



CODED CORRESPONDENCE

DATE: April 13, 2011	NUMBER: 11-05
TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	FROM: Dale A. Janssen Executive Director Commission on Teacher Credentialing
SUBJECT: Proposed Amendments and Additions to Title 5 of the California Code of Regulations Pertaining to the Mathematics Instructional Added Authorization and Leadership Specialist Credential	

Notice of Public Hearing is Hereby Given

The Commission on Teacher Credentialing (Commission) proposes to amend the regulatory action described below after considering all comments, objections and recommendations regarding the proposed action. A copy of the proposed regulations is attached with the added text underlined and the deleted text lined out.

A public hearing on the proposed actions will be held:

**June 2, 2011
9:00 a.m.
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811**

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments by fax, through the mail, or by email on the proposed action. The written comment period closes at 5:00 p.m. on May 30, 2011. Comments must be received by that time or may be submitted at the public hearing. You may fax your response to (916) 322-0048; write to the Commission on Teacher Credentialing, attn. Tammy A. Duggan, 1900 Capitol Avenue, Sacramento, California 95811; or submit an email at tduggan@ctc.ca.gov.

Any written comments received 18 days prior to the public hearing will be reproduced by the Commission's staff for each member of the Commission as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Authority and Reference

Pursuant to the authority vested by section 44225 of the Education Code, and to implement, interpret or make specific sections 44256(c) and 44265 of the Education Code, the Commission on Teacher Credentialing is proposing the addition of §80069.2 and amendments to §80070 of Title 5 of the California Code of Regulations (CCR).

Informative Digest/Policy Statement Overview

Summary of Existing Laws and Regulations

The Commission directed staff to convene a Teaching Mathematics Advisory Panel (TMAP), which would include representatives from key stakeholder groups, to investigate the need for updating and revising the Mathematics Specialist Credential program standards in light of California K-Algebra I students' poor performance in learning mathematics. Staff developed an application that was publicized widely through the Commission's website, mathematics professional associations, the California Subject Matter Projects, and the Professional Services Division weekly e-news. Executive Director Dale Janssen appointed 20 members to the panel following a review of a large number of applications for the panel. The members were selected based on their expertise in mathematics and mathematics instruction. The panel membership represents diversity with respect to organizational affiliation, geographic region, and credentials held. In addition, a consultant from the California Department of Education (CDE) served as a liaison to the panel.

First, the panel proposes creating the Mathematics Instructional Added Authorization (MIAA). In considering what knowledge, skills, and experience an MIAA holder should have, the panel agreed that an individual with this authorization should be required to complete advanced preparation and field experience in both mathematics content and the pedagogy of mathematics above and beyond what is required for the multiple subject teaching credential. In addition, the panel recognized that within the MIAA option, some teachers would have the prerequisite mathematics content mastery to obtain an added authorization that would go through but not beyond the level of mathematics typically taught in Kindergarten through Pre-Algebra, whereas other teachers might possess the math content that would authorize the teaching of mathematics in Kindergarten through Algebra I.

Further, the panel proposes revising and renaming the Specialist Instruction Credential in Mathematics to the Mathematics Instructional Leadership Specialist (MILS) Credential. As supported by the panel, this authorization recognizes a higher level of specialized skills that will allow an individual to not only provide support to teachers, but also provide leadership at the K-12 level with respect to the teaching and learning of mathematics.

New regulations are proposed to establish the Mathematics Instructional Added Authorization. Regulations for the current Mathematics Specialist Credential are proposed to be updated. For the MIAA, the proposed regulations will:

- 1) add the title of Mathematics Instructional Added Authorization,
- 2) establish the requirements to earn the two levels of the document, and
- 3) establish authorization statements.

For the Mathematics Specialist Credential, the proposed regulations will:

- 1) change the title to Mathematics Instructional Leadership Specialist Credential,
- 2) update the requirements and authorization statements, and
- 3) set a sunset date for the issuance of the ‘current’ Mathematics Specialist Instructional Credential for out-of-state prepared teachers.

Proposed Amendments and Additions to Title 5 Regulations

Section 80069.2

Title Adds a section that creates the new authorization and details the requirements, term and authorizations for the MIAA.

(a) Prefaces the list of requirements for the MIAA.

(a)(1) Describes the type of prerequisite credential required for the MIAA and that the applicant must hold an English learner authorization as recommended by the TMAP.

(a)(2) Establishes the teaching experience requirement for the MIAA.

(a)(3) Requires completion of a Commission-accredited program for issuance of the MIAA at one of two available levels. Incorporates by reference the *Mathematics Instructional Added Authorization and Mathematics Instructional Leadership Specialist Credential Program Standards* to clarify the basis of the professional preparation program that must be completed.

(a)(3)(A) Describes one of two available program levels.

(a)(3)(B) Describes the second of two available program levels.

(a)(4) Details the application and fee required for the MIAA.

(a)(5) Requires recommendation for the MIAA from an approved program via the online recommendation system.

(b) Establishes the term for the MIAA.

(c) Establishes the authorization for the MIAA.

(c)(1) Lists the grade level authorization for the MIAA and prefaces the two available levels.

(c)(1)(A) Details the first available authorization for individuals who complete the program described in (a)(3)(A).

(c)(1)(B) Details the second available authorization for individuals who complete the program described in (a)(3)(B).

(c)(2) Details the remaining areas authorized by both levels of the MIAA.

Note Cites the relevant Education Code (EC) references for the proposed new section.

Section 80070

Title and (a) Deletes ‘professional’ to reflect amendments to EC §44277 that deleted professional growth renewal requirements, adds the new credential title as recommended by the TMAP, and amends the (3) to a (5) due to the proposed additional requirements.

(a)(1) Adds language requiring that the applicant hold an English learner authorization as recommended by the TMAP.

(a)(2) Adds an experience requirement that was not previously listed in regulations.

(a)(3) Renumbers from (a)(2) due to the addition of the experience requirement, adds EC section 44373(c) pertaining to the Committee On Accreditation (COA), and updates the credential title. Also, amends ‘student teaching’ to ‘field experience’ to accurately reflect the program requirement and adds language prefacing the two available program levels. Incorporates by reference the *Mathematics Instructional Added Authorization and Mathematics Instructional Leadership Specialist Credential Program Standards* to clarify the basis of the professional preparation program that must be completed.

(a)(3)(A) Describes one of two available program levels.

(a)(3)(B) Describes the second of two available program levels.

(a)(4) Adds a new subsection to detail the application and fee requirement.

(a)(5) Renumbers from (a)(3) due to the addition of the experience and application/fee requirements. Also, adds EC section 44227(b) that requires online recommendation and deletes the redundant COA reference.

(b) Deletes ‘professional’ to reflect amendments to EC §44277 that deleted professional growth renewal requirements and amends the (2) to (4) due to additional proposed requirements.

(b)(1) Adds language requiring that the applicant hold an English learner authorization as recommended by the TMAP.

(b)(2) Adds an experience requirement that was not previously listed in regulations.

(b)(3) Renumbers from (b)(2) due to the addition of the experience requirement and amends ‘student teaching’ to ‘field experience’ to accurately reflect the program requirement.

(b)(4) Adds a new subsection to detail the application and fee requirement.

(c) Deletes ‘professional’ to reflect amendments to EC §44277 that deleted professional growth renewal requirements and adds the MILS credential. Deletes reference to 5 CCR §80553 pertaining to ‘professional clear’ credentials and adds ‘as follows’ to preface new subsections.

(c)(1) Establishes the term when the prerequisite is a valid for five years or less.

(c)(2) Establishes the term when the prerequisite is valid for more than five years.

(d)(1) Adds a new subsection to distinguish the authorization of the previously issued specialist from the new MILS credential and deletes language that will be included in subsections (3)(A) through (3)(G).

(d)(2) Lists the grade level authorization for the MILS and prefaces the two available levels.

(d)(2)(A) Details the first available authorization for individuals who complete the program described in (a)(3)(A).

(d)(2)(B) Details the second available authorization for individuals who complete the program described in (a)(3)(B).

(d)(3) Adds a new subsection that prefaces the remaining authorizations for the specialist credential and both levels of the MILS.

(d)(3)(A) *through* (d)(3)(G) Adds additional authorization language that more accurately reflects the competencies gained through program completion.

(e) Adds a new subsection to set the sunset date for issuance of Mathematics Specialist Instruction Credentials to out-of-state prepared teachers and to explain the conversion of previously issued specialist credentials to the MILS after October 1, 2011.

Note Adds EC sections 44227(b) and 44373(c) due to the proposed amendments described above and EC section 44251 pertaining to renewal of clear credentials.

Documents Incorporated by Reference:

Mathematics Instructional Added Authorization and Mathematics Instruction Leadership Specialist Credential Program Standards (revised 3/11) available on the Commission's website at <http://www.ctc.ca.gov/educator-prep/standards/mathematics-specialist.pdf>.

The California Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation and Educator Competence. For each type of professional credential in education, the Commission has developed and adopted standards which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering academic and professional preparation in education. There are different types of program standards.

Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are

established by Commission policy. Preconditions can be found within each program's standards document.

Common Standards

The Common Standards deal with aspects of program quality that cross all approved educator preparation programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. When a new program is proposed, the institution submits a Common Standards Addendum to address how the new program will integrate with the already approved programs.

Educator Preparation Program Standards

Program standards address aspects of program quality and effectiveness that apply to each type of educator preparation program offered by a program sponsor. Program standards contain statements describing the nature and purpose of each standard and language that details the requirements that all approved programs must meet. Program sponsors must meet all applicable program standards before the program application may be approved by the Commission.

Documents Relied Upon in Preparing Regulations: *Update on the Work of the Teaching Mathematics Advisory Panel* - Presented to the Commission in December 2009 and available on the Commission's website at <http://www.ctc.ca.gov/commission/agendas/2009-12/2009-12-3F.pdf>.

Disclosures Regarding the Proposed Actions

The Commission has made the following initial determinations:

Mandate to local agencies or school districts: None.

Other non-discretionary costs or savings imposed upon local agencies: None.

Cost or savings to any state agency: None.

Cost or savings in federal funding to the state: None.

Significant effect on housing costs: None.

Significant statewide adverse economic impact directly affecting businesses including the ability of California businesses to compete with businesses in other states: None.

These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with section 17500) of the Government Code.

Cost impacts on a representative private person or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Assessment regarding the creation or elimination of jobs in California [Govt. Code §11346.3(b)]: The Commission has made an assessment that the proposed amendments to the regulations would not (1) create or eliminate jobs within California, (2) create new business or eliminate existing businesses within California, or (3) affect the expansion of businesses currently doing business within California.

Effect on small businesses: The proposed regulations will not have a significant adverse economic impact upon business since they apply only to the requirements for added authorizations and credentials that authorize the instruction of mathematics in California's public schools.

Consideration of Alternatives

The Commission must determine that no reasonable alternative considered by the agency or that has otherwise been identified and brought to the attention of the agency will be more effective in carrying out the purpose for which the action is proposed or will be as effective as and less burdensome to affected private persons than the proposed actions.

Contact Person/Further Information

General or substantive inquires concerning the proposed action may be directed to Tammy A. Duggan by telephone at (916) 323-5354 or Tammy A. Duggan, Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95811. General question inquiries may also be directed to Janet Bankovich at (916) 323-7140 or at the address mentioned in the previous sentence. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. This information is also available on the Commission's website at www.ctc.ca.gov. In addition, all the information on which this proposal is based is available for inspection and copying.

Availability of Statement of Reasons and Text of Proposed Regulations

The entire rulemaking file is available for inspection and copying throughout the rulemaking process at the Commission office at the above address. As of the date this notice is published in the Notice Register, the rulemaking file consists of this notice, the proposed text of regulations, and the initial statement of reasons.

Modification of Proposed Action

If the Commission proposes to modify the actions hereby proposed, the modifications (other than non-substantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

Availability of Final Statement of Reasons

The Final Statement of Reasons is submitted to the Office of Administrative Law as part of the final rulemaking package, after the public hearing. When it is available, it will be placed on the Commission's website at www.ctc.ca.gov or you may obtain a copy by contacting Tammy A. Duggan at (916) 323-5354.

Availability of Documents on the Internet

Copies of the Notice of Proposed Action, the Initial Statement of Reasons and the text of the regulations in underline and strikeout can be accessed through the Commission's website at www.ctc.ca.gov.

CALIFORNIA CODE OF REGULATIONS TITLE 5. EDUCATION DIVISION 8. COMMISSION ON TEACHER CREDENTIALING

§ 80069.2. Specific Requirements for the Mathematics Instructional Added Authorization.

(a) The minimum requirements for the Mathematics Instructional Added Authorization shall include (1) through (5):

(1) possession of a valid basic California teaching credential as defined in Education Code section 44203(e) and an English learner authorization;

(2) verification of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit. The candidate shall be responsible for obtaining verification of this experience on the official letterhead of the district or districts by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed;

(3) completion of a professional preparation program based on the *Mathematics Instructional Added Authorization and Mathematics Instructional Leadership Specialist Credential Program Standards* (rev. 3/11), available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in Education Code section 44373(c) for the Mathematics Instructional Added Authorization, including successful completion of supervised field experience appropriate to the specialization area, at one of the levels specified below:

(A) mathematics content typically included in curriculum guidelines and textbooks up to and including Algebra I; or

(B) mathematics content typically included in curriculum guidelines and textbooks up to and including Algebra II;

(4) a completed application form as listed in section 80001(b)(2) and the appropriate fee as specified in section 80487(a)(1); and

(5) recommendation from a Commission-approved Mathematics Instructional Added Authorization program as specified in Education Code section 44227(b).

(b) Term.

The Mathematics Instructional Added Authorization issued on the basis of the completion of all requirements shall remain valid as long as the prerequisite credential listed in subdivision (a)(1) remains valid.

(c) Authorization. The Mathematics Instructional Added Authorization authorizes the holder the following:

(1) to teach mathematics in grades twelve and below, including preschool and classes organized primarily for adults as follows:

(A) individuals who complete the program specified in (a)(3)(A) are authorized to teach the mathematics content typically included in curriculum guidelines and textbooks up to and including pre-Algebra; or

(B) individuals who complete the program specified in (a)(3)(B) are authorized to teach mathematics content typically included in curriculum guidelines and textbooks up to and including Algebra I; and

(2) develop and coordinate mathematics curriculum; coach mathematics teachers; design and implement intensive mathematics interventions; teach teachers to effectively intervene, accommodate, and differentiate their mathematics instruction to increase student engagement and proficiency in mathematics; and develop programs and deliver staff development for mathematics education programs at the school site level.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b) and (e), 44227(b), 44256(c), 44265, and 44373(c), Education Code.

§ 80070. Specific Requirements for the Professional–Clear Mathematics Instructional Leadership Specialist Credential and the Mathematics Specialist Instruction Credential.

(a) The minimum requirements for the ~~professional–clear~~ Mathematics ~~Specialist~~ Instructional ~~Leadership Specialist~~ Credential for applicants who complete a professional preparation program in California shall include (1) through (35):

(1) possession of a valid basic California teaching credential as defined in Education Code ~~§~~section 44203(e) and an English learner authorization;

(2) verification of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit. The candidate shall be responsible for obtaining verification of this experience on the official letterhead of the district or districts by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed;

- (23) completion of a post baccalaureate professional preparation program based on the *Mathematics Instructional Added Authorization and Mathematics Instructional Leadership Specialist Credential Program Standards* (rev. 3/11), available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in Education Code section 44373(c) for the Mathematics Specialist Instructional Leadership Specialist Credential, including successful completion of supervised ~~student teaching~~ field experience appropriate to the specialization area, at one of the levels specified below; ~~and~~
- (A) mathematics content typically included in curriculum guidelines and textbooks up to and including Algebra I; or
- (B) mathematics content typically included in curriculum guidelines and textbooks up to and including Algebra II;
- (4) a completed application form as listed in section 80001(b)(2) and the appropriate fee as specified in section 80487(a)(1); and
- (35) the recommendation from a ~~regionally accredited institution of higher education that has a Commission-approved Mathematics Instructional Leadership Specialist Credential program accredited by the Committee on Accreditation in the professional clear credential sought~~ as specified in section 44227(b).
- (b) The minimum requirements for the ~~professional-clear~~ Mathematics Specialist Instruction Credential for applicants who complete a professional preparation program outside California shall include (1) ~~and~~ through (24). Applicants may apply directly to the Commission for the ~~professional clear~~ Mathematics Specialist Instruction Credential under this section:
- (1) possession of a valid California teaching credential as defined in Education Code Section 44203(e) and an English learner authorization; and
- (2) verification of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit. The candidate shall be responsible for obtaining verification of this experience on the official letterhead of the district or districts by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed;
- (23) completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation for the Mathematics Specialist Instruction Credential, including successful completion of supervised ~~student teaching~~ field experience appropriate to the specialization area but taken outside California. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed; ~~and~~
- (4) a completed application form as listed in section 80001(b)(2) and the appropriate fee as specified in section 80487(a)(1).

(c) Term.

The ~~professional~~ clear Mathematics Instructional Leadership Specialist Credential and the Mathematics Specialist Instruction Credential issued on the basis of the completion of all requirements shall be dated ~~per Title 5 Section 80553~~ as follows:

- (1) If the basic teaching credential listed in (a)(1) or (b)(1) is valid for five years or less from the issuance date of the Mathematics Instructional Leadership Specialist Credential or the Mathematics Specialist Instruction Credential, the credential shall be valid from the issuance date established in section 80440 and will expire on the expiration date of the basic teaching credential.
- (2) If the basic teaching credential listed in (a)(1) or (b)(1) is valid for more than five years from the issuance date of the Mathematics Instructional Leadership Specialist Credential or the Mathematics Specialist Instruction Credential, the credential shall be valid for five years from the issuance date established in section 80440 and will expire the first day of the following month.

(d) Authorization.

- (1) The Mathematics Specialist Instruction Credential authorizes the holder to teach mathematics in grades twelve and below, including preschool, and in classes organized primarily for adults. ~~This credential also authorizes the holder to~~
- (2) The Mathematics Instructional Leadership Specialist Credential authorizes the holder to teach mathematics in grades twelve and below, including preschool and classes organized primarily for adults as follows:
 - (A) individuals who complete the program specified in (a)(3)(A) are authorized to teach the mathematics content typically included in curriculum guidelines and textbooks up to and including pre-Algebra; or
 - (B) individuals who complete the program specified in (a)(3)(B) are authorized to teach mathematics content typically included in curriculum guidelines and textbooks up to and including Algebra I;
- (3) The Mathematics Specialist Instruction Credential and the Mathematics Instructional Leadership Specialist Credential also authorize the holder to:
 - (A) develop and coordinate mathematics curriculum;
 - (B) coach mathematics teachers;
 - (C) design and implement intensive mathematics interventions;

(D) teach teachers to effectively intervene, accommodate, and differentiate their mathematics instruction to increase student engagement and proficiency in mathematics;

(E) provide leadership in selecting the mathematics curricula and in developing a district-, county- or state-wide cadre of mathematics teacher leaders;

(F) analyze and use data to restructure school and district mathematics programs to increase students' college-readiness; and

(G) develop programs and deliver staff development for mathematics education programs coordinated by school districts or county offices of education.

(e) The clear Mathematics Specialist Instruction Credential specified in (b) shall not be initially issued after October 1, 2011. Individuals who are issued a Mathematics Specialist Instruction Credential on or before October 1, 2011 will be issued a Mathematics Instructional Leadership Specialist Credential with the authorizations specified in (d)(1) and (d)(3) upon renewal.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b) and (e), 44227(b), 44251, 44256(c), and 44265, and 44373(c), Education Code.



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (888) 921-2682 Fax (916) 322-0048 www.ctc.ca.gov

Attn: Tammy A. Duggan, CAW Division
Title: Mathematics Instructional Added Authorization and Leadership Specialist Credential
Section: Proposed Addition of §80069.2 and Amendments to §80070

Response to the Attached Title 5 Regulations

To allow the Commission on Teacher Credentialing to more clearly estimate the general field response to the attached regulations, please return this response form to the Commission office, attention Tammy A. Duggan, at the above address or fax to her attention at (916) 322-0048. The response must arrive at the Commission by 5:00 pm May 30, 2011 for the material to be presented at the June 2, 2011 public hearing.

- 1. **Yes**, I agree with the proposed Title 5 Regulations. Please count me in favor of these regulations.
- 2. **No**, I do not agree with the proposed regulations for the following reasons:
PLEASE LIST THE SPECIFIC SECTION (80069.2 and/or 80070). If additional space is needed, use the reverse of this sheet or additional page.

- 3. Personal opinion of the undersigned and/or
 Organizational opinion representing: (Circle One) School District, County Schools, College/University, Professional Organization, Other_____
- 4. I shall be at the public hearing. Place my name on the list for making a presentation to the Commission.
 No, I will not make a presentation to the Commission at the public hearing.

Signature: _____ Date: _____

Printed Name: _____

Title: _____ Phone: _____

Employer/Organization: _____

Mailing Address: _____

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