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Action/Information

Legislative Committee of the Whole

Analyses of Bills of Interest to the Commission

AGENDA INSERT

Executive Summary: Staff will present analyses of educator preparation or licensing bills introduced by Legislators. The analyses will summarize current law, describe the bills' provisions, estimate its costs, recommend amendments if applicable, and propose a recommended position.

Recommended Action: The Commission will be asked to take a position on the measures. Positions of the Commission to consider are: Sponsor, Support, Support if Amended, Neutral, Neutral if Amended, Seek Amendments, Watch, Oppose Unless Amended, and Oppose.

Presenter: Anne Padilla, Consultant, Office of Governmental Relations

Strategic Plan Goal: 4

Continue effective and appropriate involvement of the Commission with policymaker's on key education issue.

- ◆ Influence legislation regarding the preparation and certification of professional educators.

ANALYSIS OF BILLS OF INTEREST TO THE COMMISSION

Bill Number:	Assembly Bill 420
Author:	Assembly Member Horton
Sponsor:	Filipino American Educators Association of California
Subject of Bill:	Guidelines: Subject Matter Assessments for Low Incidence Languages
Date Introduced:	February 15, 2005
Status in Leg. Process:	Introduced: May be heard in committee March 18th
Recommended Position:	Oppose Unless Amended
Date of Analysis:	February 28, 2005
Analyst:	Marilyn Errett and Anne Padilla

Summary of Current Law

Education Code section 44257 lists the subjects for which the Commission must issue single subject teaching credentials. Included in this list is “foreign language”, more currently referred to as “languages other than English” (LOTE). Education Code section 44280 requires that subject matter competence must be determined on the basis of successful passage of a subject matter examination as certified by the Commission or through completion of a Commission-approved subject matter program as set forth in section 44310. Education Code section 44280 also states, “For the purpose of determining the adequacy of subject matter knowledge of languages for which there are no adequate examinations, the commission may establish guidelines for accepting assessments performed by organizations that are expert in the language and culture assessed.”

Summary of Current Activity by the Commission

The Single Subject California Subject Examinations for Teachers (CSET) is currently offered in LOTE: Spanish, French, German, Japanese, Korean, Mandarin, Punjabi, Russian and Vietnamese. There is currently no CSET in the Filipino language nor are there any existing Commission-approved subject matter programs in Filipino.

The issue of assessing teacher competence in languages that are not commonly taught has been a recent topic of discussion related to credentials for bilingual instruction as well as for the Single Subject Teaching Credential: LOTE. Developing, validating and administering exams that attract only a small number of test takers is cost and labor-prohibitive. And yet, throughout California there are concentrations of students who are in need of instruction in a specific language – either in a bilingual classroom or in a LOTE class.

At its February 1, 2005 meeting, the Commission discussed updating the requirements and credential routes for bilingual certification. One of the options discussed for assessing the competency of bilingual certification applicants in low-incidence languages is the possible approval of language assessments such as the Defense Language Proficiency Tests or the American Council on the Teaching of Foreign Languages Oral Language Proficiency Tests. As this work moves forward, the discussion regarding the assessment of cultural knowledge, linguistics and academic language as well as the assessment of language skills will continue. The information garnered regarding language assessment for bilingual certification may be applicable to language assessment for Single Subject: LOTE certification.

Analysis of Bill Provisions

As stated earlier, Education Code section 44280 allows the Commission, in the absence of adequate examinations in languages other than English, “to establish guidelines for accepting assessments performed by organizations that are expert in the language and culture assessed.” AB 420 would change the permissive “may” in this section to “shall”, thus mandating the Commission to establish guidelines for assessor approval. Further, AB 420 contains an additional mandate as follows:

“Once these guidelines are established, the commission shall give first priority to accepting assessments performed by an organization that is expert in the Filipino language and culture.”

Analysis of Fiscal Impact of Bill

Due to staff reductions and existing workload, the Commission would need to direct an independent contractor to work with a panel of language experts, teachers and teacher educators to establish guidelines for assessor approval. In addition to developing guidelines, the contractor would need to research the structure and content of existing assessments and guide the evaluation

of the first few submissions. Staff estimates a cost of \$153,000 to cover the cost of a contractor and travel expenses for panel members.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies apply to this measure:

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

Organizational Positions on the Bill

None known at this time.

Suggested Amendments

Due to the Commission's current fund condition, it is not possible for staff to conduct work of this scale in a timely manner without relying on the services of an independent contractor and experts in the field. Staff recommends a position of Oppose Unless Amended with a request for an appropriation of \$153,000 from the General Fund.

Reason for Suggested Position

As noted in the fiscal section of this analysis the Commission would need to direct an independent contractor to work with a panel of experts to develop guidelines for approving alternative assessments of low-incidence languages. In addition to developing guidelines, the contractor would need to research the structure and content of existing assessments and guide the evaluation of the first few submissions. Assembly Member Horton is aware of the funding need related to AB 420. For these reasons, staff recommends a position of **Oppose Unless Amended**.

ANALYSIS OF BILLS OF INTEREST TO THE COMMISSION

Bill Number: Assembly Bill 430

Author: Assembly Member Nava

Sponsor: Superintendent of Public Instruction

Subject of Bill: Principal Training Program

Date Introduced: February 15, 2005

Status in Leg. Process: Assembly Education Committee

Recommended Position: Support

Date of Analysis: March 1, 2005

Analyst: Anne L. Padilla

Summary of Current Law

Principal Training Program

Education Code Sections 44510-44517 [AB 75 (Steinberg) Chapter 697, Statutes of 2001] authorize the Principal Training Program to provide professional development training to school site administrators. The authorizing legislation included incentive funding to local education agencies to provide the training and required the State Board of Education to develop criteria for the approval of training providers in consultation with the Commission on Teacher Credentialing (Commission) and other experts. In addition to \$15 million of state funding, the Gates Foundation also provided \$18 in matching funds for the program. The statute also authorized the Commission to approve the Principal Training Program as meeting a portion or all of the requirements to fulfill the standards for a professional clear administrative services credential.

Education Code Section 44517 sunsets this program on January 1, 2007 unless subsequent legislation is enacted.

Administrative Services Credential

Education Code Section 44270 delineates the requirements for the Administrative Services Credential. The requirements for the preliminary and professional clear administrative services credential are as follows.

Requirements for the preliminary credential

Applicants must satisfy all the following requirements:

1. Possess one of the following:

- a valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching; or
- a valid California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree; or
- a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a program of professional preparation, including field practice or the equivalent.

2. Complete one of the following:

- a Commission-accredited program of specialized and professional preparation in administrative services which results in the formal recommendation of the program sponsor; or
- a one-year administrative services internship consisting of supervised in-service training taken through a California college or university with an approved internship program and obtain the recommendation of a California college or university with a Commission-accredited program; or
- achieve a passing score of 173 on the School Leaders Licensure Assessment (SLLA).

3. Pass the California Basic Educational Skills Test (CBEST).

4. Complete a minimum of three years of successful, full-time credentialed teaching or service experience in public schools or private schools of equivalent status.

5. Verify employment in an administrative position. (An individual who has completed requirements 1-4 above but does not have an offer of employment in an administrative position may apply for a Certificate of Eligibility, which verifies completion of all requirements for the preliminary credential and authorizes the holder to seek employment as an administrator.)

The preliminary credential is valid five years from the date of issuance.

Requirements for the professional clear credential

Applicants must satisfy all of the following requirements:

1. Possess a valid preliminary Administrative Services Credential.
2. Verify a minimum of two years of successful experience in a full-time administrative position in a public school or private school of equivalent status, while holding the Preliminary Administrative Services Credential.
3. Complete one of the following:
 - obtain the recommendation of a Commission-accredited program verifying completion of an individualized program of advanced preparation designed in cooperation with the employer and the program sponsor; or
 - complete a State Board of Education-approved AB 75 Principal Training Program; or
 - meet Mastery of Fieldwork Performance Standards through a Commission-accredited program. Colleges and universities with accredited programs leading to a Professional Clear Administrative Services Credential may offer a streamlined assessment option to candidates to allow candidates to forego the course work component of the program and allow them to demonstrate their knowledge, skills and abilities through the assessment component of the program. The assessment must result in formal recommendation for the credential and the application for the credential based on this evaluation must be submitted by the college or university that conducted the evaluation; or
 - complete a Commission-approved alternative program based on Commission-adopted guidelines resulting in a formal recommendation from the program sponsor; or
 - complete a Commission-approved performance assessment, when available.

The professional clear credential is renewable upon completion of professional growth and service requirements as specified in the Professional Growth Manual for Teaching and Services Credentials. The term may not exceed five calendar years.¹

Summary of Current Activity by the Commission

At its December 2003 meeting, the Commission acted to adopt a new structure for advanced preparation requirements for the California Professional Administrative Services Credential. This new structure recognizes preparation options currently available pursuant to statute and consists of two components; a mentoring, support and assistance component and a professional development component. The new structure allows for individualization of both of these components to reflect the current assignment and development needs of the new administrator.

¹ CCTC Leaflet CL-574C Updated 8-2004

At its June 2002 meeting, the Commission considered a staff analysis showing that the criteria for the Principal Training Program is largely consistent with the California Professional Standards for Education Leaders (CPSELs). The CPSELs undergird the standards for the Professional Administrative Services Credential. As authorized by AB 75, the Commission approved the Principal Training Program as an option for completing the Professional Clear Administrative Services Credential.

Analysis of Bill Provisions

AB 430 would extend the sunset date of the Principal Training Program to January 1, 2013.

Analysis of Fiscal Impact of Bill

This bill has no fiscal impact on the Commission. Incentive funding for the Principal Training Program is included in the 2005-06 budget.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies apply to this measure:

1. The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.
5. The Commission supports legislation that strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation that would undermine initiatives or reforms which it previously has adopted.

Organizational Positions on the Bill

Sponsored by the Superintendent of Public Instruction.

Reason for Suggested Position

AB 430 would continue to offer an alternative route for candidates to complete the Professional Administrative Services credential. Staff recommends a **Support** position on AB 430.