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# 6A

## Information

*Legislative Committee*

**Status of Legislation**

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**Executive Summary:** Staff will present the status of legislative measures on which the Commission has adopted a position.

**Recommended Action:** For information only

**Presenter:** Marilyn Errett, Administrator, Office of Governmental Relations

**Strategic Plan Goal: 4**

**Continue effective and appropriate involvement of the Commission with policymakers on key education issues.**

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

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## Status of Legislation

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The *Status of Legislation* agenda item is brought to the Commission at each meeting during the Legislative year to provide updates on the status of bills on which the Commission has taken a position and on the Commission's sponsored bills. Bill updates are listed according to the position adopted by the Commission on each bill.

### Sponsor

**[AB 469\(Horton\)](#) Teacher credentialing: applications.**

**Introduced:** 02/20/2007

**Last Amend:** 06/06/2007

**Status:** 07/20/2007-Senate amendments concurred in.

**Location:** 07/20/2007-To Enrollment.

**Summary:** Would require the commission to process an application for a credential within 50 business days, with the exception of applications submitted by applicants who must undergo a Commission fitness review. Would also require school districts, county offices of education, nonpublic schools, charter schools and institutions of higher education submitting applications for credentials to submit the applications to the Commission not more than three months after the issuance date of each document. Allows the signatures of the Chair of the Commission and the Executive Director to appear on documents in an electronic format.

**Position:** Sponsor

**[SB 132\(Committee on Education\)](#) Education.**

**Introduced:** 01/24/2007

**Last Amend:** 07/17/2007

**Status:** 07/18/2007-To Assembly Floor.

**Location:** 07/18/2007-Assembly Consent Calendar.

**Summary:** Would delete obsolete language regarding the Pre-Intern Program. This bill is the Senate Education Committee's technical clean-up bill and contains references to other provisions of the Education Code.

**Position:** Sponsor

**[SB 193\(Scott\)](#) Teacher credentialing: paraprofessional teacher training program.**

**Introduced:** 02/07/2007

**Last Amend:** 06/19/2007

**Status:** 07/16/2007-Assembly Appropriations Committee.

**Location:** 07/16/2007-Assembly Appropriations Committee.

**Summary:** Would increase the annual per participant funding for the Paraprofessional Teacher Training Program from \$3,000 to \$3,500, define an appeals procedure regarding loan repayment for individuals who do not meet their service obligation, define selection criteria for participation in the program, and make other technical changes.

**Position:** Sponsor

**[SB 196\(Machado\)](#) Teacher credentialing: district interns.**

**Introduced:** 02/07/2007

**Last Amend:**

**Status:** 07/17/2007-Chaptered by the Secretary of State, Chapter Number 73, Statutes of 2007.

**Location:** 07/17/2007-CHAPTERED.

**Summary:** Would allow the continuation of district intern programs for Education Specialist Credentials in Special Education: Mild and Moderate Disabilities, by deleting the January 1, 2008 sunset date.

**Position:** Sponsor

## Support

**[AB 1415\(Brownley\)](#) Teacher credentialing: services credential: programs of professional preparation.**

**Introduced:** 02/23/2007

**Last Amend:** 07/05/2007

**Status:** 07/16/2007-Senate Appropriations Committee.

**Location:** 07/16/2007-Senate Appropriations Committee.

**Summary:** Would require, on or before January 1, 2009, the Commission to adopt a data evaluation report capable of assessing the effectiveness of each accredited program of professional preparation that provides preparation for the administrative services credential. Would require the effectiveness of programs to be assessed on multiple measures, as specified, and would also require the commission to convene a group of stakeholders to recommend outcome-based performance measures and to measure the effectiveness of the various routes for earning the administrative services credential. The bill would require each program of administrator preparation to submit data in the data evaluation report when submitting the biennial accreditation report required by the commission.

**Position:** Support

**[SB 52\(Scott\)](#) Teacher credentialing: designated subjects: career technical education.**

**Introduced:** 01/08/2007

**Last Amend:** 07/05/2007

**Status:** 07/19/2007- Assembly Floor.

**Location:** 07/19/2007-Assembly Consent Calendar.

**Summary:** SB 52 would require the Commission to establish a list of authorized subjects for the designated subjects preliminary and professional clear career technical education teaching credential and would require the list to reflect the 15 industry sectors identified in the California career technical education model curriculum standards adopted by the State Board of Education. The bill would require the commission to implement the authorized subjects list by September 30, 2007. This bill would declare that it is to take effect immediately as an urgency statute.

**Position:** Support

**[SB 363\(Simitian\)](#) Teacher credentialing: identification number.**

**Introduced:** 02/20/2007

**Last Amend:** 04/18/2007

**Status:** 07/17/2007-Chaptered by the Secretary of State, Chapter Number 79, Statutes of 2007.

**Location:** CHAPTERED.

**Summary:** Existing law requires the commission to establish a nonpersonally identifiable teacher identification number for each teacher to whom it issues a credential, certificate, permit or other document to teach in the public schools. SB 363 instead would require the commission to establish a nonpersonally identifiable educator identification number for each educator to whom it issues a credential to provide a service in the public schools.

**Position:** Support

**[SB 961\(Scott\)](#) Leadership Coaching Program for Public School Administrators.**

**Introduced:** 02/23/2007

**Last Amend:** 04/09/2007

**Status:** 06/08/2007-Failed Deadline. Held in Senate Appropriations Committee.

**Location:** 06/08/2007- 2 Year Bill.

**Summary:** Would establish the leadership coaching program for public school administrators to be administered by the Superintendent of Public Instruction. Providers of leadership coaching would be required to submit a program proposal to the Superintendent, to offer a coaching training and certification program that includes specified components, to build and maintain a network of certified coaches designed to maintain and deepen coaching skills, and to provide certified coaches with up-to-date training and information on educational issues and coaching research. School administrators in participating school districts, county offices of education, and charter schools would be required to possess a valid California administrative services credential, have a minimum of 5 years' successful administrative experience, and provide specified evidence of other characteristics conducive to successful coaching in order to be eligible to receive leadership coaching. This bill contains other related provisions.

**Position:** Support

## Seek Amendments

**SB 859(Scott) Teacher credentialing: visiting faculty permits.**

**Introduced:** 02/23/2007

**Last Amend:** 07/17/2007

**Status:** 07/17/2007-Assembly Appropriations Committee.

**Location:** 07/17/2007- Assembly Appropriations Committee.

**Summary:** Would, until July 1, 2015, authorize the Commission to issue and renew visiting faculty permits that would be valid for one year and renewable 2 times and authorize instruction in departmentalized classes to individuals who satisfy specified requirements, including having a minimum of 3 years of recent full-time teaching experience at or the full-time equivalent of that experience at an accredited California college or university. During the first year, while serving on a visiting faculty permit, individuals would be required to complete a course in secondary teaching methodology. Before issuing a visiting faculty permit, the Commission would be required to review and approve the justification for the permit submitted by the employing school district. The Commission would be authorized to deny a request for a visiting faculty permit that does not include the requisite justification. The Commission would be required to issue 5-year preliminary single subject teaching credentials authorizing instruction in departmentalized classes to individuals who satisfy specified requirements, including possession of a visiting faculty permit, completion of certification requirements to teach English learners, and completion of a course in teaching methodology as referenced in the requirements for the visiting faculty permit. These individuals would be eligible for professional clear single subject teaching credentials if they submit verification that they have completed individualized professional development plans that include mentoring, support, and assistance provided by a credentialed, experienced teacher and verification that addresses the health education requirement that other candidates for professional clear credentials must satisfy. This bill would include possession of a visiting faculty permit within the credentials and permits that satisfy the minimum requirements for the issuance of a certificate that authorizes the provision of instructional services to English learners.

**Position:** Seek Amendments

## Watch

**AB 589(Levine) Pupils: teen dating violence and sexual violence prevention.**

**Introduced:** 02/21/2007

**Last Amend:** 04/23/2007

**Status:** 06/01/2007-Failed Deadline.

**Location:** 06/01/2007- 2 Year Bill.

**Summary:** This bill would establish the Statewide Task Force on Teen Dating and Sexual Violence. The task force would be required, among other things, to develop a culturally competent model policy and protocol for school response to teen dating and sexual violence and, by July 1, 2009, prepare and submit reports on the findings and recommendations of the task force to the department, the Attorney General's office, and domestic, dating, and sexual violence

organizations in the state. By August 31, 2010, a school district, in collaboration with local organizations that work in the areas of domestic violence, teen dating violence, and sexual violence, would be required to establish and implement a policy and protocol for responding to teen dating violence and sexual violence in middle and high schools, as specified. In addition, the CTC would be required to work in collaboration with state advocates who work in the areas of domestic violence and sexual violence to establish a teacher credential requirement concerning those areas, as specified.

**Position:** Watch

**SB 736(Correa) Gifted and talented pupils: identification.**

**Introduced:** 02/23/2007

**Last Amend:** 07/09/2007

**Status:** 07/18/2007 Assembly Appropriations Committee.

**Location:** 07/18/2007-Assembly Appropriations Suspense File.

**Summary:** Would require the state board, at its next regular review of criteria for the approval of application plans for gifted and talented programs, to review and modify its criteria to ensure that applicant school districts are explicitly addressing the issue of underidentified gifted and talented pupils and providing services to those pupils and would require the criteria adopted by the board to focus on the identification of gifted and talented pupils among English learners and pupils from economically disadvantaged families. The bill would require the Commission on Teacher Credentialing to review its criteria for the approval of teacher and administrator preparation programs to include training on the identification and appropriate instruction of gifted and talented pupils. The bill would require the State Department of Education and the state board to review the criteria and guidelines for after school programs, the pupil retention block grant program, the professional development block grant, the beginning teacher support and assessment system, the administrator training program, the high priority schools grant program, the economic impact aid program, and the mathematics and reading professional development program and to modify those criteria and guidelines, as appropriate, to encourage the identification and provision of services to gifted and talented pupils from traditionally underrepresented populations.

**Position:** Watch