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Information

Legislative Committee

Status of Legislation

Executive Summary: Staff will present the status of those legislative measures of interest to the Commission and address questions regarding any other legislation identified by Commissioners.

Recommended Action: For information only

Presenter: Jonathon Howard, Government Relations & Public Affairs Manager,
Administrative Services Division

Strategic Plan Goal

III. Communication and Engagement

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

Status of Legislation

This agenda item provides an update on bills that the Commission is monitoring or has taken a position on.

2021-22 Legislation of Interest

The Legislature is currently in the second year of the two-year 2021-22 legislative session. The deadline to introduce new bills in this second year of the session was February 18. The deadline for bills to pass out of their House of Origin was May 27.

Failed Legislation

[AB 1675 \(Ward\) - Teacher credentialing: spouses of active duty members of the Armed Forces: expedited application process](#)

Introduced: January 20, 2022

Last Amended: April 19, 2022

Status: Failed Deadline pursuant to Rule 61(b)(5)

Summary: This bill would require the Commission to grant or deny a credential within 7 days of the date that the Commission received a completed application if the applicant submits (1) evidence that the applicant is married to, or in a domestic partnership or other legal union with, an active duty member of the Armed Forces of the United States who is assigned to a duty station in this state under official active duty military orders, (2) proof of holding a valid, unexpired, professional-level teaching credential, as defined, and (3) fingerprints for purposes of conducting a criminal background check, as provided. The bill would clarify that these requirements for the clear teaching credential are in addition to other existing education, experience, and knowledge requirements for the clear teaching credential. The bill also would require the Commission to publish information about credentialing options available to military veterans, members of the military, and their spouses prominently on the home page of the Commission's internet website.

[AB 1853 \(Berman\) - Teacher credentialing: the Computer Science Preservice Teacher Grant Program](#)

Introduced: February 8, 2022

Last Amended: April 18, 2022

Status: Failed Deadline pursuant to Rule 61(b)(8)

Summary: This bill would require the Commission to develop and implement a grant program to award competitive grants to institutions of higher education that offer Commission-approved teacher preparation programs to develop and expand K–12 computer science and computational thinking coursework for individuals seeking a single or multiple subject credential with supplementary authorization in computer science or a single or multiple subject credential, as provided.

[AB 2047 \(Garcia, Cristina\) - Teacher credentialing: teaching performance assessments: Teacher Credentialing Task Force](#)

Introduced: February 14, 2022

Last Amended: March 10, 2022

Status: Failed Deadline pursuant to Rule 61(b)(5)

Summary: This bill would eliminate the requirement that a program of professional preparation include a teaching performance assessment. The bill would, commencing January 1, 2023, eliminate the teaching performance assessment as a requirement for candidates to receive a single subject, multiple subject, or education specialist credential. The bill would authorize candidates to complete an optional teaching performance assessment, as provided. This bill would require the Commission to convene a Teacher Credentialing Task Force and require the task force to examine the current teacher credentialing task process and the impact that high-stakes teacher credentialing assessments, and their costs, have on the current teacher shortage and the lack of diversity in the teaching workforce.

[AB 2235 \(Medina D\) - Teacher credentialing: supplementary authorization: ethnic studies](#)

Introduced: February 16, 2022

Last Amended: n/a

Status: Failed Deadline pursuant to Rule 61(b)(5)

Summary: This bill would require the Commission to develop an added authorization or supplementary authorization in ethnic studies and to grant such authorizations to credential holders who have met the requirements and standards of the Commission for an added authorization or supplementary authorization in ethnic studies.

Active Legislation

Teachers

[AB 1876 \(Sevarto\) - Substitute teachers: emergency career substitute teaching permit: employment verification](#)

Introduced: February 8, 2022

Last Amended: n/a

Status: Referred to Senate Committee on Education

Summary: An Emergency Career Substitute Teaching Permit authorizes the holder to provide service in a single classroom for up to 60 days per school year. (By contrast, the holder of an Emergency 30-Day Substitute Teaching Permit may provide the same service for only up to 30 days.) The Emergency Career Substitute Teaching Permit may only be issued at the request of an employer. As part of the application, the employer must provide verification to the Commission of at least 90 days per year of day-to-day substitute teaching accumulated over the previous three consecutive years at either a single (one) school district or within an entire county if the county administers the substitute assignments for the county. This bill would require the Commission to also accept verification of at least 90 days per year of day-to-day substitute teaching accumulated over the previous three years from one or more California school districts participating in a consortium with the school district requesting the permit.

[AB 1893 \(Cunningham\) - Teacher credentialing: emergency teaching permits](#)

Introduced: February 9, 2022

Last Amended: March 30, 2022

Status: Referred to Senate Committee on Education

Summary: This bill would require the Commission to waive the basic skills proficiency requirement for the issuance of an Emergency 30-Day Substitute Teaching Permit until July 1, 2024.

[SB 1397 \(Borgeas\) - Substitute teachers: days of service](#)

Introduced: February 18, 2022

Last Amended: May 19, 2022

Status: Referred to Assembly Committee on Education

Summary: The Emergency 30-Day Substitute Teaching Permit and the Emergency Substitute Teaching Permit for Prospective Teachers authorizes the holder to provide service in a single classroom for up to 30 days per school year, with the latter permit further restricting the holder to no more than 90 days across an entire school year. This bill would authorize these permit holders to substitute teach in a single classroom for up to 60 days per school year. An Emergency Career Substitute Teaching Permit authorizes the holder to provide service in a single classroom for up to 60 days per school year. This bill would authorize these permit holders to substitute teach in a single classroom for up to 90 days per school year. All three substitute teaching permits mentioned here currently authorize only 20 days of special education service in a single year. The bill would also authorize holders of these permits to teach as a substitute in a single special education classroom for up to 40 days during the school year.

[SB 1487 \(Rubio\) - Commission on Teacher Credentialing: survey: teacher resignations](#)

Introduced: February 18, 2022

Last Amended: May 3, 2022

Status: Referred to Assembly Committee on Education

Summary: Requires the Commission to develop a survey no later than July 1, 2023, for purposes of collecting data from teachers of LEAs resigning their positions or electing not to accept a teaching assignment for the upcoming school year, including data on whether or not they are exiting the profession. Requires LEAs, on and after the commencement of the 2023–24 school year, to administer the survey within 15 days of a teacher resigning their position or electing not to accept a teaching assignment for the upcoming school year. Requires LEAs to report the results of these surveys to the Commission on an annual basis. Requires the Commission to prepare an annual report that compiles the data from the surveys, submit the report to the State Department of Education and the Legislature, and post the report on its internet website.

Grants

[AB 2401 \(McCarty\) - Teacher preparation programs: planning grants and implementation or expansion grants](#)

Introduced: February 17, 2022

Last Amended: April 19, 2022

Status: Referred to Senate Committee on Education

Summary: Contingent upon an appropriation of funds in the annual Budget Act or another statute, this bill would revise and recast the Integrated Teacher Education Programs grant

previously authorized by the Budget Act of 2016. An integrated program is one in which a candidate may earn a baccalaureate degree and a multiple subject, single subject, or education specialist credential concurrently within four to five years of study. This bill would require the Commission to award planning grants of up to \$250,000 each to regionally accredited institutions of higher education to develop plans for the creation of new integrated programs that lead to more credentialed teachers in specified shortage fields or to provide stipends for program coordinators to assist in collaboration with subject matter professors and pedagogy professors. The bill also requires the Commission to award separate grants of up to \$500,000 each to regionally accredited institutions of higher education to implement or expand integrated programs of professional preparation that lead to more credentialed teachers in shortage fields, as specified, that improve access to existing integrated programs, that strengthen recruitment and retention of candidates who reflect a local education agency's diversity, or that partner with a California community college to create a four-year integrated program of professional preparation. Shortage fields specified in the bill include special education, bilingual education, STEM, computer science, transitional kindergarten, or kindergarten. In addition to supporting the production of teachers in designated shortage fields, this bill would allow funded institutions of higher education to use funds to provide faculty release time to redesign existing courses, provide stipends for program coordinators to assist in collaboration with subject-matter professors and pedagogy professors, to create summer courses for students in integrated programs, and to recruit individuals into programs. The bill would require grant recipients to provide program and outcome data for at least five years after receiving the implementation or expansion grants.

[AB 2694 \(Rubio\) - Teacher credentialing: teacher induction programs: Beginning Teacher Retention and Support Grant](#)

Introduced: February 18, 2022

Last Amended: May 19, 2022

Status: Referred to Senate Committee on Education

Summary: Subject to an appropriation in the annual Budget Act or another statute for its purposes, establish the Beginning Teacher Retention and Support Grant Program under the administration of the Commission on Teacher Credentialing. Require the Commission to allocate grants to beginning teacher induction programs, not to exceed \$3,500 per participating teacher. Requires beginning teacher induction programs receiving a grant to use those funds on behalf of a participating teacher for mentor training, stipends for mentor teachers, other beginning teacher induction costs following initial preparation, or for the examination or assessment fee for one administration of the reading instruction competence assessment or a teaching performance assessment. Notwithstanding those uses, the bill requires an institution of higher education to first use the grant funds to waive tuition fees for the candidate. Prohibits a participating school district, county office of education, charter school, or institution of higher education from charging a fee to a beginning teacher to participate in a beginning teacher induction program.

Miscellaneous

[SB 1113 \(Ochoa Bogh\) - Special education: inclusive education: universal design for learning](#)

Introduced: February 16, 2022

Last Amended: May 19, 2022

Status: Referred to Assembly Committee on Education

Summary: Requires the Commission, on or before January 1, 2024, to revise its administrative services credential standards and performance expectations to include and strengthen preparation for inclusion, with a focus on, among other things, universal design for learning. Upon an appropriation, this bill would require CDE, in consultation with the Commission, to develop and disseminate joint guidance clarifying the ways in which inclusive classrooms and placements may be staffed under current law. Additionally, requires CDE, upon an appropriation, to produce a guidebook and video modules related to inclusive practices.