
7B

Information

Legislative Committee of the Whole

Items of Interest to the Commission

Executive Summary: Staff will present an update on items of interest to the Commission.

Recommended Action: None—Information

Presenters: Linda G. Bond, Director, Office of Governmental Relations

Chaptered Bills

AB 2210 (Liu) Beginning Teacher Induction Chapter 343, Statutes of 2004

AB 2210 is a clean-up measure to clarify sections of SB 2042 (Alpert and Mazzoni, Chapter 548, Statutes of 1998), the teacher preparation reform measure on which the Commission's new multiple and single subject teaching credential program standards and credential structure are based. Included in AB 2210 is the clarification that completion of a Commission-approved beginning teacher induction program to earn a professional clear credential is the preference when such programs are available to the candidate. The measure clarifies that availability is determined by the local education agency. When a local education agency verifies that a program is not available or when a candidate must complete subject matter coursework to comply with the federal No Child Left Behind Act, AB 2210 clarifies that the candidate may complete a Commission-approved fifth year program to earn the professional clear credential. Additionally, AB 2210 clarifies that a candidate has fulfilled the induction program requirement if the candidate earned a preliminary teaching credential by completing an accredited internship program that includes a Commission-approved induction component. The measure requires the Commission to approve regulations for the implementation of this section. AB 2210 is an urgency bill and takes effect immediately.

AB 2913 (Salinas) English Learner Teacher Training Programs Chapter 169, Statutes of 2004

AB 2913 extends the sunset date for SB 395 English Learner Teacher Training Programs from January 1, 2005 to January 1, 2008. A Commission report to the Legislature is due December 4, 2007. The report must include the following:

- The status of the 45-hour and the 90-hour English Learner Teacher Training Programs.
- The strengths and weaknesses of the process and programs.
- A summary of the Commission's review of programs "in relation to the guidelines and standards" established for SB 395.

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

SB 162 (Alarcón) Mortgage Tax Credits
Chapter 853, Statutes of 2004

Current law declares that a substantial public benefit is served by providing federal tax credits or reduced interest rate mortgages to assist in purchasing a home to teachers, principals, vice principals, and assistant principals who are willing to serve in low-performing schools. To that end, current law authorizes the California Debt Limit Allocation Committee to establish the Extra Credit Teacher Home Purchase Program to provide federal mortgage credit certificates and reduced interest rate loans, funded by mortgage revenue bonds, to eligible teachers, principals, vice principals, and assistant principals who agree to teach or provide administration in a low-performing school.

AB 162 authorizes the Extra Credit Teacher Home Purchase Program to additionally provide to classified employees in a high priority school federal mortgage credit certificates and reduced interest rate loans funded by mortgage revenue bonds. The measure requires priority for assistance to be given to eligible teachers, principals, vice principals, and assistant principals.

SB 1208 (Vincent) CBEST Employment Exemption
Chapter 55, Statutes of 2004

Existing law requires teachers to demonstrate basic skills proficiency through passage of the California Basic Educational Skills Test (CBEST) prior to student teaching, if they are seeking employment in a school, or when applying for a teaching credential. Only teachers who received their teaching credentials prior to 1983 are exempt from this requirement as long as they remain employed. If a teacher leaves the profession for longer than 39 months he/she is required to take the CBEST as a condition of reemployment.

SB 1208 exempts a retired, returning teacher from the CBEST requirement if that teacher:

- Has taught at least 15 years in a California public school;
- Has been employed as a full-time teacher at least five of those 15 years in the same school district desiring to reemploy that person or concurrently enrolls in a teacher refresher course, as specified;
- Has been a classroom teacher or administrator within the past 10 years.

Enrolled Bills

AB 164 (Wolk and Wyland) Principal Training Program

AB 164 would expand the content of the current Principal Training Program, administered by the Superintendent of Public Instruction and offered by school districts, to include training in the use of pupil assessment instruments and specific ways of mastering the use of assessment data from the Standardized Testing and Reporting Program. Additionally, the measure would require the Superintendent to award incentive funding to provide school site administrators with instruction and training in the use of instructional-embedded assessment data and would extend the program to include high school administrators.

Of particular interest to the Commission, AB 164 maintains the Commission's authority to approve Principal Training Programs as a route for obtaining a Professional Clear Administrative Services Credential. The measure extends by five years the sunset date of the Principal Training Program to become inoperative on July 1, 2011 and repealed as of January 1, 2012. AB 164 also extends the sunset date of the Mathematics and Reading Professional Development Program and declares Legislative intent that the State Department of Education develop and support a statewide career and technical student organization for young people with an interest in teaching as a career.

AB 825 (Firebaugh)/SB 1510 (Alpert) Categorical Reform (Please note: The provisions of SB 1510 (Alpert) were amended into AB 825 (Firebaugh) on the last day of the Legislative Session.)

Among other provisions, AB 825 would establish 6 block grants to be comprised of funding from specified current categorical programs: school safety; pupil retention; teacher credentialing; professional development; targeted instructional improvement; and school and library improvement block grant. The bill would also allow for consortia operation of a block grant.

The purpose of this categorical reform proposal is to: 1) address concerns regarding fragmentation of supplementary funding sources and the need for flexibility to respond to the special needs of all students; 2) refocus attention on funding for student learning rather than operational rules; and 3) improve school performance.

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

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

The important distinction between AB 825 and the other block grant proposals is the recognition that teacher credentialing and teacher professional development are separate and distinct phases of a teaching career; one prepares a teacher for entrance to the profession and the other broadens and deepens a teacher's knowledge after several years in the profession.

The Teacher Credentialing Block Grant also specifies that: 1) "equivalent services" include regional support and technical assistance that existed under the BTSA system on January 1, 2004. This amendment was added so that the BTSA regional clusters could be funded from the block grant; and 2) the Commission shall approve programs within the block grant for the purposes of issuing teaching credentials, certificates, or other authorizations, thus maintaining the Commission's jurisdiction over teacher licensure.

AB 1858 (Steinberg) Non-public Schools

AB 1858 concerns foster care group homes and non-public schools certified and monitored by the California Department of Education to serve students through a contract with public school districts, county offices of education, or special education local plan areas. The focus of the measure is accountability and disaggregated data for non-public schools in the API and the school certification requirements and process. While the bill does not directly affect the operations of the Commission, the Commission may be interested to know that it would require teacher assignment practices to be equivalent to those in the public schools.

AB 2286 (Mountjoy) Expedited Internship: Special Education

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

Current Requirements for MS and SS Early Completion Programs

Education Code Section 44468 states that interns who choose this option must meet:

- All program entrance criteria (such as subject matter competence and CBEST passage);
- pass a written teaching foundations assessment adopted by the Commission;
- pass a teaching performance assessment. (Pending implementation of the Teaching Performance Assessment, programs may meet the performance requirement for the early internship completion option through the use of the currently approved field work assessment component.);
- multiple subject teaching credential candidates must pass the Reading Instruction Competency Assessment; (RICA is also a requirement for special education credentials), and;
- all candidates must meet teacher fitness requirements.

Education Code Section 44468 (b) specifies that the individual must first pass the written teaching foundations assessment before entering the performance component of the internship and is eligible to receive individualized support with members of their cohort group. Interns who successfully complete the early completion internship route may be recommended for a five-year preliminary credential.

ASSEMBLY DAILY JOURNAL EXCERPT CLARIFYING THE INTENT OF AB 2286

The following letter was submitted by Assembly Member Mountjoy to the Assembly Daily Journal. The letter put into record the clarification and intent of AB 2286.

E. Dotson Wilson, Chief Clerk
California State Assembly
State Capitol, Room 3196
Sacramento, California 95814

Dear Dotson:

A question concerning provisions of my bill, AB 2286, relative to Section 44468 of the Education Code, has arisen which needs clarification. This code section deals with an expedited internship route for teaching credential candidates who can demonstrate their knowledge, skills and abilities through written and performance assessments. These individuals would be required to meet all statutory requirements for a teaching credential, but would be able to earn their credential more quickly through this route. Currently, Education Code Section 44468 pertains to multiple subject and single subject teaching credentials. AB 2286 would add special education credentials for students with mild to moderate disabilities.

I would like to clarify that the Commission on Teacher Credentialing would be required to adopt a test covering teaching competence in special education for teachers of students with mild to moderate disabilities. Special education stakeholders would be involved in the review of the exam used for these purposes. Additionally, the teaching performance assessment to take place during the internship would be based on the current teacher preparation program fieldwork assessment standards for the Education Specialist Credential in Special Education: Mild/Moderate Disabilities.

I submit this letter as clarification of the intent of AB 2286 and that of the Legislature in enacting this measure.

Respectfully Submitted,

Assemblyman Dennis Mountjoy
59th Assembly District

AB 3001 (Dymally) *Williams et. al., v. State of California*

AB 3001 is one of several legislative measures that implement *Williams et. al., v. State of California* (Super. Ct., San Francisco, No. CGC-00-312236). This bill addresses the teacher quality issues of the settlement and assigns new oversight and reporting responsibilities to the Commission on Teacher Credentialing (Commission), the Superintendent of Public Instruction (SPI), County Superintendents and the Fiscal Crisis and Management Assistance Team (FCMAT). AB 3001 is an urgency measure and takes effect immediately.

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

- Expand the requirements of the Commission's annual report to the Legislature, *Teacher Supply in California*, to include the "availability of teachers in California" and:
 - authorizations (all types) issued to teachers of English learners;
the number of preliminary or professional clear credential holders;
 - authorizations issued (other than those already reported) that do not meet federal No Child Left Behind (NCLB) requirements;
 - deletes the requirement that the Commission report by subject matter and adds the requirement that the Commission report by county and school district the number of individuals serving in specified capacities *as a percentage* of the total number of individuals serving as teachers in the county and school district.

- Expand the County Superintendents’ misassignment reporting requirements to include specified information on certificated employee assignment practices in schools ranked in the Academic Performance Index (API) 1 through 3. Also requires the Superintendents to ensure that at a minimum, in any class in these schools in which 20 percent or more pupils are English learners the teacher assigned to these classes is authorized by statute to teach these classes. The County Superintendents are to report this data to the Commission and the Superintendent of Public Instruction (SPI). In addition to the Commission’s existing reporting requirement (*Teacher Assignment and Misassignment*), the bill adds a requirement that the SPI submit a summary of this report (annually) to the Legislature.

- Make several changes in law concerning the credentialing reciprocity for teachers credentialed out-of-state including:
 - Comparable and equivalent standards for teachers of English learners.
 - Comparable basic skills proficiency testing. The proposed language reads:
Section 44274 of the Education Code is amended to read:
Notwithstanding any other provision of law:...
....(c)....(2) If the commission determines that the teacher licensing body of another state requires an applicant to demonstrate a level of basic skills proficiency that is at least comparable to passage of the state basic skills proficiency test, applicants from that state are not required to meet the requirements of California for the basic skills proficiency test.
 - Deletion of the health education requirement;
 - Comparable and equivalent standards for the 5th year requirement. Proposed language reads:
Section 44275.3 of the Education Code is amended to read:
(7) Completion of a fifth-year program at a regionally accredited institution of higher education, except that the commission shall eliminate this requirement for any candidate who has completed an induction program for beginning teachers. Completion of preparation in another state determined by the commission to be comparable and equivalent to the requirement specified by this paragraph shall meet this requirement.

- Requires that the Commission ensure that both district and university internships meet federal NCLB requirements.

- Requires a new Commission report. In an uncodified section of the bill, the Commission is required by June 30, 2005, to report “to the Legislature and the Governor on the comparability and equivalency of the preparation of teachers in other states in the areas of basics skills proficiency and fifth year programs, including, but not limited to, the number of states that have met these requirements.”

SB 550 (Vasconcellos) *Williams et. al., v. State of California*

SB 550 is one of several measures implementing the State of California's settlement agreement in the case of *Williams et.al., v. State of California (Super. Ct. San Francisco, No. CGC-00-312236.)* SB 550 adds several new areas to reporting requirements in the auditing and oversight of school districts conducted by County Offices of Education. There is additional emphasis on reporting requirements and funds to support the needs of schools in the lower three deciles of the School Accountability Index (API). SB 550 is an urgency bill and takes effect immediately.

Added to the School Accountability Report Card, the Annual Compliance Audit conducted by County Offices of Education and reported to the state controller, the School District Uniform Complaint Process, and the annual School District Audit reported by County Offices of Education to the Superintendent of Public Instruction are requirements in the following areas:

- adequate text book and instructional materials for all students including English Learners;
- school facilities in good repair and deferred maintenance plans;
- teacher misassignment reporting for all schools and action plans to increase the number of credentialed and appropriately assigned teachers;
- teacher vacancy rates reporting and action plans to increase the number of credentialed and appropriately assigned teachers; and
- appropriate teacher qualifications and resources for English Learners.

SB 550 appropriates \$20.2 million from the General Fund to be added to the Instructional Materials Fund of which \$5 million is appropriated for County Office of Education intervention purchases when school districts do not provide adequate text books and/or instructional materials for students within the first four weeks of school. \$15 million from the General Fund is allocated for use by County Offices of Education for review and monitoring of schools, and \$200,000 is appropriated to the California Department of Education for implementation.

As with other measures implementing the *Williams* case, entities involved in implementing the settlement will need to clarify roles and responsibilities. Of particular interest to the Commission, questions regarding teacher misassignment reporting will need to be discussed to ensure a streamlined process that avoids redundant or conflicting data gathering and reporting requirements.