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## Action

### *Legislative Committee*

### Legislative Proposals

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**Executive Summary:** This agenda item presents legislative proposals for the 2019 legislative year for Commission consideration.

**Recommended Action:** That the Commission approve the legislative proposals presented in this agenda item for Commission sponsorship and direct staff to seek authors for the proposals.

**Presenter:** Joshua Speaks, Government Relations & Public Affairs Manager,  
Administrative Services Division

#### Strategic Plan Goal

#### *III Communication and Engagement*

- d) Advise the Governor, Legislature, and other policy makers regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.

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# Legislative Proposals

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## *Clear Credential Requirements*

### **Proposal**

Move statutory references to specified clear credential requirements for multiple and single subject teachers to reflect that these requirements are addressed as part of a preliminary preparation program, and are not required to be re-addressed as part of an induction program.

### **Current Law**

Education Code section 44259 delineates a variety of requirements for both multiple and single subject preliminary and clear credentials. Under paragraph (c), requirements for receiving a clear credential are listed. Among these requirements are experience addressing: health education, field experience in methods of delivering educational services to pupils with exceptional needs in general education programs, and advanced computer-based technology.

### **Reason/Need for Proposal**

Training to meet the requirements listed above is required during a teacher's preliminary preparation program, and not during their induction program. As such, listing them as requirements for the clear credential offers no added benefit, and may even create confusion. While these requirements are valuable components in a teacher's preparation, it is more appropriate to list them as requirements for the preliminary credential, to reflect the stage of a teacher's preparation at which they are actually addressed.

The statute also envisages demonstrating basic competence in the use of classroom computers via the successful completion of an exam or a computer course. The ubiquity of computer technology has led to this preparation being embedded within all preliminary educator preparation programs, and the Commission no longer allows the use of an exam, or requires a stand-alone course. This reference to the exam or coursework options is outdated and should be removed.

### **Results of Administrative Avenues, if Any, Attempted to Resolve the Problem**

These issues are statutory and cannot be resolved through administrative action.

### **Consequence if Law is Not Changed**

If the statute remains unchanged, these issues will continue to result in confusion among clear credentialing candidates, generating otherwise unnecessary inquiries to programs and Commission staff.

### **Potential Education Code Section(s) Affected**

Education Code section 44259

**Cost Analysis**

Minor staffing costs may be associated with updating informational pamphlets to reflect these changes. However, these costs will be minor and absorbable.

**Possible Support and/or Opposition****Support**

None identified at this time.

**Opposition**

None identified at this time.

*Professional Education Baccalaureate***Proposal**

Allow the use of baccalaureate degrees in professional education to fulfil the minimum requirements for the issuance of a Preliminary Education Specialist or Pupil Personnel Services credential.

**Current Law**

Current law requires that, for all preliminary teaching credentials other than the multiple subject credential, the candidate must possess a baccalaureate degree from a regionally accredited institution in a subject other than professional education.

**Reason/Need for Proposal**

AB 170 (Chap. 123, Stats. 2017) authorized the use of education baccalaureate degrees for credentialing multiple subject candidates. While this idea was widely supported in the legislature and among stakeholder groups, it has also created an inequity. Teachers who are credentialed on the basis of their baccalaureate degree in professional education, and then seek to add an Education Specialist or Pupil Personnel Services (PPS) credential are currently barred from doing so. Their peers with degrees in other subject areas completely unrelated to education, however, are able to pursue those additional credentials.

This inequity will be most sharp among teachers interested in coming in to California from other states. All 49 other states allow education majors, and the major is common among teacher candidates. Under current law, a teacher coming into California with an education major and an existing out-of-state Education Specialist credential or PPS credential would be able to receive an equivalent credential on the basis of that other state's document. However, if a peer graduating from the same baccalaureate program came to California and earned a Multiple Subject credential, and then applied for an Education Specialist or PPS credential, they would be denied.

**Results of Administrative Avenues, if Any, Attempted to Resolve the Problem**

The restriction is statutory, and cannot be resolved through administrative action.

**Consequence if Law is Not Changed**

Individuals with an education major who wish to become education specialists or to hold a pupil personnel services credential will be required to complete a degree in another major. Those who have already entered the teaching profession using an education baccalaureate will be barred from adding these credentials unless they return to school and complete an additional degree.

**Potential Education Code Section(s) Affected**

Education Code section 44225

**Cost Analysis**

Minor staffing costs may be associated with training Certification Division personnel and updating informational pamphlets to reflect these changes. However, these costs will be minor and absorbable.

**Possible Support and/or Opposition****Support**

The following organizations supported AB 170, and may be supportive of expanding the use of professional education degrees:

Association of California School Administrators, Education Trust – West, EdVoice, California Federation of Teachers, Californians Together, California Association for Bilingual Education, California Association of Suburban School Districts, California Federation of Teachers, Los Angeles Unified School District, State Superintendent of Public Instruction Tom Torlakson, Teachers of Tomorrow

**Opposition**

None identified at this time.

*Other Minor/Technical Changes***World Languages**

This proposal would replace the phrase “foreign language” with the phrase “world language” in the Education Code [44257(a)(6) and 44257(b)]. This change would have no substantive effect on the operation of the statute, but reflects current terminology as used within the World Languages Community as well as the Commission’s current naming conventions. It would also bring the Commission into alignment with the Department of Education, which has adopted the term “world language” in its student content standards. The proposal would also replace a reference to “Chinese” in the Education Code [44257(b)] to reflect the two distinct languages taught in California schools, Mandarin and Cantonese. This proposal has no identified costs, and will likely be supported by the World Languages Community.

## *Ongoing Legislative Efforts*

### **Assignment Monitoring**

Last year the Commission authorized staff to pursue legislation to modernize the assignment monitoring process. The Commission's sponsored bill, AB 3048, was held in the Assembly Appropriations Committee. However, the Commission received authorization and funding to create a new State Assignment Accountability System in the annual budget act. Staff will be seeking an author to pursue modernization legislation in the 2019 legislative session.