom based supervision weekly (21 hours per year). Either an administrator or another credentialed staff supervises each of the credentialed staff. Additionally, a variety of training is given on or off campus by a variety of professionals.

This plan will address the need to assist the waiver or emergency permit staff to become well-trained teachers working with the students, and to assist them with renewing their credentials. The number of staff with either an emergency permit or waiver that will participate in the Plan to Develop will vary according to the current teaching staff, but will be between 1-4, it is uncommon to have more than one staff on waiver at any one time and we currently have no staff on a waiver.

Quality of Curriculum

The areas of study listed below will be presented in an initial orientation and then more thoroughly throughout the year. The teachers meet with the director of education for this orientation and then they meet weekly on an individual basis. Part of the initial orientation is to set the agenda for the training, to establish individual goals based on the teacher's previous experience, and timelines for skill acquisition and attainment of competencies. In addition, teachers attend a weekly staff meeting where a training topic is presented in addition to the agenda for regular feedback and discussion of current students and the needs of each class.

1. Curriculum Development (25 hours)

Staff will be trained to develop curriculum based on developmentally appropriate content and a hierarchical learning schema. Theme based learning; (monthly themes implemented in the classrooms to provide a context for the implementation of the curriculum) will also be

emphasized as a strategy for lesson planning. Staff will then be assisted in using this approach, to designing curriculum structure and content, in order to ensure the seamless integration of both general class goals, and each individual student's IEP goals, into the planning process. The effective use of classroom design and organization will also be emphasized as one of the means for classroom management. This will include the effective use of structure, free play/choices, routines, one-on-one learning, small groups, large groups, and stations/centers as strategies for assisting the students to develop both mastery and flexibility within a range of "learning environments".

2. Developmentally Appropriate Practices (10 hours)

Staff will be trained throughout the year in the principles of Developmentally Appropriate Practice as defined by NAEYC (National Association for the Education of Young Children). In addition, training in this area will emphasize the foundations of learning for young children, with a strong Piagetian perspective. Included in this instruction are the concepts of process vs. product, and when and how each is applicable to the children's needs; the different needs, stages and interests of children of varying ages; the use of hands-on, experiential learning by doing; and the timing and frequency of activity changes in order to optimize learning.

3. Sensory Integration and Speech/Language Strategies in the Classroom/ Incorporation of the Occupational Therapy & Speech and Language *Designated Instructional Services (DIS)* in the Classroom (15 hours)

Staff will be trained to understand and utilize sensory motor strategies as a way to assist children access their learning environment. Further, the children who receive individual occupational therapy will be further supported by having staff that is able to generalize this work to the daily classroom activities. Staff will receive instruction in supporting language development in the classroom; staff speech specialists will provide this section of the training.

4. Classroom Management and Behavior Management (*Behavior Intervention Plan [BIP]* Development) (20 hours)

These hours will be used to teach staff effective strategies in supporting an effective teaching environment. These will include examination of structured supports, visual supports, developmentally appropriate curriculum, and consistent expectations from staff. When appropriate, staff will be instructed in the assistance of the development of a Behavior Intervention Plan (BIP). The development of the BIP is done under the supervision of director, Sharon Lowery who holds the appropriate certification to supervise all behavior management services at the school. Staff will be inserviced on the Hughes Bill and the school's behavior management plan a copy of which is available to all direct-line staff.

5. Goals and Objectives and Lesson Plans (20 hours)

Teachers will be taught to develop goals for the child's IEP based on the results of the assessments available. Further, they will be taught how to implement these goals in the classroom by incorporating the concepts into the daily lesson plans. At SmartStart, all curriculum is theme-based and at the beginning of the theme, parents are given a written handout explaining the goals for the theme, the vocabulary that will be addressed, the concepts covered, and suggested home-based activities that will support and enhance what is being done at school. SmartStart offers a monthly parent meeting and an on-going support group. Both provide information to parents about what services are available at the school and the community. Part of the training in this area is to make teachers aware of these services and how best to ensure the parents involvement in their child's education.

6. Assessment and Evaluation (15 hours)

These hours will be devoted to teaching the usage of assessment tools utilized at the school, instructing in the usage of observation based assessment. The children who attend SmartStart all arrive with full assessments completed; the teaching staff is inserviced in how to assess progress towards attainment of the IEP goals. The assessment strategy taught is data collection for set periods of time assessing time and frequency of skill demonstration. The staff will be instructed in completion of semi-annual progress reports, and evaluations prior to annual IEPs.

7. Documentation (district forms, attendance procedures. semi-annual progress reports, and IEP development) (10 hours)

Staff will be taught to use the proper district forms for IEPs, progress reports, BIPs, and attendance procedures. Additionally staff will be instructed in the requirements for maintenance of appropriate emergency credentials.

8. Confidentiality of Records, Sexual Harassment, Duty to Report (5 hours)
At least twice a year the staff will review the state and district guidelines regarding these areas. Staff will be responsible for understanding the importance of maintaining confidential information and records. Staff will be inserviced and required to sign notification and understanding of the responsibility and ramification of mandated Reporting of suspected abuse and of Sexual Harassment in the work place.

9. Current Topics in Understanding of Early Childhood Developmental Disabilities (25 hours)
Ms. Zelinka develops five or six areas that staff should focus on. Staff will be provided with ongoing instruction in current areas of research and inquiry that are relevant to the staff and student's needs. Current areas of focus include Autism spectrum disorders; auditory processing disorders and their impact on language and cognition; attachment theory and the practice of "floortime", both one-on-one and in the classroom; behavioral disruptions as a means of communication and the associated role of functional behavior analysis; semantic-pragmatic disorder as a "new" diagnostic description and other speech-language related issues; and facilitating higher level critical thinking and abstract problem solving skills.

Quality of Instruction

The School has two Directors, a Director of Education, a Speech Pathologist, a Speech Specialist, as well as two Occupational Therapists. The Directors and the Director of Education all have over 15 years of experience in the field of early childhood special education and will be responsible for the majority of the training. The specialists will be responsible for the training that is relevant to their area of expertise.

Sharon Lowery and Elizabeth Stabley founded SmartStart in 1992. Both have been in the field of early childhood special education for 16 years. Both are graduates of UCLA with degrees in Clinical Psychology. In addition, both women were members of the UCLA Autism Project from 1984-1986. Mrs. Lowery also possesses her M.A. degree in clinical psychology. Both women were the primary special educators for the first four years of the schools existence in addition they have lead workshops, trained professionals, and have trained the staff of SmartStart for the previous 8 years. Both women in conjunction with the Educational Director will be responsible for the following fields: curriculum development, developmentally appropriate practices, classroom management, and behavior management. Classroom based speech and language services and the use of sensory modulation strategies, goals and objectives and lesson plans, assessment and evaluation, documentation, confidentiality-sexual harassment duty to report etc., and current topics in understanding of early childhood developmental disabilities.

Sarah Zelinka is the director of education, she trained as a Speech Language Pathologist in Australia and worked there for 8 years as part of a multi-disciplinary, early intervention/early childhood special education team. Since moving to California in 1989 Ms. Zelinka has continued to work in the early intervention field, as a special education classroom teacher, a program director, and an in-home intervention provider. Ms. Zelinka's experience includes direct teaching service delivery to children, as well as the development and implementation of both staff and parent training. She also has an M.A. degree in early childhood education from Pepperdine University.

Julie Behrstock, CCC-SLP, is a speech pathologist with extensive experience working with children with speech and language delays. Ms. Behrstock worked for several public school districts as a speech specialist prior to joining the SmartStart staff in 1998. She is highly skilled at providing both direct services to individual children, and in facilitating their language and social skills within the classroom setting. Ms. Behrstock provides both direct staff instruction, as well as ongoing modeling of how to support and expand students' speech, language and social skills within everyday experiences and more structured classroom activities. In addition, she is trained in the use of FastForWord, as well as in the design and use of PECS and other alternative communication strategies and methodologies. Ms. Behrstock will be providing instruction to the new teachers in relevant speech topics and incorporating individual speech goals in the classroom setting.

Nancy Wuller and Ellen Lenok are the Occupational Therapy Consultants who each have over 20 years of experience in pediatric occupational therapy. Ms. Wuller and Ms. Lenok are also NDT and Sensory Integration certified. Their broad knowledge base both supports and enhances SmartStart's commitment to meeting the sensory processing needs of the children. Both will provide staff training in the area of sensory integration techniques in the classroom.

Dorothy Taylor has been a consultant and long and short-term substitute teacher for SmartStart since 1995. She has been a special education teacher for 35 years. Ms. Taylor holds a General Elementary Teaching Credential, Special Education Specialist Instruction Credential in Learning Handicapped and a Resource Specialist Certificate of Competence.

Elizabeth Harvey has been on the teaching staff at SmartStart since September 2000. She holds a Master's Degree from New York University in Special Education: Early Childhood Specialization. She holds a Special Education Teaching Credential in New York and a One Year Nonrenewable Education Specialist Instruction Credential in Moderate/Sever Disabilities in California. Ms. Harvey has six years of experience teaching preschool special education students.

April Walker-Smith has been on the teaching staff at SmartStart Since September 2000. Ms. Walker-Smith has a Special Education: Hearing Impaired Credential from the State of Alabama where she completed for Bachelor's Degree in Special Education. She also holds a One Year Nonrenewable Education Specialist Instruction Credential in Deaf and Hard of Hearing. She has two years of experience teaching with special education students.

Quality of Support

Emergency permit holders will be supervised and mentored by the director of education. The Directors will work in conjunction with the Educational Director to train the new teachers. Each emergency permit employee will be trained for 24 hours over the three days at the beginning of the school year. These employees will receive a minimum of 16 hours of Physical Assault Response Training (P.A.R.T.) training and will be certified to use P.A.R.T. The emergency permit holder will also receive a minimum of one-half hour of 1:1 supervision on a weekly basis. Additionally, two hours a week of group supervision will occur. Finally, a minimum of one hour a month of clinical supervision will be provided. During these sessions the training in each of the outlined areas will be covered. In addition, the credentialed teaching staff will provide peer support during a weekly teachers meeting and on an as needed basis. The daily teaching duties and weekly meetings will insure reinforcement of the training provided.

This plan was developed and is part of an ongoing collaboration with Los Angeles Unified School District. While it is true that we are part of the Tri-Cities SELPA, the vast majority of the SmartStart Non Public School students are LAUSD students, therefore collaborating with LAUSD makes more sense.

Quality of Assessment

Staff will be assessed in a variety of ways. Written tasks will be reviewed by their supervisor and by one of the schools directors. Such documents will include, but are not limited to: semester goals and objectives, weekly and daily lesson plans, daily incident report forms, quarterly documents, forms necessary to write the I.E.P and completed I.E.P. All staff will be responsible for passing a written test along with sixteen (16) hours of training to become a certified P.A.R.T. trained employee. Additionally, each staff will be observed in the classroom by their supervisor at least monthly. All staff will have an official written evaluation at least once a year. After completion of the units described above, staff will take a written test to demonstrate knowledge of the topics, in addition, the educational director will formally evaluate each of the new staff to ensure that the concepts are practiced in the classroom on a regular basis.

The administrative team will be responsible for certifying that staff has completed the 90 clock hours of instruction under the program. Staff's names will be recorded at all group instructional meetings. Notes will be kept and recorded regarding all individual supervision.

Each of the staff will receive more than 90 hours of instructional time. Additionally, each staff member will be allowed to attend workshops and conferences in fields that are related to early childhood education during the school year to augment this training.



