


Agenda

California
Commission on
Teacher Credentialing

December 2, 1998
Hyatt Hotel
Sequoia Board Room - 2nd Floor
1209 L Street, Sacramento, CA

December 3-4
Hyatt Hotel
Golden State Room A&B
1209 L Street, Sacramento, CA

Some of the agenda items are available for
viewing on the web.

Click on the  to view the items that are
available.

WEDNESDAY, December 2, 1998

Hyatt Hotel

Sequoia Board Room-2nd Floor

Executive Committee

3:00 p.m.

- EXEC-1 Approval of the August 19-21, 1998 Executive Committee Minutes
- EXEC-2 Expiration of Terms and Declarations of Vacancies on the Committee of Credentials
- EXEC-3 Approval of Revisions of Policy Manual Section 522 and 523

THURSDAY, December 3, 1998

Hyatt Hotel

Golden State Room A&B

1. General Session (Chair Ellner)





8:00 a.m.

- GS-1 Roll Call
- GS-2 Pledge of Allegiance
- GS-3 Approval of the November 5-6, 1998, Minutes
- GS-4 Approval of the December Agenda
- GS-5 Approval of the December Consent Calendar
- GS-6 Annual Calendar of Events
- GS-7 Chair's Report
- GS-8 Executive Director's Report
- GS-9 Report on Monthly State Board Meeting

2. Fiscal Planning and Policy Committee of the Whole (Committee Chair Reed)

-  FPPC-1 Update on the Consolidation of Commission's Offices

3. Credentials and Certificated Assignments Committee of the Whole (Committee Chair Katzman)

-  **C&CA-1** A Report on Authorizations for Teaching English Language Learners
-  **C&CA-2** Proposed Implementation of AB 858 Related to Nationally Certified Teachers
-  **C&CA-3** Proposed Acceptance of a Report on Teachers Credentialed Through Institutions of Higher Education
-  **C&CA-4** Proposed Regulations Related to Authorizations for Two Credentials: Multiple Subject and School Library Media Teacher

4. Performance Standards Committee of the Whole (Committee Chair Harvey)

-  **PERF-1** Progress Report on the Implementation of SB 2042
-  **PERF-2** Report on Teacher Preparation Policy Issues: Similarities and Differences Between SB 1422 Advisory Panel Recommendations And SB 2042 Provisions

5. Appeals and Waivers Committee (Committee Chair Dauterive)



- A&W-1** Approval of the Minutes
- A&W-2** Consideration of Credential Appeals
- A&W-3** Reconsideration of Waiver Denials
- A&W-4** Waivers: Consent Calendar
- A&W-5** Waivers: Conditions Calendar
- A&W-6** Waivers: Denials Calendar

FRIDAY, December 4, 1998

6. Closed Session - Closed (Chair Ellner) **8:00 a.m.**

(The Commission will meet in Closed Session pursuant to California Government Code Section 11126 as well as California Education Code Sections 44245 and 44248)

7. Preparation Standards Committee of the Whole (Committee Chair Sutro)

-  **PREP-1** Approval of Subject Matter Programs
-  **PREP-2** Final Recommendations of the Computer Advisory Panel

8. Reconvene General Session (Chair Ellner)

- GS-10** Report on the Appeals and Waivers Committee
- GS-11** Closed Session Items
- GS-12** Executive Committee
- GS-13** Commissioner's Reports
- GS-14** Audience Presentations
- GS-15** Old Business
 - Quarterly Agenda for December 1998, January & February 1999
- GS-16** Nominations and Election of the Commission Chairperson and Vice Chairperson for 1999
- GS-17** New Business
- GS-18** Adjournment

Next Meeting
January 7-8, 1999
California Commission on Teacher Credentialing
Office
1900 Capitol Avenue
Sacramento, CA



[Back to the Top](#) |
[Return to About CTC](#) |
[Return to "Agenda
Archives"](#) |





California Commission on Teacher Credentialing

Meeting of: December 2-4, 1998

Agenda Item Number: FPPC-1

Committee: Fiscal Planning and Policy

Title: Update on the Consolidation of Commission's Offices

✓ Information

Prepared by: LeMardieo Morris, Analyst
Fiscal and Business Services

BACKGROUND

At the November 1998 meeting of the Fiscal Planning and Policy Committee of the Whole, Commissioners were provided with information regarding the status of the effort to consolidate and relocate the Commission's offices.

FISCAL IMPACT ANALYSIS

The activities associated with the preparation and presentation of this item are included in the baseline budget for the Fiscal and Business Services Section. Therefore, no funding augmentation is needed for this item.

SUMMARY

Staff has toured the 1900 Capitol Avenue facility frequently and has observed that the necessary building renovation effort is nearing completion. For business operations reasons, the commencement of the move has been rescheduled to the latter part of the week of November 30, 1998.

Commission staff representing all divisions, offices, and sections have met on a regular basis to discuss details concerning the timing of move-related activities.

A more detailed *REVISED PROJECT SCHEDULE ESTIMATE* is attached for your information and convenience. Staff will continue to provide this type of information to all Commissioners through the completion of this project.

	Milestones	CCTC Hours	Target Date	Actual Date	Comments
Phase 1	PRELIMINARY WORK-CCTC	240	7/1/96	3/1/96	Preparation of 4083s (Questionnaire and Needs Assessment)
T1	Project Started (Assigned to DGS)	N/A	1/8/97	1/22/97	Delay due to holiday schedule
T4	Project Schedule Complete	16	10/23/97	10/23/97	
T2	Program Completed by DGS		1/6/97	4/4/97	
T3	Form 10 Filed	80	1/7/97	7/7/97	1/7/97; 1st revision; Final revision 7/7/97
Phase 2	SITE SELECTION (Advertisement)	80	7/28/97	7/28/97	
T5	Site Search Completed	16	8/20/	8/20/	

			97	97	
Phase 3	PLANNING				
T6	Meeting with Space Planner	14	10/23/97	10/23/97	
	Conducted Initial Meeting with Staff Reps.	28	10/31/97	10/31/97	
	Review 1st Draft (Senior Staff)	10	11/12/97	11/12/97	
	Review 1st Draft (Staff Reps. and Space Planner)	28	11/14/97	11/14/97	
	Review 2nd Draft of Building Diagram (Senior Staff)	20	11/26/97	12/10/97	
	Review 2nd Draft of Building Diagram (Staff Reps)	60	12/1/97	12/10/97	
	Review Options for Comm. Mtg. Rm (Ad Hoc Committee)	8	12/5/97	12/5/97	
	Prepare 3rd Draft of Building Diagram (Space Planner)	16	12/12/97	12/11/97	
	Review 3rd Draft (Staff Reps)	14	12/15/97	12/17/97	
	Review 3rd Draft (Senior Staff)	5	12/22/97	12/17/97	
	Review Final Rough Draft (Ad Hoc Committee)	8	12/29/97	12/29/97	
	Review Final Rough Draft (Staff Reps)	14	1/5/98	1/21/98	
	Review Final Rough Draft (Senior Staff)	5	1/5/98	1/21/98	
	Plan Approval (Senior Staff)	5	1/5/98	1/21/98	
	CCTC Recommended Requirements to DGS	8	2/11/98	2/11/98	
	Preliminary Review of Recommended Requirements (DGS)	4	2/18/98	2/18/98	
	Preliminary Review of Recommended Requirements (Owner)	4	2/18/98	2/18/98	
	Plan Approval (DGS) (CCTC) (Owner)	4	3/2/98	4/6/98	
	Modular Furniture Design (CCTC) to DGS	40	4/6/98	4/6/98	
	Modular Furniture Designs to PIA		5/4/98	8/12/98	
	Modular Furniture Designs Returned to DGS		6/24/98	8/19/98	
	Modular Furniture Designs Returned to CCTC		6/26/98	8/19/98	
	Designs Including Revisions to DGS	20	5/11/98	8/21/98	Revised target date - 8/21/98
	Designs Including Revisions from DGS to PIA		7/1/98	8/24/98	
	Final Approval of PIA Drawings Via DGS	8	5/25/98	8/24/98	Revised target date - 8/24/98
	Purchase Order for Modular Furniture	2	6/8/98	8/26/98	
	Delivery of Modular Furniture		8/3/98	10/	Revised target date - 10/19/98

				19/98	
	Installation of Modular Furniture	80	8/10/98	11/16/98	Revised target date - 11/16/98
Phase 4	NEGOTIATIONS/BID				
T7	Lease Execution		4/13/98	7/8/98	
	Approval of Exhibit "A:	32	5/26/98	7/8/98	
	Completion of Form 6	4	5/29/98	7/8/98	
Phase 5	CONSTRUCTION/NOTIFICATION				
T8	Pre-construction Meeting (Owner)		4/13/98	7/15/98	
	Construction to Begin (Owner)		5/1/98	9/8/98	
	Notice of Written Cancellation				
	1100 J Street (DGS)		5/31/98	7/9/98	90 day written notice
	1812 9th Street (DGS)		7/31/98	7/14/98	60 day written notice
Phase 6	OCCUPANCY				
T9	Phase 1 (CCTC-DPP)	320	9/1/98		1100 J Street - Revised target date 12/03/98
	Phase 2 (CCTC - All Other Divisions)	720	10/1/98		1812 9th Street - Revised target date 12/03/98
	Acceptance (CCTC)	8	9/1/98		1900 Capitol Avenue - Revised target date 12/03/98
T10	Project Close Out (CCTC & DGS)	8	12/1/98		
	Totals	1,929			



[Back to the Top](#) |

[Back to December 1998 Agenda](#) |

[Back to Agenda Archives](#) |

[Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: December 2-4, 1998

Agenda Item Number: C&CA-1

Committee: Credentials and Certificated Assignments

Title: A Report on Authorizations for Teaching English Language Learners

✓ Report

Prepared by: Robert L. Salley, Director

Certification, Assignment and Waivers Division

A Report on Authorizations to Teach English Language Learners

November 20, 1998

Summary

This report provides a review of the Commission's authority to determine credential authorizations and the agency's responsibilities in the areas of certificated teacher assignments. The emphasis of the report is on the application of the authority to assignments to teach limited English proficient (LEP) students before the approval of Proposition 227 and after.

Fiscal Impact

There is no fiscal impact from this report.

Policy Issues

To what extent do the statutes and regulations that determine the Commission's authority over credential authorizations and certificated assignments apply in the period after Proposition 227?

Background

At the November 6, 1998, meeting of the Commission staff was directed to report on the assignment of CLAD/BCLAD credential holders and other teachers to classes in which English language learners enroll under the provisions of Proposition 227. This direction was given in the context of a staff report on the "Alignment of Teacher Preparation, Assessment and Certification Policies with the Requirements of Proposition 227". That report did not directly address issues of credential authorization and teacher assignment. The purpose of this report is to summarize the Commission's authority to define credential authorizations, review the agency's responsibilities related to teaching assignments and give specific attention to authorizations pre-and post-Proposition 227 for serving students whose native language is not English.

Credential Authorizations

The Commission's authority to determine the services that a holder of a given credential may provide is found in Education Code Section 44225 (e). The statute says the Commission "shall": Determine *the scope and authorization of credentials, to ensure competence in teaching and other education services, . . .* " In this agenda of the Credentials and Certificated Assignment Committee of the Whole, and in the next two to three meetings, the Commission will examine authorizations for service of specific credential categories. These initiatives are taken under this section of the Education Code to update and clarify through regulations the scope and authorization of specific credentials issued by the agency.

Assignment Responsibilities

The incomplete sentence of §44225 (e) quoted above reads in its complete form as follows: "Determine the scope and authorization of credentials to ensure competence in teaching and other education services, *and establish sanctions for the misuse of credentials and the misassignment of credential holders.*" Several years ago the Commission developed Title 5 regulations (Sections 80335 and 80339-80339.6) to establish procedures for sanctioning certificated personnel who engage in practices that result in unauthorized assignments. Teachers who are assigned to teach subjects that are not covered by the authorizations established by the Commission for the credentials held are illegally assigned unless alternative assignment authorizations available in the Education Code to local districts have been used.

Education Code §44258.9 describes specific assignment monitoring and reporting responsibilities for the Commission and county superintendents of schools. The Commission is obligated by law to monitor on a four-year cycle the certificated assignments in seven counties of the state that contain only one school district. The seven counties include six sparsely populated northern counties and San Francisco City and County. County superintendents in the other 51 counties have the same obligation to monitor assignments in each school district within their jurisdiction and report the results to the Commission. The Commission is required to report periodically to the Legislature on the status of teacher assignments in the state.

Authorizations to Teach English Language Learners

For over 20 years the Commission has issued credentials, certificates and permits that authorize the holders to provide specific services to students whose native language is other than English. In the first decade of the Commission's activities in this area, the agency issued Bilingual Crosscultural Certificates (BCC) to already credentialed teachers who could pass a Commission-approved assessment, Bilingual Crosscultural Specialist and Emphasis Credentials and a supplementary authorizations in English as a Second Language (ESL). In the mid-1980s the Language Development Certificate was created for already credentialed teachers who were not bilingual.

By the beginning of the current decade, it was apparent that the demographics of the student population had changed so dramatically that a major shift in teacher preparation needed to take place. The proliferation of language and cultural groups in school districts throughout the state meant that the existing emphasis on the preparation of bilingual teachers was insufficient; special training for large numbers of monolingual English speaking teachers was imperative. Consequently, in 1992 legislation was passed that created the Crosscultural, Language and Academic Development Credential and Certificate including a bilingual component for those with second language expertise (CLAD/BCLAD). The CLAD/BCLAD program standards and exam specifications emphasized broad knowledge of cultural issues, English language development and specially designed academic instruction in English (SDAIE). The emphasis on SDAIE was the result of important research on teaching methodologies that monolingual English speaking teachers could be trained to use effectively to provide English language learners access to understanding the core curriculum. CLAD/BCLAD credentials and certificates rapidly replaced the older bilingual and language development credentials and certificates.

Throughout most of its history, the Commission has asserted that classes designed to serve students who are designated as limited English proficient (LEP) or English language learners (ELL) in the public schools must be taught by teachers who have the appropriate legal authorization to do so. A bilingual class must have a teacher with bilingual certification attesting to his or her proficiency in the target language of the students. If the curriculum of the class is English language development taught by a non-bilingual teacher, the Commission has held that the teacher must hold a document that authorizes such instruction (CLAD). A CLAD authorization has been required for teachers of academic subjects when the purpose of the class was to provide LEP students access to the content through sheltered instruction or SDAIE.

There are alternatives to Commission issued credentials, certificates, permits or waivers. The California Department of Education (CDE) conducts regular reviews of school districts to determine degrees of compliance with state and federal laws related to services provided to LEP students. Because of the historic shortage of teachers trained and licensed to this student population, the CDE created an alternative that allows school districts to propose Plans to Remedy the Shortage of qualified teachers for the Department's approval. The Commission endorsed the CDE's alternative for assignment purposes. Teachers who did not hold the appropriate certification, but were identified as participants in training were considered legally assigned. An additional option for teachers was developed through the 1994 legislation, SB 1969 (Hughes). Since late 1995, experienced teachers have been able to obtain staff development training in English language development (ELD) and specially designed academic instruction in English (SDAIE). This training provides a state-sanctioned authorization for teaching service, but does not result in state certification.

The Appendix to this report contains Section G of the Administrators Assignment manual, which describes all of the documents and alternatives that qualify a teacher to serve in LEP classrooms.

Proposition 227 Assignment Issues

Proposition 227 as enacted by popular vote on June 2, 1998, added Chapter 3 to Part 1 of the Education Code and

includes Sections 300, 305, 306, 310, 311, 315, 316, 320, 325, 330, 335, and 340. The proposition did not delete pre-existing sections of the Education Code, including the Commission's authority to determine credential authorizations and sanction those who engage in the misassignment of credentialed personnel as described above.

Section 305 declares that, subject to the exceptions allowed in Sections 310 and 311, "all children in California public schools shall be taught English by being taught in English." It further asserts that "Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year."

The exceptions to English immersion classes set out in the proposition are those provided at the request of parental waivers. Under parental waivers, "children may be transferred to classes where they are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law." In other words, the programs serving LEP students prior to Proposition 227 may continue to be offered if enough parents request a specific type of service and all of the procedures for granting such annual waivers are followed by the local school district.

It has been widely noted that the implementation of Proposition 227 has resulted in a wide variation of responses. There is some evidence that parents of LEP students have requested waivers under §310 and §311, but the numbers of such waivers vary from district to district and are dependent on the amount of information available to parents and the presence or absence of bilingual community advocates. At a joint hearing of the Assembly and Senate Education Committees held on November 17, 1998, the representative from Los Angeles Unified School District reported that approximately 11% of the LEP population of the district (over 100,000 total) were in classes resulting from waivers. By contrast, the representative from the Marysville Unified School District indicated that only 167 out of approximately 3,000 LEP students were assigned to classes as a result of parental waivers. He further indicated that the district did not inform LEP parents of the waiver option, but the activities of some community activists accounted for the number of waivers requested. The Woodland Joint Unified School District estimates that up to 45% of the parents of LEP students exercised the waiver option. Staff in the California Department of Education expresses the belief that these three anecdotal examples may be fairly accurate reflections of the variations experienced in school districts across the state.

Bilingual and other classes offered to serve LEP students as a result of parental waivers must have appropriately prepared and credentialed teachers. The staffing requirements for LEP services that existed prior to Proposition 227 continue to apply in classes offered as a result of parental waivers.

Proposition 227 requires students who are designated as English language learners be placed in an English language immersion classroom, generally for one year, though if necessary the time may be extended if the student has not reached sufficient fluency to be placed in a mainstream English language classroom. An "English language classroom" is defined in §306 of the proposition as "a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language." The same section also defines "sheltered English immersion" or "structured English immersion" as "an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language."

A telephone survey of selected school districts in late summer and anecdotal information received subsequently suggest that school districts are relying on teachers with CLAD/BCLAD or comparable preparation (BCC, LDS, SB 1969, etc.) to teach structured English immersion classes. While such staffing decisions seem appropriate, there are other initiatives going forward that will provide additional information necessary to inform state and local decisions on teacher assignments. The State Superintendent of Instruction's task force on the implementation of Proposition 227 will develop recommendations on how districts should implement structured English immersion programs and plans to define the curriculum and instruction for English language learners in those settings. A report of the task force is expected to be released in February 1999. At the same time, the Commission's SB 2042 advisory panel is being advised by an English language learner task force on defining competencies for all teachers with special attention to teaching English language learners.

It is too early to gauge the full impact of Proposition 227 on the types of programs and instructional methodologies provided to English language learners, although early evidence suggests that it is significant. The effect of the proposition on teacher staffing remains unclear. It seems evident, however, that it did not diminish the need for teachers with special preparation.

Subject Matter Instruction Delivered In The Primary Language

The primary or "target" language is printed on the credential document. Service is restricted to instruction in the target language and/or English to LEP students whose primary language is the target language.

Ryan:

Bilingual Certificate of Competence

Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate

Multiple Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis

Single Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis

Sojourn Certificated Employee Teaching Credential

Specialist Instruction Credential in Bilingual Crosscultural Education

See the Chart on Pages [G-6](#) and [G-7](#) for the Specific Authorization of Each Credential and Certificate.

Temporary Assignment Options For Teaching Subject Matter Instruction Delivered in the Primary Language Provided to Employing Districts and Counties:

T5 §80024.2 offers the Emergency Multiple or Single Subject Permit with a BCLAD Emphasis at the request of an employing school district to individuals who have a bachelor's degree, verified subject-matter competence, competence in the target language, a passing CBEST score, and a statement of intent to enroll in a Commission-approved program for the credential. The employing agency must have a Declaration of Need for Fully Qualified Educators on file with the Commission. Six semester hours of appropriate course work are required for each renewal.

An Emergency Multiple Subject Teaching Permit with a BCLAD Emphasis authorizes the same service as a Multiple Subject Teaching Credential with a BCLAD Emphasis in the target language(s) listed on the permit.

An Emergency Single Subject Teaching Permit with a BCLAD Emphasis authorizes the same service as a Single Subject Teaching Credential with a BCLAD Emphasis in the target language(s) and authorized fields(s) listed on the permit.

T5 §80024.7 allows for the issuance of an Emergency BCLAD Permit at the request of an employing school district to individuals who hold an appropriate prerequisite credential and verify competence in the target language. The employing agency must have a Declaration of Need for Fully Qualified Educators on file with the Commission. Passage of an appropriate section(s) of the examination for the CLAD or BCLAD Certificate is required for renewal.

An emergency Bilingual Crosscultural, Language, and Academic Development (BCLAD) Permit authorizes the same service as the Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate.

EC §44325-29 and §44830.3 provide for the issuance of District Intern Certificates which may be issued with a BCLAD Emphasis. The employing school district must develop and implement a professional development plan in consultation with an accredited institution of higher education that offers teacher preparation Commission-approved programs. The applicant must verify possession of a bachelor's degree, and passage of CBEST, the appropriate subject-matter examination(s), and the speaking component of the BCLAD Certificate. For more information, see the CTC Credential Handbook pages II-A-44 through 49.

44325(a). The Commission on Teacher Credentialing shall issue district intern certificates authorizing persons employed by any school district that maintains kindergarten and grades 1 to 12, inclusive, or that maintains classes in bilingual education, to provide classroom instruction to pupils in those grades and classes in accordance with the requirements of Section 44830.3.

CDE Options:

Two California State Department of Education options are the CDE-approved Local Designation and the interim assignment of teachers included in a CDE-approved Plan To Remedy the district's shortage of LEP student instructors (teachers in training).

Specially Designed Subject Matter Instruction Delivered In English

The specially designed instruction in subject matter, such as math or social science, is presented in English to LEP students in these

classes. The instruction techniques, assessment materials, and approaches are designed for academic achievement in the subject area using specially designed methodologies that would also result in improving the students' English language skills. This would include sheltered English strategies.

Ryan:

Bilingual Certificate of Competence

Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate

Crosscultural, Language, and Academic Development (CLAD) Certificate

Language Development Specialist Certificate

Multiple Subject Teaching Credential with CLAD Emphasis

Multiple Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis

Single Subject Teaching Credential with CLAD Emphasis

Single Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis

Specialist Instruction Credential in Bilingual Crosscultural Education

See the Chart on Pages [G-6](#) and [G-7](#) for the Specific Authorization of Each Credential and Certificate.

Temporary Assignment Options For Teaching Specially Designed Subject Matter Instruction Delivered In English Provided to Employing Districts and Counties:

T5 §80024.2.1 provides for an Emergency Multiple or Single Subject Permit with a CLAD Emphasis at the request of an employing school district to individuals who have a bachelor's degree, verified subject-matter competence, a passing CBEST score, and a statement of intent to enroll in a Commission-approved program for the credential. The employing agency must have a Declaration of Need for Fully Qualified Educators on file with the Commission. Six semester hours of appropriate course work are required for each renewal.

An emergency Multiple Subject Teaching Permit with a CLAD Emphasis authorizes the same service as a Multiple Subject Teaching Credential with a CLAD Emphasis.

An emergency Single Subject Teaching Permit with a CLAD Emphasis authorizes the same service as a Multiple Subject Teaching Credential with a CLAD Emphasis in the authorized field(s) listed on the permit.

T5 §80024.8 allows for the issuance of an Emergency CLAD Permit at the request of an employing school district to individuals who hold an appropriate prerequisite credential. The employing agency must have a Declaration of Need for Fully Qualified Educators on file with the Commission. Six semester units of appropriate course work or passage of an appropriate section(s) of the examination for the CLAD Certificate is required for renewal.

An emergency Crosscultural, Language, and Academic Development (CLAD) Permit authorizes the same service as the Crosscultural, Language, and Academic Development (CLAD) Certificate.

T5 §80024.2 offers the Emergency Multiple or Single Subject Permit with a BCLAD Emphasis and **T5 §80024.7** the Emergency BCLAD Permit. See Subject Matter Instruction Delivered in the Primary Language.

EC §44325-29 and §44830.3 provide for the issuance of District Intern Certificates that may be issued with a BCLAD Emphasis. See Subject Matter Instruction Delivered in the Primary Language.

CDE Options:

Two California State Department of Education options are the CDE-approved Local Designation and the interim assignment of teachers included in a CDE-approved Plan To Remedy the district's shortage of LEP student instructors (teachers in training).

Assignment Note:

See pages [G-5](#) and [G-8](#) for information on the staff development programs in Specially Designed Academic Instruction in English under Education Code Section 44253.10 (known as SB 1969).

English Language Development (English As A Second Language)

English Language Development, or English as a Second Language, is defined as instruction in the English language in ways designed

to assist non-native English speakers to acquire proficiency in English, including but not limited to the structure, syntax, morphology, phonology, intonation, grammar, lexicology, and semantics of English, plus the nature of language change, language acquisitions, language learning, and language production.

General:

When using these credentials, the Commission recommends using only those individuals who possess skills or training in teaching ESL. Before appointing anyone holding only the General Credential, you are advised to check with the California Department of Education, CC&R Unit.

Kindergarten-Primary (K-3)
Elementary (K-8)
Junior High (7-9)
Secondary (7-12)

Ryan:

Bilingual Certificate of Competence

Bilingual Crosscultural, Language, and Academic Development (BCLAD) Certificate

Crosscultural, Language, and Academic Development (CLAD) Certificate

Language Development Specialist Certificate

Multiple Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis

Multiple Subject Teaching Credential with CLAD Emphasis

Single Subject Teaching Credential with CLAD Emphasis

Single Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis

Specialist Instruction Credential in Bilingual Crosscultural Education

Supplementary Authorization in English as a Second Language

See the Chart on Pages [G-6](#) and [G-7](#) for the Specific Authorization of Each Credential and Certificate.

Temporary Assignment Options For Teaching English Language Development Provided to Employing Districts and Counties:

T5 §80024.2 offers the Emergency BCLAD Permit and **T5 §80024.7** the Emergency Multiple or Single Subject Permit with a BCLAD Emphasis. See Subject Matter Instruction Delivered in the Primary Language.

T5 §80024.2.1 provides for the Emergency CLAD Permit and **T5 §80024.8** the Emergency Multiple or Single Subject with a CLAD Emphasis Permit. See Specially Designed Subject Matter Instruction Delivered in English.

EC §44325-29 and §44830.3 provide for the issuance of District Intern Certificates that may be issued with a BCLAD Emphasis. See Subject Matter Instruction Delivered in the Primary Language.

CDE Options:

Two California State Department of Education options are the CDE-approved Local Designation and the interim assignment of teachers included in a CDE-approved Plan To Remedy the district's shortage of LEP student instructors (teachers in training).

Assignment Note:

See pages [G-5](#) and [G-8](#) for information on the staff development programs in English Language Development under Education Code Section 44253.10 (known as SB 1969).

SB 1969

Senate Bill 1969 (Hughes), created during the 1994 legislative session, established an alternative way for permanent teachers to be assigned to teach English learners in the public schools. The Commission, in cooperation with the California Department of Education and an advisory task force, adopted guidelines and in the spring of 1995, the Commission approved the regulations for the staff development programs that may be offered by school districts, county offices of education, and professional associations. Title 5 Regulations, Sections 80680 through 80690.1, were approved by the Office of Administrative Law and became effective on December 27, 1995.

Staff development programs are offered in Specially Designed Subject Matter Instruction in English, English Language Development, and a combined SDAIE and ELD This local preparation is provided at the option of participating agencies consistent with standards developed in the Title 5 Regulations and authorizes instruction to limited-English proficient students in settings authorized by the individual's basic teaching credential.

AB 1041 (Alpert), which became effective 1-1-97, made changes to the some sections of SB 1969 including advancing the window of time available to qualify under this alternative method to January 1, 2000. For more information, see the chart on page [G-8](#).

CTC Authorizations			
Certificate or Credential	English Language Development (ELD)/ English as a Second Language (ESL)	Specially Designed Academic Instruction Delivered In English (SDAIE)	Subject-Matter Instruction Delivered In The Primary Language
Specialist Instruction Credential in Bilingual Crosscultural Education	Preschool, K-12 and Adults	Instruction in any subject in preschool, K-12, & adult classes	Instruction in any subject in preschool, K-12, & adult classes
Multiple Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis ¹	Preschool, K-12 and Adults	Instruction in a self-contained classroom in preschool, K-12, & adult classes	Instruction in a self-contained classroom in preschool, K-12, & adult classes
Single Subject Teaching Credential with Bilingual Crosscultural or BCLAD Emphasis ¹	Preschool, K-12 and Adults	Instruction in the subjects authorized by the credential in preschool, K-12, & adult classes	Instruction in the subjects authorized by the credential in preschool, K-12, & adult classes
Multiple Subject Teaching Credential with CLAD Emphasis ¹	Preschool, K-12 and Adults	Instruction in a self-contained classroom in preschool, K-12, & adult classes	Not Authorized
Single Subject Teaching Credential with CLAD Emphasis ¹	Preschool, K-12 and Adults	Instruction in the subjects authorized by the credential in preschool, K-12, & adult classes	Not Authorized
Bilingual Certificate of Competence or BCLAD Certificate	Preschool, K-12 and Adults	Instruction at the level and in the subjects of the prerequisite teaching credential	Instruction at the level and in the subjects of the prerequisite teaching credential
Language Development Specialist Certificate or CLAD Certificate	Preschool, K-12 and Adults	Instruction at the level and in the subjects of the prerequisite teaching credential	Not Authorized
Emergency Multiple and Single Subject with BCLAD Emphasis Permit	Preschool, K-12 and Adults	Instruction in the subject matter authorized by the credential in preschool, K-12, & adult classes	Instruction in the subject matter authorized by the credential in preschool, K-12, & adult classes
Emergency Multiple and Single Subject Teaching with CLAD Emphasis Permit	Preschool, K-12 and Adults	Instruction in the subject matter authorized by the credential in preschool, K-12, & adult classes	Not Authorized
Emergency BCLAD Permit	Preschool, K-12 and Adults ²	Instruction at the level & in the subjects of the prerequisite teaching credential or permit	Instruction at the level & in the subjects of the prerequisite teaching credential or permit
Certificate, Credential, or CDE Option	English Language Development (ELD)/ English as a Second Language (ESL)	Specially Designed Academic Instruction Delivered In English (SDAIE)	Subject-Matter Instruction Delivered In The Primary Language
Emergency CLAD Permit	Preschool, K-12 and Adults ²	Instruction at the level and in the subjects of the prerequisite teaching credential or permit	Not Authorized
University or District BCLAD Emphasis Internship Credential	Preschool, K-12 and Adults	Instruction in the subject matter authorized by the credential in preschool, K-12, & adult classes	Instruction in the subject matter authorized by the credential in preschool, K-12, & adult classes

University CLAD Emphasis Internship Credential	Preschool, K-12 and Adults	Instruction in the subject matter authorized by the credential in preschool, K-12, & adult classes	Not Authorized
Sojourn Certificated Employee Teaching Credential	Not Authorized	Not Authorized	Instruction in the subject areas & in the grades indicated on the credential
Supplementary Authorization in ESL	Yes ³	Not Authorized	Not Authorized
General Teaching Credentials ⁴	Grades authorized by document	Not Authorized	Not Authorized
<i>California Department of Education Compliance Options</i>			
Option 3---District-issued authorization based on CDE-approved procedure	Yes	Yes	Tied to basic authorization; Local Designation procedure must be CDE approved
Option 4--Teacher-in-Training in a district's LEP Staffing Plan (PTR)	Yes	Yes	Tied to basic authorization; must obtain CTC authorization or Local Designation in number of years specified in LEP Staffing Plan

¹ When held in conjunction with a prerequisite credential or permit specified in EC §44253.3(b)(1) shown below, the holder is authorized to provide the services described for this credential or certificate.

EC §44253.3(b)(1). Certificate To Instruct Limited-English-Proficient Pupils.

(b) The minimum requirements for the certificate shall include all of the following:

- (1) Possession of a valid California teaching credential, services credential, children's center instructional permit, or children's center supervision permit which credential or permit authorizes the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12, inclusive, or classes primarily organized for adults, except for the following:
 - (A) Emergency credentials or permits.
 - (B) Exchange credentials as specified in Section 44333.
 - (C) District intern certificates as specified in Section 44325.
 - (D) Sojourn certificated employee credentials as specified in Section 44856.
 - (E) Teacher education internship credentials as specified in Article 3 (commencing with §44450) of Chapter 3.

² Authorized in preschool, K-12, and adult classes, unless the prerequisite held is a children's center instructional permit, children's center supervision permit, or a designated subjects adult education teaching credential. In these cases, authorization to teach will be limited to the programs and grades authorized by the prerequisite.

³ If added to Single Subject, Standard Secondary, or Special Secondary: ESL = all grades; Introductory ESL = all grades if taught at curriculum level of grade 9 and below. If added to Multiple Subject or Standard Elementary: grades 9 and below. Supplementary authorizations in ESL will not be initially issued after July 1, 1996.

⁴ Although this person may legally be assigned to teach ESL, we do not recommend this assignment unless they possess skills or training in ESL teaching. Check with CDE before making this assignment.

To Qualify to Use the SB 1969 Option	English Language Development (ELD)/ English as a Second Language (ESL)	Specially Designed Academic Instruction Delivered In English (SDAIE) *	Subject-Matter Instruction Delivered In The Primary Language *
Any K-12 teacher with permanent status as of January 1, 1995 1 with a basic teaching credential and 45 hours of SDAIE training * or three semester/four quarter units of course work covering equivalent content *	Not Authorized	yes	Not Authorized
Any K-12 teacher with permanent status as of January 1, 1995 1 with a basic teaching credential and 45 hours of SDAIE training * or three semester/four quarter units of course work covering equivalent content * with an additional 45 hours of ELD training within three years of completing the 45 hours of SDAIE training	yes 2	yes	Not Authorized
Any K-12 teacher with permanent status as of January 1, 1995 1 with a basic teaching credential and nine years of teaching experience and training or experience with LEP students and 45 hours of SDAIE and ELD training or three semester/four quarter units of course work covering equivalent content *	yes 2	yes	Not Authorized

* Must be completed by January 1, 2000. This deadline may be extended for six months to a staff development sponsor with CTC approval.

1 The individual may be a permanent employee of a school district, a county office of education, or a school administered under the authority of the Superintendent of Public Instruction **or** was previously a permanent employee and then was employed in any California public school district within 39 months of the previous permanent status **or** has been employed in a school district with an average daily attendance of not more than 250 for at least two years.

2 Instruction is limited to self-contained classrooms in which the same teacher is responsible for instructing the same students in three or more subjects of the curriculum.



[Back to the Top](#) |
[Back to December 1998 Agenda](#) |
[Back to Agenda Archives](#) |
[Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: December 2-4, 1998

Agenda Item Number: C&CA-2

Committee: Credentials and Certificated Assignments

Title: Proposed Implementation of AB 858 Related to Nationally Certified Teachers

✓ Report

Prepared by: Dale A. Janssen, Manager
Certification Division

Implementation Of AB 858 Related To Nationally Certified Teachers

November 18, 1998

Summary

Effective January 1, 1999, AB 858 (Davis) authorizes the Commission to issue a professional clear California credential to a teacher who is licensed to teach out-of-state and who is certified by the National Board for Professional Teaching Standards. This report explains the Commission's implementation of AB 858.

Fiscal Impact

There will be a reduction in the time needed to process applications for out-of-state teachers who hold National Board Certification since there will not be a need to perform an evaluation.

Policy Issues to be Resolved

This is an information item that does not contain policy issues that need to be resolved.

Background

On August 21, 1998 the Governor signed AB 858 which adds the following language to the Education Code:

§44397. Notwithstanding any provision of law except Sections 44332.6, 44340, 44346.1, and 44830.1, a teacher who is licensed to teach in a state other than California and who is certified by the National Board for Professional Teaching Standards shall be issued a clear teaching credential authorizing the teacher to teach in the subject area in which the teacher has received national certification.

Sections 44332.6, 44340, 4436.1, and 44830.1 pertain to the Division of Professional Practices; therefore candidates qualifying for a credential under AB 858 will be required to meet the statutory requirements for professional fitness. AB 858 exempts applicants from CBEST and all other credential requirements.

The National Board for Professional Teaching Standards is an independent, nonprofit, nonpartisan organization governed by a 63-member board of directors. The board consists of classroom teachers, school administrators, school board leaders, governors and state legislators, higher education officials, teacher union leaders, and business and community leaders. The Boards' goal is to improve student learning by strengthening teaching. There are currently 1,836 National Board Certified teachers in the country, over half of these certificates were issued for the 1997-98 school year. Certificates will be issued in twelve areas during 1998-99. The chart below displays the 12 areas of national board

certification and the equivalent California credential that the out-of-state applicant will receive.

National Board Certification	Equivalent California Certification
Early Childhood (ages 3-8)/Generalist	Multiple Subject
Middle Childhood (ages 7-12)/Generalist	Multiple Subject
Early Adolescence (ages 11-15)/Generalist	Multiple Subject
Early Adolescence (ages 11-15)/English Language Arts	Single Subject English
Early Adolescence (ages 11-15)/Mathematics	Single Subject Mathematics
Early Adolescence (ages 11-15)/Science	Single Subject Science: Biological Sciences Science: Chemistry Science: Geosciences Science: Physics (based upon out-of-state certification)
Early Adolescence (ages 11-15)/Social Studies/History	Single Subject Social Sciences
Early Adolescence through Young Adulthood (ages 11-18+)/Art	Single Subject Art
Adolescence and Young Adulthood (ages 14-18+)/English Language Arts	Single Subject English
Adolescence and Young Adulthood (ages 14-18+)/Mathematics	Single Subject Mathematics
Adolescence and Young Adulthood (ages 14-18+)/Science	Single Subject Science: Biological Sciences Science: Chemistry Science: Geosciences Science: Physics (based upon out-of-state certification)
Adolescence and Young Adulthood (ages 14-18+)/Social Studies/History	Single Subject Social Sciences

To be eligible to participate in National Board Certification a teacher must have:

- a baccalaureate degree,
- a minimum of three years teaching experience at the early childhood, elementary, middle school or secondary levels and
- a valid state teaching license for each of those years, or, where a license is not required, teachers must be teaching in schools recognized and approved to operate by the state.

The Board certificate is valid for ten years and the National Board is currently reviewing renewal options.

The National Board certification process consists of a year-long series of performance-based assessments. One component of certification is the development of a portfolio. While the portfolios are unique to the area of certification being sought, each one generally requires four to five classroom based exercises. Some portfolios require videotapes of classroom interactions or discussion; others ask teachers to collect certain kinds of student work. Each entry requires an accompanying written analysis of the teaching reflected in the videotape or student work. Another part of the portfolio documents a teacher's work outside the classroom with families, colleagues and the community. It takes the teacher approximately 120 hours over the course of four months to prepare the portfolio.

The second component of National Board certification is a series of written exercises that examine the depth of the applicant's subject matter knowledge as well as his or her understanding of how to teach those subjects. Candidates spend one full day participating in exercises that include simulations of classroom practices, evaluation of other teachers' practices, designing curriculum, assessing student learning and subject matter knowledge.

The portfolio and written exercises are based on standards developed by committees of teachers and other experts. The standards are then reviewed during a public comment period before being approved by the board of directors.

Implementation of AB 858

AB 858 will be very easy to implement as nationally certified teachers from outside of California will be required to meet only the fingerprint clearance requirement. Staff does not anticipate receiving many applications from such very experienced, nationally recognized teachers. Therefore, staff proposes that a teacher who is certified by the National Board for Professional Teaching Standards and wishes to be issued a California Teaching Credential must submit the following to the Commission:

1. a copy of an out-of-state teaching credential;
2. a copy of the National Board Certificate;
3. a completed credential application (41-4);
4. a completed application for character and identification clearance (41-CIC), if not already on file with the Commission;
5. two fingerprint cards, if not already on file with the Commission; and
6. the appropriate fee.

This process will be available to teachers currently teaching in California who attained National Board Certification while teaching out-of-state.

In the case of teachers holding National Board Certification Science the Commission will determine the specific California science authorization based upon the out-of-state credential.



[Back to the Top](#) |

[Back to December 1998 Agenda](#) |

[Back to Agenda Archives](#) |

[Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: December 2-4, 1998

Agenda Item Number: C&CA-3

Committee: Credentials and Certificated Assignments

Title: Proposed Acceptance of a Report on Teachers Credentialed Through Institutions of Higher Education

✓ Action

Prepared by: Bobbie Fite, Assistant Consultant
Certification, Assignment and Waivers Division

Report on Teachers Credentialed through California Institutions of Higher Education (IHEs)

November 18, 1998

Summary
At the request of the CSU Chancellor's Office, staff from the Commission met with representatives of Chancellor's Office to create a report on the numbers of individuals who have completed Commission-approved Multiple or Single Subject Teaching Credential programs through specific institutions of higher education (IHEs). This agenda item explains the process by which the two agencies produced the attached report.

Fiscal Impact Statement
There will be a cost to reproduce and distribute the report. This cost can be absorbed by the current budget.

Policy Issue to be Resolved
No policy issues are involved in the production or distribution of this report.

Staff Recommendation
Staff recommends that the Commission accept the attached report on the *Numbers of Multiple and Single Subject Teaching Credentials Issued by the Commission upon the Recommendation of California Institutions of Higher Education with Commission-Approved Programs* and authorize its distribution to IHEs and other interested parties.

Background
Since 1989, the Commission has issued an annual report on the numbers of Multiple and Single Subject Teaching Credentials granted upon the recommendation of an IHE. The primary purpose of this report is to provide the Student Aid Commission with information that they use for the distribution of funds through the Assumption Program of Loans for Education (APLE). Not fully understanding how this report is compiled, IHEs have taken the report and used it as the basis for campus-by-campus credential counts and market share information. In 1997, when the Chancellor's Office compiled its own report based on data received from the campuses of the CSU system, they discovered that the two reports had significant discrepancies.

The IHEs need information based on the actual number of people who completed a program and obtained a document with an issuance date during a specific school year. The Commission's report has always been based on workload, that is the number of applications processed in the Commission office during a fiscal year, disregarding the issuance date that is printed on the individual documents. Because of delays in submitting applications (Title 5 regulations allow IHEs, county offices of education, and school districts up to six months after the requested issuance date to submit an application to the Commission) and because of Commission workload, which has fluctuated from a low of four weeks to a high of ten months at times during the years since 1989, workload and issuance date statistics do not correspond.

In order to prepare a report to meet the needs of the IHEs, several representatives from the CSU Chancellor's Office met with Commission staff in July 1997. The group agreed that in the future the Commission would clearly identify the APLE report as a workload report; then the group defined two new reports that would be based on the issuance date of credentials rather than on Commission workload. One new report would show the number of individuals who received their initial teaching credential during the report period, plus the number who had held another document such as an emergency permit in the past. This report of "first-time" and "new type" credential holders provides a good indicator of the number of new California classroom teachers that California IHEs are preparing through their approved programs. The second new report would indicate the total number of documents issued upon an IHE recommendation, including credentials issued to individuals who are upgrading (renewing) from a preliminary credential to a professional clear. This report depicts the IHEs' workload.

Once the parameters were defined, the Commission provided the raw data about recommended credentials by issuance date for the years 1989-90 through 1996-97 from the Credential Automation System (CAS). The CSU Chancellor's Office wrote programs to sort the data by institution into the two reports using mutually agreed-upon definitions and algorithms. Finally, Commission staff verified the results and completed the attached reports.

A review of the data in CAS showed that 99.7% of the credentials recommended with issuance dates in a specific year have been processed by the end of June the following year (twelve months after the close of the report year). Therefore, the reports for 1997-98 will not be complete until July 1, 1999.

The IHEs would next like to have the same type of data for the other credentials they recommend, including special education, counseling, administration, librarianship, and clinical or rehabilitative services. Commission staff has on its workplan the compilation of an annual credential profile that lists the numbers of credentials, both recommended by IHE and submitted directly by the applicant, in all categories.

Numbers of
Multiple and Single Subject Teaching Credentials
Issued by the Commission
upon the Recommendation of
California Institutions of Higher Education with
Commission-Approved Programs

Chancellor's Office, California State University:

Dr. Bill Wilson, Senior Director, Teacher Education and K-18 Programs
Dr. Beverly Young, Associate Director, Teacher Education and K-18 Programs
Marsha Hirano-Nakanishi, Director of Analytic Studies
Marv Lindsey, Associate Director of Analytic Studies

Staff of the California Commission on Teacher Credentialing:

Robert L. Salley, Director, Certification, Assignment and Waivers Division
Lee Huddy, Consultant, Professional Services Division
Bobbie Fite, Assistant Consultant, Certification Division
Lillie Ford, Programs Analyst, Certification Division
Diane Tanaka, Research Analyst, Professional Services Division
Joe Fischer, Staff Information Systems Analyst, Information Technology Division
Craig Anderson, Programmer, Information Technology Division



November 1998

California Commission on Teacher Credentialing

November 1998

Members of the Commission

Carolyn L. Ellner, Chair	Postsecondary Education
Torrie L. Norton, Vice Chair	Elementary School Teacher
Melodie Blowers	School Board Member
Verna B. Dauterive	School Principal
Scott Harvey	Public Member
Carol Katzman	Office of the Superintendent of Public Instruction
Helen Lee	Public Member
Doris Miner	School Counselor
Gary Reed	Public Member
Edmund Sutro	High School Teacher
Jane Veneman	Special Education Teacher
Nancy Zarenda	Elementary School Teacher

Ex Officio Members

Edward DeRoche	Association of Independent California Colleges and Universities
Bill Wilson	California State University
Elizabeth Graybill	Postsecondary Education Commission
Jon Snyder	Regents, University of California

Executive Officer

Sam W. Swofford, Ed.D. Executive Director

**Numbers of
Multiple and Single Subject Teaching Credentials
Issued by the Commission upon the Recommendation of
California Institutions of Higher Education with
Commission-Approved Programs**

November 1998

The following pages include charts that display the numbers of Multiple and Single Subject Teaching Credentials issued by the Commission as a result of recommendations from California institutions of higher education (IHE). Each of the charts represents a fiscal year, or a summary of fiscal years, and lists the names of the institutions that submitted applications with recommendations during that fiscal year. For convenience, the current name of each institution has been used. The report includes all recommended credentials including internships, preliminary, and professional clear.

The first eight charts show the number of individuals who received their *initial* teaching credential during the report period, plus the number who had held another document such as an emergency permit in the past. This report of "first-time" and "new type" credential holders provides a good indicator of the number of new California classroom teachers that California IHEs are preparing through their approved programs.

The second set of eight charts indicate the *total* number of teaching credentials issued upon the recommendation of an IHE, including "first-time" and "new-type" credentials, plus credentials issued to individuals who are upgrading (renewing) from a preliminary credential to a professional clear. This report depicts the IHEs' workload.

The final chart is a summary of the totals displayed on the second set of charts. It provides a comparison of all credentials issued upon recommendation during the eight-year period from 1989 through 1997.

Chart Finder

Multiple and Single Subject Teaching Credentials	
First Time/New Type	All Types
<u>1989-90</u>	<u>1989-90</u>
<u>1990-91</u>	<u>1990-91</u>
<u>1991-92</u>	<u>1991-92</u>
<u>1992-93</u>	<u>1992-93</u>
<u>1993-94</u>	<u>1993-94</u>
<u>1994-95</u>	<u>1994-95</u>
<u>1995-96</u>	<u>1995-96</u>
<u>1996-97</u>	<u>1996-97</u>
<u>Year by Year Summary</u>	

State of California
California Commission on Teacher Credentialing

1989-1990

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Number of First Time/New Type Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1989 and June 30, 1990, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time) and those who had held a different type of document in the past such as an emergency permit (new type).

1989-90 -- First Time/New Type	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	80	129	209

Chico	139	268	407
Dominguez Hills	97	216	313
Fresno	154	520	674
Fullerton	113	228	341
Hayward	98	199	297
Humboldt	63	94	157
Long Beach	195	285	480
Los Angeles	132	296	428
Northridge	135	265	400
Pomona	85	112	197
Sacramento	173	263	436
San Bernardino	81	253	334
San Diego	218	393	611
San Diego - Imperial Valley	10	26	36
San Francisco	227	235	462
San Jose	153	251	404
San Luis Obispo	92	123	215
Sonoma	82	163	245
Stanislaus	65	135	200
TOTAL	2,392	4,454	6,846

1989-90 -- First Time/New Type	Single Subject	Multiple Subject	Total
--------------------------------	----------------	------------------	-------

UNIVERSITY OF CALIFORNIA

UC Berkeley	10	17	27
UC Davis	59	45	104
UC Irvine	69	132	201
UC Los Angeles	70	78	148
UC Riverside	70	161	231
UC San Diego	11	33	44
UC Santa Barbara	44	51	95
UC Santa Cruz	26	50	76
TOTAL	359	567	926

1989-90 -- First Time/New Type	Single Subject	Multiple Subject	Total
--------------------------------	----------------	------------------	-------

INDEPENDENT INSTITUTIONS

Azusa Pacific University	25	23	48
Bethany College/Assemblies of God	9	15	24
Biola University	22	29	51
California Baptist College	7	11	18
California Lutheran University	38	96	134
Chapman University	244	447	691
Christian Heritage College	3	11	14
Claremont Graduate School	42	90	132
College for Developmental Studies	0	6	6
College of Notre Dame	38	30	68
Concordia University	4	11	15
Dominican College of San Rafael	26	83	109
Fresno Pacific University	34	139	173
Holy Names College	10	21	31
Loma Linda University	8	16	24
Loyola Marymount University	33	38	71
Mills College	17	13	30
Mount St. Mary's College	8	17	25
National University	245	631	876
Occidental College	5	8	13
Pacific Oaks College	0	29	29
Pacific Union College	10	13	23
Patten College	0	2	2
Pepperdine University - Los Angeles	14	14	28

Pepperdine University - Malibu	12	12	24
Point Loma Nazarene University	41	110	151
Santa Clara University	10	17	27
Simpson College	0	5	5
Southern California College	11	30	41
St. Mary's College of California	30	84	114
Stanford University	60	0	60
The Master's College	6	15	21
U.S. International University	12	28	40
University of La Verne	13	17	30
University of Redlands	23	59	82
University of San Diego	26	62	88
University of San Francisco	2	21	23
University of Southern California	19	64	83
University of the Pacific	39	90	129
Westmont College	6	19	25
Whittier College	16	12	28
TOTAL	1,168	2,438	3,606
GRAND TOTAL	3,919	7,459	11,378

State of California
California Commission on Teacher Credentialing

1990-1991

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Number of First Time/New Type Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1990 and June 30, 1991, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time) and those who had held a different type of document in the past such as an emergency permit (new type).

1990-91 -- First Time/New Type	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	71	128	199
Chico	181	258	439
Dominguez Hills	90	199	289
Fresno	150	526	676
Fullerton	121	207	328
Hayward	100	226	326
Humboldt	73	91	164
Long Beach	171	334	505
Los Angeles	140	388	528
Northridge	170	352	522
Pomona	100	161	261
Sacramento	152	317	469
San Bernardino	111	402	513
San Diego	208	399	607
San Diego - Imperial Valley	13	33	46
San Francisco	235	241	476
San Jose	177	241	418
San Luis Obispo	103	161	264
San Marcos	0	38	38
Sonoma	59	149	208
Stanislaus	57	160	217
TOTAL	2,482	5,011	7,493
UNIVERSITY OF CALIFORNIA			
UC Berkeley	31	39	70

UC Davis	52	55	107
UC Irvine	67	118	185
UC Los Angeles	68	105	173
UC Riverside	59	184	243
UC San Diego	42	28	70
UC Santa Barbara	40	62	102
UC Santa Cruz	35	64	99
TOTAL	394	655	1,049
1990-91 -- First Time/New Type	Single Subject	Multiple Subject	Total
INDEPENDENT INSTITUTIONS			
Azusa Pacific University	48	35	83
Bethany College/Assemblies of God	8	19	27
Biola University	14	30	44
California Baptist College	6	11	17
California Lutheran University	58	74	132
Chapman University	231	552	783
Christian Heritage College	4	7	11
Claremont Graduate School	43	90	133
College for Developmental Studies	0	15	15
College of Notre Dame	24	41	65
Concordia University	8	23	31
Dominican College of San Rafael	36	74	110
Fresno Pacific University	52	124	176
Holy Names College	12	14	26
John F. Kennedy University	0	7	7
La Sierra University	3	4	7
Loma Linda University	9	14	23
Loyola Marymount University	56	47	103
Mills College	22	25	47
Mount St. Mary's College	11	22	33
National University	256	691	947
Occidental College	7	6	13
Pacific Oaks College	0	42	42
Pacific Union College	8	13	21
Patten College	0	1	1
Pepperdine University - Los Angeles	6	17	23
Pepperdine University - Malibu	19	21	40
Point Loma Nazarene University	44	100	144
Santa Clara University	8	22	30
Simpson College	6	13	19
Southern California College	14	34	48
St. Mary's College of California	23	113	136
Stanford University	81	0	81
The Master's College	3	11	14
U.S. International University	13	64	77
University of La Verne	8	18	26
University of Redlands	23	71	94
University of San Diego	24	67	91
University of San Francisco	11	35	46
University of Southern California	18	47	65
University of the Pacific	53	104	157
Westmont College	8	21	29
Whittier College	13	19	32
TOTAL	1,291	2,758	4,049
GRAND TOTAL	4,167	8,424	12,591

California Commission on Teacher Credentialing

1991-1992

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
 Number of First Time/New Type Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1991 and June 30, 1992, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time) and those who had held a different type of document in the past such as an emergency permit (new type).

1991-92 -- First Time/New Type	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	72	124	196
Chico	177	229	406
Dominguez Hills	175	314	489
Fresno	156	596	752
Fullerton	135	227	362
Hayward	116	192	308
Humboldt	71	101	172
Long Beach	187	365	552
Los Angeles	146	363	509
Northridge	158	358	516
Pomona	84	167	251
Sacramento	144	336	480
San Bernardino	110	409	519
San Diego	200	347	547
San Diego - Imperial Valley	6	41	47
San Francisco	240	317	557
San Jose	161	294	455
San Luis Obispo	98	122	220
San Marcos	0	69	69
Sonoma	70	164	234
Stanislaus	70	228	298
TOTAL	2,576	5,363	7,939
UNIVERSITY OF CALIFORNIA			
UC Berkeley	39	46	85
UC Davis	71	48	119
UC Irvine	71	140	211
UC Los Angeles	109	123	232
UC Riverside	76	146	222
UC San Diego	43	73	116
UC Santa Barbara	47	69	116
UC Santa Cruz	18	56	74
TOTAL	474	701	1,175
INDEPENDENT INSTITUTIONS			
Azusa Pacific University	41	51	92
Bethany College/Assemblies of God	7	20	27
Biola University	16	27	43
California Baptist College	10	20	30
California Lutheran University	46	98	144
Chapman University	321	750	1,071
Christian Heritage College	7	11	18
Claremont Graduate School	43	133	176
College of Notre Dame	51	62	113
Concordia University	8	15	23
Dominican College of San Rafael	36	101	137

Fresno Pacific University	48	88	136
Holy Names College	18	39	57
John F. Kennedy University	1	15	16
La Sierra University	10	18	28
Loyola Marymount University	50	42	92
Mills College	12	20	32
Mount St. Mary's College	12	21	33
National University	297	757	1,054
Occidental College	7	4	11
Pacific Oaks College	0	57	57
Pacific Union College	12	20	32
Patten College	0	4	4
Pepperdine University - Los Angeles	18	33	51
Pepperdine University - Malibu	5	12	17
Point Loma Nazarene University	76	116	192
Santa Clara University	8	15	23
Simpson College	10	40	50
Southern California College	24	36	60
St. Mary's College of California	34	101	135
Stanford University	91	1	92
The Master's College	10	15	25
U.S. International University	19	43	62
University of La Verne	29	37	66
University of Redlands	38	82	120
University of San Diego	32	72	104
University of San Francisco	14	49	63
University of Southern California	19	77	96
University of the Pacific	43	85	128
Westmont College	8	21	29
Whittier College	22	23	45
TOTAL	1,553	3,231	4,784
GRAND TOTAL	4,603	9,295	13,898

State of California
California Commission on Teacher Credentialing

1992-1993

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Number of First Time/New Type Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1992 and June 30, 1993, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time) and those who had held a different type of document in the past such as an emergency permit (new type).

1992-93 -- First Time/New Type	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	79	130	209
Chico	126	185	311
Dominguez Hills	143	342	485
Fresno	153	466	619
Fullerton	110	192	302
Hayward	94	197	291
Humboldt	67	92	159
Long Beach	237	385	622
Los Angeles	134	299	433
Northridge	168	411	579
Pomona	95	193	288

Sacramento	135	310	445
San Bernardino	129	381	510
San Diego	152	291	443
San Diego - Imperial Valley	19	63	82
San Francisco	209	319	528
San Jose	132	264	396
San Luis Obispo	88	92	180
San Marcos	2	105	107
Sonoma	61	133	194
Stanislaus	74	215	289
TOTAL	2,407	5,065	7,472

1992-93 -- First Time/New Type	Single Subject	Multiple Subject	Total
--------------------------------	----------------	------------------	-------

UNIVERSITY OF CALIFORNIA

UC Berkeley	15	23	38
UC Davis	65	31	96
UC Irvine	50	122	172
UC Los Angeles	79	118	197
UC Riverside	58	132	190
UC San Diego	41	45	86
UC Santa Barbara	44	55	99
UC Santa Cruz	23	59	82
TOTAL	375	585	960

1992-93 -- First Time/New Type	Single Subject	Multiple Subject	Total
--------------------------------	----------------	------------------	-------

INDEPENDENT INSTITUTIONS

Azusa Pacific University	32	43	75
Bethany College/Assemblies of God	10	23	33
Biola University	25	28	53
California Baptist College	7	15	22
California Lutheran University	30	73	103
Chapman University	315	752	1,067
Christian Heritage College	4	8	12
Claremont Graduate School	39	149	188
College of Notre Dame	34	70	104
Concordia University	11	49	60
Dominican College of San Rafael	40	100	140
Dominican College (Off Campus)	2	8	10
Fresno Pacific University	35	79	114
Holy Names College	10	29	39
John F. Kennedy University	1	12	13
La Sierra University	11	19	30
Loyola Marymount University	22	61	83
Mills College	24	19	43
Mount St. Mary's College	16	17	33
National University	327	814	1,141
Occidental College	7	2	9
Pacific Oaks College	0	28	28
Pacific Union College	8	11	19
Patten College	0	4	4
Pepperdine University - Los Angeles	12	51	63
Pepperdine University - Malibu	17	29	46
Point Loma Nazarene University	77	148	225
Santa Clara University	14	22	36
Simpson College	8	48	56
Southern California College	15	27	42
St. Mary's College of California	24	87	111
Stanford University	86	0	86
The Master's College	10	13	23

U.S. International University	19	36	55
University of La Verne	36	48	84
University of Redlands	53	85	138
University of San Diego	37	86	123
University of San Francisco	21	35	56
University of Southern California	9	70	79
University of the Pacific	42	50	92
Westmont College	8	22	30
Whittier College	19	43	62
TOTAL	1,517	3,313	4,830
GRAND TOTAL	4,299	8,963	13,262

State of California
California Commission on Teacher Credentialing

1993-1994

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Number of First Time/New Type Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1993 and June 30, 1994, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time) and those who had held a different type of document in the past such as an emergency permit (new type).

1993-94 -- First Time/New Type	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	77	140	217
Chico	132	176	308
Dominguez Hills	160	326	486
Fresno	130	431	561
Fullerton	144	201	345
Hayward	120	207	327
Humboldt	72	91	163
Long Beach	207	344	551
Los Angeles	136	309	445
Northridge	126	304	430
Pomona	107	196	303
Sacramento	128	349	477
San Bernardino	105	375	480
San Diego	137	310	447
San Diego - Imperial Valley	20	61	81
San Francisco	205	241	446
San Jose	142	267	409
San Luis Obispo	69	98	167
San Marcos	0	159	159
Sonoma	51	78	129
Stanislaus	65	210	275
TOTAL	2,333	4,873	7,206
UNIVERSITY OF CALIFORNIA			
1993-94 -- First Time/New Type			
UC Berkeley	17	19	36
UC Davis	44	40	84
UC Irvine	53	93	146
UC Los Angeles	75	79	154
UC Riverside	75	122	197
UC San Diego	55	32	87
UC Santa Barbara	46	42	88
UC Santa Cruz	14	27	41

TOTAL	379	454	833
1993-94 -- First Time/New Type	Single Subject	Multiple Subject	Total
INDEPENDENT INSTITUTIONS			
Azusa Pacific University	47	105	152
Bethany College/Assemblies of God	11	29	40
Biola University	16	33	49
California Baptist College	19	38	57
California Lutheran University	25	64	89
Chapman University	336	755	1,091
Christian Heritage College	8	19	27
Claremont Graduate School	44	126	170
College of Notre Dame	38	92	130
Concordia University	14	70	84
Dominican College of San Rafael	32	82	114
Dominican College (Off Campus)	5	27	32
Fresno Pacific College	32	87	119
Holy Names College	12	29	41
John F. Kennedy University	0	18	18
La Sierra University	8	23	31
Loyola Marymount University	31	42	73
Mills College	32	38	70
Mount St. Mary's College	13	19	32
National University	383	843	1,226
Occidental College	9	4	13
Pacific Oaks College	0	50	50
Pacific Union College	11	16	27
Patten College	0	22	22
Pepperdine University - Los Angeles	20	65	85
Pepperdine University - Malibu	9	20	29
Point Loma Nazarene University	55	113	168
Santa Clara University	9	25	34
Simpson College	15	49	64
Southern California College	14	19	33
St. Mary's College of California	32	189	221
Stanford University	138	0	138
The Master's College	10	12	22
U.S. International University	25	29	54
University of La Verne	48	91	139
University of Redlands	59	84	143
University of San Diego	44	100	144
University of San Francisco	7	48	55
University of Southern California	9	61	70
University of the Pacific	25	51	76
Westmont College	3	14	17
Whittier College	21	43	64
TOTAL	1,669	3,644	5,313
GRAND TOTAL	4,381	8,971	13,352

State of California
California Commission on Teacher Credentialing

1994-1995

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Number of First Time/New Type Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1994 and June 30, 1995, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time) and those

who had held a different type of document in the past such as an emergency permit (new type).

1994-95 -- First Time/New Type	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	76	134	210
Chico	130	169	299
Dominguez Hills	138	285	423
Fresno	138	384	522
Fullerton	130	213	343
Hayward	99	176	275
Humboldt	46	80	126
Long Beach	237	335	572
Los Angeles	129	312	441
Northridge	164	380	544
Pomona	106	193	299
Sacramento	90	318	408
San Bernardino	133	288	421
San Diego	157	246	403
San Diego - Imperial Valley	17	45	62
San Francisco	202	224	426
San Jose	121	227	348
San Luis Obispo	68	90	158
San Marcos	5	192	197
Sonoma	57	112	169
Stanislaus	53	178	231
TOTAL	2,296	4,581	6,877

1994-95 -- First Time/New Type	Single Subject	Multiple Subject	Total
UNIVERSITY OF CALIFORNIA			
UC Berkeley	11	9	20
UC Davis	52	34	86
UC Irvine	56	107	163
UC Los Angeles	11	2	13
UC Riverside	47	78	125
UC San Diego	53	34	87
UC Santa Barbara	40	42	82
UC Santa Cruz	16	33	49
TOTAL	286	339	625

1994-95 -- First Time/New Type	Single Subject	Multiple Subject	Total
INDEPENDENT INSTITUTIONS			
Azusa Pacific University	47	112	159
Bethany College/Assemblies of God	15	35	50
Biola University	22	30	52
California Baptist College	12	23	35
California Lutheran University	35	44	79
Chapman University	374	777	1,151
Christian Heritage College	3	12	15
Claremont Graduate School	34	135	169
College of Notre Dame	45	86	131
Concordia University	33	115	148
Dominican College of San Rafael	43	81	124
Dominican College (Off Campus)	7	22	29
Fresno Pacific University	24	80	104
Holy Names College	13	44	57
John F. Kennedy University	1	11	12
La Sierra University	15	14	29
Loyola Marymount University	44	52	96
Mills College	18	26	44
Mount St. Mary's College	25	28	53

National University	395	823	1,218
New College of California	0	15	15
Occidental College	9	9	18
Pacific Oaks College	0	47	47
Pacific Union College	16	15	31
Patten College	0	12	12
Pepperdine University - Los Angeles	21	64	85
Pepperdine University - Malibu	9	21	30
Point Loma Nazarene University	38	96	134
Santa Clara University	12	21	33
Simpson College	23	67	90
Southern California College	18	22	40
St. Mary's College of California	52	155	207
Stanford University	105	3	108
The Master's College	19	31	50
U.S. International University	29	31	60
University of La Verne	31	100	131
University of Redlands	69	97	166
University of San Diego	42	92	134
University of San Francisco	13	36	49
University of Southern California	23	39	62
University of the Pacific	31	87	118
Westmont College	8	16	24
Whittier College	26	40	66
TOTAL	1,799	3,666	5,465
GRAND TOTAL	4,381	8,586	12,967

State of California
California Commission on Teacher Credentialing

1995-1996

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Number of First Time/New Type Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1995 and June 30, 1996, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time) and those who had held a different type of document in the past such as an emergency permit (new type).

1995-96 -- First Time/New Type	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	110	130	240
Chico	110	171	281
Dominguez Hills	174	360	534
Fresno	156	341	497
Fullerton	137	215	352
Hayward	131	176	307
Humboldt	87	103	190
Long Beach	212	341	553
Los Angeles	137	325	462
Monterey Bay	0	9	9
Northridge	149	371	520
Pomona	124	156	280
Sacramento	140	346	486
San Bernardino	127	298	425
San Diego	180	260	440
San Diego - Imperial Valley	20	54	74
San Francisco	210	290	500
San Jose	118	227	345

San Luis Obispo	71	70	141
San Marcos	17	235	252
Sonoma	55	96	151
Stanislaus	69	192	261
TOTAL	2,534	4,766	7,300
1995-96 -- First Time/New Type	Single Subject	Multiple Subject	Total
UNIVERSITY OF CALIFORNIA			
UC Berkeley	17	16	33
UC Davis	33	47	80
UC Irvine	54	84	138
UC Los Angeles	61	70	131
UC Riverside	66	87	153
UC San Diego	31	12	43
UC Santa Barbara	46	48	94
UC Santa Cruz	18	32	50
TOTAL	326	396	722
1995-96 -- First Time/New Type	Single Subject	Multiple Subject	Total
INDEPENDENT INSTITUTIONS			
Azusa Pacific University	59	88	147
Bethany College/Assemblies of God	21	32	53
Biola University	26	31	57
California Baptist College	18	22	40
California Lutheran University	27	56	83
Chapman University	429	875	1,304
Christian Heritage College	9	14	23
Claremont Graduate School	35	144	179
College of Notre Dame	46	84	130
Concordia University	46	124	170
Dominican College of San Rafael	35	90	125
Dominican College (Off Campus)	8	32	40
Fresno Pacific University	28	51	79
Holy Names College	9	35	44
John F. Kennedy University	2	14	16
La Sierra University	9	13	22
Loyola Marymount University	34	57	91
Mills College	27	25	52
Mount St. Mary's College	19	35	54
National University	427	840	1,267
New College of California	1	10	11
Occidental College	7	10	17
Pacific Oaks College	0	19	19
Pacific Union College	7	6	13
Patten College	0	9	9
Pepperdine University - Los Angeles	20	98	118
Pepperdine University - Malibu	5	23	28
Point Loma Nazarene University	42	81	123
Point Loma Nazarene U - Pasadena	3	11	14
Santa Clara University	12	27	39
Simpson College	15	78	93
Southern California College	11	36	47
St. Mary's College of California	34	162	196
Stanford University	91	1	92
The Master's College	12	24	36
U.S. International University	30	28	58
University of La Verne	63	106	169
University of Redlands	67	142	209
University of San Diego	46	84	130

University of San Francisco	18	27	45
University of Southern California	19	73	92
University of the Pacific	37	66	103
Westmont College	3	13	16
Whittier College	20	35	55
TOTAL	1,877	3,831	5,708
GRAND TOTAL	4,737	8,993	13,730

State of California
California Commission on Teacher Credentialing

1996-1997

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Number of First Time/New Type Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1996 and June 30, 1997, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time) and those who had held a different type of document in the past such as an emergency permit (new type).

1996-97 -- First Time/New Type	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	66	135	201
Chico	110	198	308
Domiguez Hills	177	398	575
Fresno	141	405	546
Fullerton	137	282	419
Hayward	154	316	470
Humboldt	72	85	157
Long Beach	206	302	508
Los Angeles	126	304	430
Monterey Bay	0	14	14
Northridge	147	398	545
Pomona	88	165	253
Sacramento	114	283	397
San Bernardino	120	258	378
San Diego	160	213	373
San Diego - Imperial Valley	25	74	99
San Francisco	170	338	508
San Jose	145	209	354
San Luis Obispo	90	99	189
San Marcos	33	229	262
Sonoma	67	77	144
Stanislaus	53	169	222
TOTAL	2,401	4,951	7,352
UNIVERSITY OF CALIFORNIA			
1996-97 -- First Time/New Type			
UC Berkeley	20	35	55
UC Davis	33	33	66
UC Irvine	53	85	138
UC Los Angeles	33	49	82
UC Riverside	53	82	135
UC San Diego	73	57	130
UC Santa Barbara	41	43	84
UC Santa Cruz	15	36	51
TOTAL	321	420	741
1996-97 -- First Time/New Type			
Single Subject	Multiple Subject	Total	

INDEPENDENT INSTITUTIONS			
Azusa Pacific University	79	162	241
Bethany College/Assemblies of God	8	37	45
Biola University	20	26	46
California Baptist College	18	23	41
California Lutheran University	32	49	81
Chapman University	427	880	1,307
Christian Heritage College	3	11	14
Claremont Graduate School	36	124	160
College of Notre Dame	71	90	161
Concordia University	26	100	126
Dominican College of San Rafael	41	76	117
Dominican College (Off Campus)	11	30	41
Fresno Pacific University	32	74	106
Holy Names College	14	48	62
Hope International University	0	1	1
John F. Kennedy University	3	18	21
La Sierra University	10	11	21
Loyola Marymount University	23	38	61
Mills College	12	31	43
Mount St. Mary's College	19	21	40
National Hispanic University	0	6	6
National University	446	897	1,343
New College of California	0	15	15
Occidental College	13	14	27
Pacific Oaks College	0	35	35
Pacific Union College	11	11	22
Patten College	0	14	14
Pepperdine University - Los Angeles	22	93	115
Pepperdine University - Malibu	8	29	37
Point Loma Nazarene University	20	68	88
Point Loma Nazarene U - Pasadena	9	12	21
Santa Clara University	7	31	38
Simpson College	17	89	106
Southern California College	12	26	38
St. Mary's College of California	32	146	178
Stanford University	92	0	92
The Master's College	12	15	27
U.S. International University	20	20	40
University of La Verne	33	102	135
University of Redlands	63	149	212
University of San Diego	33	108	141
University of San Francisco	8	30	38
University of Southern California	27	62	89
University of the Pacific	33	62	95
Westmont College	9	20	29
Whitter College	30	42	72
TOTAL	1,842	3,946	5,788
GRAND TOTAL	4,564	9,317	13,881

California Commission on Teacher Credentialing

1989-1990

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Total Number of Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1989 and June 30, 1990, upon the recommendation of a California institution of higher education with a

Commission-approved/accredited program. It includes candidates for whom this was their first document (first time), those who have held a different type of document in the past such as an emergency permit (new type), and those who are renewing this document as from preliminary to professional clear.

1989-90 -- All Types	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	118	217	335
Chico	162	307	469
Dominguez Hills	130	264	394
Fresno	220	717	937
Fullerton	175	339	514
Hayward	136	292	428
Humboldt	76	108	184
Long Beach	250	392	642
Los Angeles	196	378	574
Northridge	215	389	604
Pomona	110	171	281
Sacramento	246	377	623
San Bernardino	109	363	472
San Diego	265	511	776
San Diego - Imperial Valley	12	30	42
San Francisco	306	321	627
San Jose	215	337	552
San Luis Obispo	128	171	299
Sonoma	106	227	333
Stanislaus	103	232	335
TOTAL	3,278	6,143	9,421
UNIVERSITY OF CALIFORNIA			
UC Berkeley	11	18	29
UC Davis	65	48	113
UC Irvine	98	188	286
UC Los Angeles	75	85	160
UC Riverside	111	238	349
UC San Diego	13	42	55
UC Santa Barbara	44	57	101
TOTAL	417	676	1,093
INDEPENDENT INSTITUTIONS			
Azusa Pacific University	35	43	78
Bethany College/Assemblies of God	11	18	29
Biola University	25	37	62
California Baptist College	7	13	20
California Lutheran University	66	144	210
Chapman University	285	546	831
Christian Heritage College	3	12	15
Claremont Graduate School	44	91	135
College for Developmental Studies	1	6	7
College of Notre Dame	38	30	68
Concordia University	4	12	16
Dominican College of San Rafael	33	104	137
Fresno Pacific University	50	192	242
Holy Names College	11	21	32
Loma Linda University	11	22	33
Loyola Marymount University	41	46	87
Mills College	18	14	32
Mount St. Mary's College	14	24	38
National University	277	703	980

Occidental College	5	9	14
Pacific Oaks College	0	31	31
Pacific Union College	11	14	25
Patten College	0	2	2
Pepperdine University - Los Angeles	26	26	52
Pepperdine University - Malibu	14	15	29
Point Loma Nazarene University	65	129	194
Santa Clara University	13	23	36
Simpson College	2	6	8
Southern California College	14	43	57
St. Mary's College of California	34	94	128
Stanford University	60	0	60
The Master's College	7	16	23
U.S. International University	26	50	76
University of La Verne	30	38	68
University of Redlands	32	74	106
University of San Diego	32	81	113
University of San Francisco	10	27	37
University of Southern California	25	74	99
University of the Pacific	57	122	179
Westmont College	6	20	26
Whittier College	28	20	48
TOTAL	1,471	2,992	4,463
GRAND TOTAL	5,166	9,811	14,977

California Commission on Teacher Credentialing

1990-1991

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Total Number of Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1990 and June 30, 1991, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time), those who have held a different type of document in the past such as an emergency permit (new type), and those who are renewing this document as from preliminary to professional clear.

1990-91 -- All Types	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	129	246	375
Chico	206	300	506
Dominguez Hills	142	290	432
Fresno	198	732	930
Fullerton	187	379	566
Hayward	168	347	515
Humboldt	86	115	201
Long Beach	232	505	737
Los Angeles	235	508	743
Northridge	282	529	811
Pomona	127	238	365
Sacramento	255	490	745
San Bernardino	173	577	750
San Diego	287	532	819
San Diego - Imperial Valley	19	44	63
San Francisco	351	347	698
San Jose	256	370	626
San Luis Obispo	149	196	345
San Marcos	0	38	38
Sonoma	96	240	336
Stanislaus	94	273	367

TOTAL	3,672	7,296	10,968
1990-91 -- All Types			
	Single Subject	Multiple Subject	Total
UNIVERSITY OF CALIFORNIA			
UC Berkeley	32	39	71
UC Davis	66	58	124
UC Irvine	114	176	290
UC Los Angeles	80	114	194
UC Riverside	67	208	275
UC San Diego	42	40	82
UC Santa Barbara	42	71	113
UC Santa Cruz	42	82	124
TOTAL	485	788	1,273
1990-91 -- All Types			
	Single Subject	Multiple Subject	Total
INDEPENDENT INSTITUTIONS			
Azusa Pacific University	79	67	146
Bethany College/Assemblies of God	8	20	28
Biola University	20	41	61
California Baptist College	7	17	24
California Lutheran University	89	148	237
Chapman University	330	717	1,047
Christian Heritage College	4	7	11
Claremont Graduate School	45	92	137
College for Developmental Studies	0	17	17
College of Notre Dame	26	44	70
Concordia University	10	24	34
Dominican College of San Rafael	45	96	141
Fresno Pacific College	73	195	268
Holy Names College	13	15	28
John F. Kennedy University	0	8	8
La Sierra University	4	5	9
Loma Linda University	10	18	28
Loyola Marymount University	78	69	147
Mills College	22	26	48
Mount St. Mary's College	18	27	45
National University	307	813	1,120
Occidental College	7	8	15
Pacific Oaks College	0	46	46
Pacific Union College	10	17	27
Patten College	0	1	1
Pepperdine University - Los Angeles	18	33	51
Pepperdine University - Malibu	26	23	49
Point Loma Nazarene University	75	138	213
Santa Clara University	9	26	35
Simpson College	10	15	25
Southern California College	24	43	67
St. Mary's College of California	26	123	149
Stanford University	81	1	82
The Master's College	3	15	18
U.S. International University	31	112	143
University of La Verne	28	42	70
University of Redlands	37	93	130
University of San Diego	37	97	134
University of San Francisco	16	38	54
University of Southern California	30	69	99
University of the Pacific	74	138	212
Westmont College	10	22	32
Whittier College	22	33	55

TOTAL	1,762	3,599	5,361
GRAND TOTAL	5,919	11,683	17,602

California Commission on Teacher Credentialing

1991-1992

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Total Number of Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1991 and June 30, 1992, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time), those who have held a different type of document in the past such as an emergency permit (new type), and those who are renewing this document as from preliminary to professional clear.

1991-92 -- All Types	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	137	258	395
Chico	201	265	466
Dominguez Hills	250	444	694
Fresno	237	893	1,130
Fullerton	198	423	621
Hayward	193	329	522
Humboldt	84	120	204
Long Beach	295	577	872
Los Angeles	252	499	751
Northridge	247	558	805
Pomona	130	248	378
Sacramento	290	576	866
San Bernardino	196	633	829
San Diego	294	505	799
San Diego - Imperial Valley	12	49	61
San Francisco	365	453	818
San Jose	252	456	708
San Luis Obispo	155	206	361
San Marcos	1	75	76
Sonoma	131	292	423
Stanislaus	124	385	509
TOTAL	4,044	8,244	12,288
UNIVERSITY OF CALIFORNIA			
UC Berkeley	41	48	89
UC Davis	74	51	125
UC Irvine	125	223	348
UC Los Angeles	115	133	248
UC Riverside	83	152	235
UC San Diego	44	82	126
UC Santa Barbara	51	73	124
UC Santa Cruz	28	104	132
TOTAL	561	866	1,427
INDEPENDENT INSTITUTIONS			
Azusa Pacific University	78	102	180
Bethany College/Assemblies of God	8	20	28
Biola University	23	33	56
California Baptist College	16	24	40
California Lutheran University	71	156	227

Chapman University	470	1,021	1,491
Christian Heritage College	7	12	19
Claremont Graduate School	43	133	176
College of Notre Dame	55	64	119
Concordia University	8	18	26
Dominican College of San Rafael	48	122	170
Fresno Pacific University	70	160	230
Holy Names College	19	41	60
John F. Kennedy University	1	15	16
La Sierra University	11	30	41
Loma Linda University	0	1	1
Loyola Marymount University	59	71	130
Mills College	12	22	34
Mount St. Mary's College	14	33	47
National University	334	897	1,231
Occidental College	9	4	13
Pacific Oaks College	0	61	61
Pacific Union College	12	23	35
Patten College	0	4	4
Pepperdine University - Los Angeles	31	46	77
Pepperdine University - Malibu	8	17	25
Point Loma Nazarene University	113	143	256
Santa Clara University	9	17	26
Simpson College	12	42	54
Southern California College	30	60	90
St. Mary's College of California	38	111	149
Stanford University	93	1	94
The Master's College	12	22	34
U.S. International University	32	81	113
University of La Verne	56	82	138
University of Redlands	54	116	170
University of San Diego	44	97	141
University of San Francisco	19	61	80
University of Southern California	36	90	126
University of the Pacific	83	131	214
Westmont College	9	25	34
Whittier College	37	38	75
TOTALS	2,084	4,247	6,331
GRAND TOTAL	6,689	13,357	20,046

California Commission on Teacher Credentialing

1992-1993

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS Total Number of Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1992 and June 30, 1993, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time), those who have held a different type of document in the past such as an emergency permit (new type), and those who are renewing this document as from preliminary to professional clear.

1992-93 -- All Types	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	145	287	432
Chico	137	214	351
Dominguez Hills	225	512	737
Fresno	210	721	931
Fullerton	192	365	557

Hayward	169	345	514
Humboldt	80	112	192
Long Beach	359	649	1,008
Los Angeles	220	417	637
Northridge	273	624	897
Pomona	133	293	426
Sacramento	252	571	823
San Bernardino	208	640	848
San Diego	236	455	691
San Diego - Imperial Valley	26	77	103
San Francisco	326	470	796
San Jose	230	422	652
San Luis Obispo	132	154	286
San Marcos	8	130	138
Sonoma	106	229	335
Stanislaus	128	343	471
TOTAL	3,795	8,030	11,825

1992-93 -- All Types	Single Subject	Multiple Subject	Total
----------------------	----------------	------------------	-------

UNIVERSITY OF CALIFORNIA

UC Berkeley	17	28	45
UC Davis	66	34	100
UC Irvine	97	209	306
UC Los Angeles	84	128	212
UC Riverside	62	136	198
UC San Diego	45	58	103
UC Santa Barbara	46	58	104
UC Santa Cruz	31	92	123
TOTAL	448	743	1,191

1992-93 -- All Types	Single Subject	Multiple Subject	Total
----------------------	----------------	------------------	-------

INDEPENDENT INSTITUTIONS

Azusa Pacific University	77	99	176
Bethany College/Assemblies of God	12	26	38
Biola University	28	35	63
California Baptist College	9	18	27
California Lutheran University	64	127	191
Chapman University	465	1,101	1,566
Christian Heritage College	4	9	13
Claremont Graduate School	41	151	192
College of Notre Dame	36	70	106
Concordia University	12	56	68
Dominican College of San Rafael	45	111	156
Dominican College (Off Campus)	4	10	14
Fresno Pacific University	53	170	223
Holy Names College	11	33	44
John F. Kennedy University	1	13	14
La Sierra University	16	29	45
Loma Linda University	0	1	1
Loyola Marymount University	33	87	120
Mills College	24	20	44
Mount St. Mary's College	19	19	38
National University	373	943	1,316
Occidental College	8	3	11
Pacific Oaks College	0	39	39
Pacific Union College	10	13	23
Patten College	0	4	4
Pepperdine University - Los Angeles	20	70	90
Pepperdine University - Malibu	22	33	55

Point Loma Nazarene University	120	199	319
Santa Clara University	15	23	38
Simpson College	14	56	70
Southern California College	31	51	82
St. Mary's College of California	26	97	123
Stanford University	89	1	90
The Master's College	14	22	36
U.S. International University	33	54	87
University of La Verne	63	92	155
University of Redlands	65	132	197
University of San Diego	49	114	163
University of San Francisco	28	42	70
University of Southern California	18	95	113
University of the Pacific	75	103	178
Westmont College	9	24	33
Whittier College	36	58	94
TOTAL	2,072	4,453	6,525
GRAND TOTAL	6,315	13,226	19,541

California Commission on Teacher Credentialing

1993-1994

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Total Number of Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1993 and June 30, 1994, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time), those who have held a different type of document in the past such as an emergency permit (new type), and those who are renewing this document as from preliminary to professional clear.

1993-94 -- All Types	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	151	283	434
Chico	146	204	350
Dominguez Hills	234	497	731
Fresno	192	691	883
Fullerton	240	400	640
Hayward	204	340	544
Humboldt	90	117	207
Long Beach	328	562	890
Los Angeles	212	433	645
Northridge	233	519	752
Pomona	165	286	451
Sacramento	258	612	870
San Bernardino	179	616	795
San Diego	249	510	759
San Diego - Imperial Valley	27	81	108
San Francisco	358	420	778
San Jose	227	399	626
San Luis Obispo	123	157	280
San Marcos	11	180	191
Sonoma	118	195	313
Stanislaus	104	333	437
TOTAL	3,849	7,835	11,684
UNIVERSITY OF CALIFORNIA			
UC Berkeley	19	22	41

UC Davis	50	45	95	
UC Irvine	98	165	263	
UC Los Angeles	78	82	160	
UC Riverside	82	128	210	
UC San Diego	58	41	99	
UC Santa Barbara	49	48	97	
UC Santa Cruz	27	50	77	
TOTAL	461	581	1,042	
1993-94 -- All Types		Single Subject	Multiple Subject	Total
INDEPENDENT INSTITUTIONS				
Azusa Pacific University	87	192	279	
Bethany College/Assemblies of God	14	32	46	
Biola University	26	40	66	
California Baptist College	22	40	62	
California Lutheran University	52	129	181	
Chapman University	543	1,173	1,716	
Christian Heritage College	12	23	35	
Claremont Graduate School	44	127	171	
College of Notre Dame	41	94	135	
Concordia University	16	75	91	
Dominican College of San Rafael	34	90	124	
Dominican College (Off Campus)	11	38	49	
Fresno Pacific University	59	173	232	
Holy Names College	13	35	48	
John F. Kennedy University	0	19	19	
La Sierra University	14	38	52	
Loyola Marymount University	47	60	107	
Mills College	32	38	70	
Mount St. Mary's College	17	25	42	
National University	444	1,019	1,463	
Occidental College	9	4	13	
Pacific Oaks College	0	58	58	
Pacific Union College	14	17	31	
Patten College	0	23	23	
Pepperdine University - Los Angeles	25	81	106	
Pepperdine University - Malibu	12	24	36	
Point Loma Nazarene University	106	186	292	
Santa Clara University	10	28	38	
Simpson College	15	58	73	
Southern California College	18	39	57	
St. Mary's College of California	35	202	237	
Stanford University	139	0	139	
The Master's College	19	15	34	
U.S. International University	35	54	89	
University of La Verne	69	130	199	
University of Redlands	76	132	208	
University of San Diego	63	129	192	
University of San Francisco	11	62	73	
University of Southern California	11	95	106	
University of the Pacific	57	117	174	
Westmont College	8	15	23	
Whittier College	33	67	100	
TOTAL	2,293	4,996	7,289	
GRAND TOTAL	6,603	13,412	20,015	

1994-1995

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS Total Number of Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1994 and June 30, 1995, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time), those who have held a different type of document in the past such as an emergency permit (new type), and those who are renewing this document as from preliminary to professional clear.

1994-95 -- All Types	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	179	308	487
Chico	141	194	335
Dominguez Hills	206	426	632
Fresno	222	620	842
Fullerton	243	418	661
Hayward	201	340	541
Humboldt	62	104	166
Long Beach	373	523	896
Los Angeles	205	441	646
Northridge	272	610	882
Pomona	155	288	443
Sacramento	222	559	781
San Bernardino	202	493	695
San Diego	264	454	718
San Diego - Imperial Valley	29	65	94
San Francisco	304	383	687
San Jose	211	341	552
San Luis Obispo	115	149	264
San Marcos	19	254	273
Sonoma	120	197	317
Stanislaus	102	306	408
TOTAL	3,847	7,473	11,320
UNIVERSITY OF CALIFORNIA			
1994-95 -- All Types			
	Single Subject	Multiple Subject	Total
UC Berkeley	13	10	23
UC Davis	58	37	95
UC Irvine	100	178	278
UC Los Angeles	14	7	21
UC Riverside	52	91	143
UC San Diego	56	39	95
UC Santa Barbara	41	47	88
UC Santa Cruz	27	52	79
TOTAL	361	461	822
INDEPENDENT INSTITUTIONS			
1994-95 -- All Types			
	Single Subject	Multiple Subject	Total
Azusa Pacific University	100	180	280
Bethany College/Assemblies of God	20	44	64
Biola University	25	40	65
California Baptist College	20	33	53
California Lutheran University	62	109	171
Chapman University	582	1,238	1,820
Christian Heritage College	3	15	18
Claremont Graduate School	34	136	170
College of Notre Dame	48	91	139
Concordia University	36	121	157
Dominican College of San Rafael	44	89	133

Dominican College (Off Campus)	9	33	42
Fresno Pacific University	44	162	206
Holy Names College	15	45	60
John F. Kennedy University	1	12	13
La Sierra University	17	22	39
Loyola Marymount University	59	73	132
Mills College	18	28	46
Mount St. Mary's College	31	37	68
National University	472	1,036	1,508
New College of California	0	15	15
Occidental College	12	11	23
Pacific Oaks College	0	50	50
Pacific Union College	21	23	44
Patten College	0	12	12
Pepperdine University - Los Angeles	27	83	110
Pepperdine University - Malibu	14	24	38
Point Loma Nazarene University	69	169	238
Santa Clara University	12	26	38
Simpson College	27	70	97
Southern California College	28	43	71
St. Mary's College of California	56	171	227
Stanford University	106	4	110
The Master's College	21	37	58
U.S. International University	41	58	99
University of La Verne	55	144	199
University of Redlands	85	149	234
University of San Diego	59	131	190
University of San Francisco	16	49	65
University of Southern California	31	56	87
University of the Pacific	57	140	197
Westmont College	8	20	28
Whittier College	47	56	103
TOTAL	2,432	5,085	7,517
GRAND TOTAL	6,640	13,019	19,659

California Commission on Teacher Credentialing

1995-1996

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Total Number of Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1995 and June 30, 1996, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time), those who have held a different type of document in the past such as an emergency permit (new type), and those who are renewing this document as from preliminary to professional clear.

1995-96 -- All Types	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	184	299	483
Chico	122	188	310
Dominguez Hills	255	490	745
Fresno	223	623	846
Fullerton	233	378	611
Hayward	212	342	554
Humboldt	100	132	232
Long Beach	318	532	850
Los Angeles	225	443	668
Monterey Bay	0	9	9

Northridge	257	577	834
Pomona	187	245	432
Sacramento	258	628	886
San Bernardino	227	515	742
San Diego	279	423	702
San Diego - Imperial Valley	27	69	96
San Francisco	326	443	769
San Jose	201	325	526
San Luis Obispo	116	128	244
San Marcos	34	315	349
Sonoma	96	181	277
Stanislaus	127	328	455
TOTAL	4,007	7,613	11,620

1995-96 -- All Types			
	Single Subject	Multiple Subject	Total
UNIVERSITY OF CALIFORNIA			
UC Berkeley	19	18	37
UC Davis	35	48	83
UC Irvine	88	142	230
UC Los Angeles	71	73	144
UC Riverside	74	102	176
UC San Diego	34	20	54
UC Santa Barbara	49	49	98
UC Santa Cruz	28	46	74
TOTAL	398	498	896

1995-96 -- All Types			
	Single Subject	Multiple Subject	Total
INDEPENDENT INSTITUTIONS			
Azusa Pacific University	119	156	275
Bethany College/Assemblies of God	24	36	60
Biola University	29	42	71
California Baptist College	20	34	54
California Lutheran University	51	127	178
Chapman University	605	1,276	1,881
Christian Heritage College	14	20	34
Claremont Graduate School	36	144	180
College of Notre Dame	51	93	144
Concordia University	48	144	192
Dominican College of San Rafael	39	103	142
Dominican College (Off Campus)	11	39	50
Fresno Pacific University	61	126	187
Holy Names College	13	41	54
John F. Kennedy University	2	17	19
La Sierra University	12	20	32
Loyola Marymount University	43	82	125
Mills College	27	25	52
Mount St. Mary's College	20	41	61
National University	516	1,079	1,595
New College of California	1	10	11
Occidental College	8	10	18
Pacific Oaks College	0	30	30
Pacific Union College	9	9	18
Patten College	0	9	9
Pepperdine University - Los Angeles	30	116	146
Pepperdine University - Malibu	9	26	35
Point Loma Nazarene University	74	172	246
Point Loma Nazarene U - Pasadena	9	16	25
Santa Clara University	14	35	49
Simpson College	15	83	98

Southern California College	16	46	62
St. Mary's College of California	44	170	214
Stanford University	95	1	96
The Master's College	14	31	45
U.S. International University	41	44	85
University of La Verne	85	162	247
University of Redlands	83	180	263
University of San Diego	67	128	195
University of San Francisco	22	44	66
University of Southern California	23	101	124
University of the Pacific	64	115	179
Westmont College	3	15	18
Whittier College	37	64	101
TOTAL	2,504	5,262	7,766
GRAND TOTAL	6,909	13,373	20,282

California Commission on Teacher Credentialing

1996-1997

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Total Number of Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates between July 1, 1996 and June 30, 1997, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time), those who have held a different type of document in the past such as an emergency permit (new type), and those who are renewing this document as from preliminary to professional clear.

1996-97 -- All Types	Single Subject	Multiple Subject	Total
CALIFORNIA STATE UNIVERSITY			
Bakersfield	155	301	456
Chico	131	218	349
Domiguez Hills	259	566	825
Fresno	224	694	918
Fullerton	240	456	696
Hayward	235	454	689
Humboldt	88	98	186
Long Beach	319	507	826
Los Angeles	221	431	652
Monterey Bay	0	14	14
Northridge	271	602	873
Pomona	129	233	362
Sacramento	228	568	796
San Bernardino	176	446	622
San Diego	274	375	649
San Diego - Imperial Valley	30	92	122
San Francisco	312	515	827
San Jose	211	311	522
San Luis Obispo	133	140	273
San Marcos	45	318	363
Sonoma	120	163	283
Stanislaus	107	326	433
TOTAL	3,908	7,828	11,736
UNIVERSITY OF CALIFORNIA			
1996-97 -- All Types	Single Subject	Multiple Subject	Total
UC Berkeley	21	40	61
UC Davis	35	36	71
UC Irvine	84	137	221

UC Los Angeles	45	76	121
UC Riverside	66	102	168
UC San Diego	75	64	139
UC Santa Barbara	45	44	89
UC Santa Cruz	21	48	69
TOTAL	392	547	939
1996-97 -- All Types	Single Subject	Multiple Subject	Total
UNIVERSITY OF CALIFORNIA			
Azusa Pacific University	128	230	358
Bethany College/Assemblies of God	12	46	58
Biola University	26	36	62
California Baptist College	26	35	61
California Lutheran University	65	95	160
Chapman University	665	1,442	2,107
Christian Heritage College	6	13	19
Claremont Graduate School	37	127	164
College of Notre Dame	75	100	175
Concordia University	32	126	158
Dominican College of San Rafael	44	89	133
Dominican College (Off Campus)	16	42	58
Fresno Pacific University	57	125	182
Holy Names College	15	55	70
Hope International University	0	1	1
John F. Kennedy University	3	22	25
La Sierra University	14	27	41
Loyola Marymount University	32	61	93
Mills College	14	35	49
Mount St. Mary's College	25	27	52
National Hispanic University	0	6	6
National University	535	1,139	1,674
New College of California	0	15	15
Occidental College	14	15	29
Pacific Oaks College	0	44	44
Pacific Union College	14	16	30
Patten College	0	14	14
Pepperdine University - Los Angeles	31	112	143
Pepperdine University - Malibu	11	31	42
Point Loma Nazarene University	58	157	215
Point Loma Nazarene U - Pasadena	15	22	31
Santa Clara University	11	36	47
Simpson College	19	93	112
Southern California College	19	43	62
St. Mary's College of California	35	156	191
Stanford University	98	0	98
The Master's College	17	19	36
U.S. International University	25	34	59
University of La Verne	69	161	230
University of Redlands	88	216	304
University of San Diego	45	151	196
University of San Francisco	16	50	66
University of Southern California	33	76	109
University of the Pacific	54	98	152
Westmont College	11	27	38
Whitter College	46	61	107
TOTAL	2,556	5,526	8,082
GRAND TOTAL	6,856	13,901	20,757

Year-by-Year Comparison

MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIALS
Total Number of Documents Issued upon Recommendation

The following chart lists the number of Multiple and Single Subject Teaching Credentials that were issued with effective dates in the fiscal years indicated, upon the recommendation of a California institution of higher education with a Commission-approved/accredited program. It includes candidates for whom this was their first document (first time), those who have held a different type of document in the past such as an emergency permit (new type), and those who are renewing this document as from preliminary to professional clear.

CALIFORNIA STATE UNIVERSITY	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Bakersfield	335	375	395	432	434	487	483	456
Chico	469	506	466	351	350	335	310	349
Dominguez Hills	394	432	694	737	731	632	745	825
Fresno	937	930	1,130	931	883	842	846	918
Fullerton	514	566	621	557	640	661	611	696
Hayward	428	515	522	514	544	541	554	689
Humboldt	184	201	204	192	207	166	232	186
Long Beach	642	737	872	1,008	890	896	850	826
Los Angeles	574	743	751	637	645	646	668	652
Monterey Bay	0	0	0	0	0	0	9	14
Northridge	604	811	805	897	752	882	834	873
Pomona	281	365	378	426	451	443	432	362
Sacramento	623	745	866	823	870	781	886	796
San Bernardino	472	750	829	848	795	695	742	622
San Diego	776	819	799	691	759	718	702	649
San Diego - Imperial Valley	42	63	61	103	108	94	96	122
San Francisco	627	698	818	796	778	687	769	827
San Jose	552	626	708	652	626	552	526	522
San Luis Obispo	299	345	361	286	280	264	244	273
San Marcos	0	38	76	138	191	273	349	363
Sonoma	333	336	423	335	313	317	277	283
Stanislaus	335	367	509	471	437	408	455	433
TOTAL	9,421	10,968	12,288	11,825	11,684	11,320	11,620	11,736
UNIVERSITY OF CALIFORNIA	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
UC Berkeley	29	71	89	45	41	23	37	61
UC Davis	113	124	125	100	95	95	83	71
UC Irvine	286	290	348	306	263	278	230	221
UC Los Angeles	160	194	248	212	160	21	144	121
UC Riverside	349	275	235	198	210	143	176	168
UC San Diego	55	82	126	103	99	95	54	139
UC Santa Barbara	101	113	124	104	97	88	98	89
UC Santa Cruz	0	124	132	123	77	79	74	69
TOTAL	1,093	1,273	1,427	1,191	1,042	822	896	939
INDEPENDENT INSTITUTIONS	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Azusa Pacific University	78	146	180	176	279	280	275	358
Bethany College/Assemblies of God	29	28	28	38	46	64	60	58
Biola University	62	61	56	63	66	65	71	62
California Baptist College	20	24	40	27	62	53	54	61
California Lutheran University	210	237	227	191	181	171	178	160
Chapman University	831	1,047	1,491	1,566	1,716	1,820	1,881	2,107
Christian Heritage College	15	11	19	13	35	18	34	19
Claremont Graduate School	135	137	176	192	171	170	180	164

College for Developmental Studies	7	17	0	0	0	0	0	0
College of Notre Dame	68	70	119	106	135	139	144	175
Concordia University	16	34	26	68	91	157	192	158
Dominican College of San Rafael	137	141	170	156	124	133	142	133
Dominican College (Off Campus)	0	0	0	14	49	42	50	58
Fresno Pacific University	242	268	230	223	232	206	187	182
Holy Names College	32	28	60	44	48	60	54	70
Hope International University	0	0	0	0	0	0	0	1
John F. Kennedy University	0	8	16	14	19	13	19	25
La Sierra University	0	9	41	45	52	39	32	41
Loma Linda University	33	28	1	1	0	0	0	0
Loyola Marymount University	87	147	130	120	107	132	125	93
Mills College	32	48	34	44	70	46	52	49
Mount St. Mary's College	38	45	47	38	42	68	61	52
National Hispanic University	0	0	0	0	0	0	0	6
National University	980	1,120	1,231	1,316	1,463	1,508	1,595	1,674
New College of California	0	0	0	0	0	15	11	15
Occidental College	14	15	13	11	13	23	18	29
Pacific Oaks College	31	46	61	39	58	50	30	44
Pacific Union College	25	27	35	23	31	44	18	30
Patten College	2	1	4	4	23	12	9	14
Pepperdine University - Los Angeles	52	51	77	90	106	110	146	143
Pepperdine University - Malibu	29	49	25	55	36	38	35	42
Point Loma Nazarene University	194	213	256	319	292	238	246	215
Point Loma Nazarene U - Pasadena	0	0	0	0	0	0	25	31
Santa Clara University	36	35	26	38	38	38	49	47
Simpson College	8	25	54	70	73	97	98	112
Southern California College	57	67	90	82	57	71	62	62
St. Mary's College of California	128	149	149	123	237	227	214	191
Stanford University	60	82	94	90	139	110	96	98
The Master's College	23	18	34	36	34	58	45	36
U.S. International University	76	143	113	87	89	99	85	59
University of La Verne	68	70	138	155	199	199	247	230
University of Redlands	106	130	170	197	208	234	263	304
University of San Diego	113	134	141	163	192	190	195	196
University of San Francisco	37	54	80	70	73	65	66	66
University of Southern California	99	99	126	113	106	87	124	109
University of the Pacific	179	212	214	178	174	197	179	152
Westmont College	26	32	34	33	23	28	18	38
Whittier College	48	55	75	94	100	103	101	107
TOTAL	4,463	5,361	6,331	6,525	7,289	7,517	7,766	8,082
GRAND TOTAL	14,977	17,602	20,046	19,541	20,015	19,659	20,282	20,757



[Back to the Top](#) |

[Back to December 1998 Agenda](#) |

[Back to Agenda Archives](#) |

[Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: December 2-4, 1998

Agenda Item Number: C&CA-4

Committee: Credentials and Certificated Assignments

Title: Proposed Regulations Related to Authorizations for Two Credentials: Multiple Subject and School Library Media Teacher

✓ Action

Prepared by: Jim Alford, Staff Analyst and Terri H. Fesperman, Program Analyst
Certification, Assignment and Waivers Division

Proposed Amendments to Title 5 Regulations Concerning Library Media Teacher Services and Multiple Subject Teaching Credentials

November 19, 1998

Summary

This item introduces proposed amendments to Title 5 Regulations pertaining to the Library Media Teacher Services and Multiple Subject Teaching Credentials. These regulations include authorization statements for both credentials and the requirements for the Library Media Teacher Services Credential.

Fiscal Impact

There will be a minor cost to the agency related to disseminating the information to school districts and county offices of education and holding a public hearing. Such costs are contained within the budget of the Certification, Assignment and Waivers Division.

Policy Issues to be Resolved

Should the Commission define more specifically the requirements for the Library Media Teacher Services Credential? Are the proposed authorizations appropriate for the Multiple Subject Teaching and the Library Media Teacher Services Credentials?

Recommendation

Staff recommends that the Commission approve the proposed additions to the regulations for the Multiple Subject Teaching and the Library Media Teacher Services Credentials for purposes of beginning the rulemaking files for submission to the Office of Administrative Law and scheduling a public hearing.

Background

Education Code Section 44225(e) requires the Commission to "determine the scope and authorization of credentials, to ensure competence in teaching and other educational services, and establish sanctions for the misuse of credentials and the misassignment of credential holders." In carrying out these duties, staff has found that some sections of the Education Code and Title 5 regulations pertaining to assignment are sufficiently vague to create confusion or allow questionable interpretation among educational employers. Staff proposed at the August 1998 Commission Meeting a general plan to clarify in regulations those areas pertaining to assignment that are open to misinterpretation. At this meeting staff is proposing regulations for the Multiple Subject Teaching and the Library Media Teacher Services Credentials.

Proposed Amendments for the Multiple Subject Teaching Credential

The existing content of Title 5 Section 80003 concerning the Multiple Subject Credential is either out-of-date or unnecessary. Any reference in this section to the valid period of the credential or dating information is redundant to that contained in

other sections of regulations (80053, 80413, and 80413.1). The proposed amendments to this section would eliminate the existing language and redefine the purpose of the section and proposed appropriate content. Staff proposes that Section 80003 be amended to define the authorization of the Multiple Subject Teaching Credential. The new definitions would bring the regulations into conformity with appropriate sections of the Education Code.

The proposed changes to Title 5 §80003 clarify the authorization for the Multiple Subject Teaching Credential with the elements summarized below:

- Subsection (a) includes the information found in Education Code Section 44256 on assignment in a self-contained classroom,
- Subsection (b) contains the authorization for team teaching and regrouping that is found in EC §44258.15, and
- Subsection (c) describes an assignment to teaching two or more subjects to the same group of students in a core setting at the middle school level according to EC §44258.1.
- Subsection (d) has been added to describe the additional classes that may be taught by an individual teaching in a core setting.

Title 5 §80003. Multiple Subject Teaching Credential Authorization for Service.

~~A Preliminary Multiple Subject Teaching Credential shall be issued for not more than five years following completion of the requirements specified in Section 80413(a), but prior to completion of the requirements specified in Section 80413(b). The Multiple Subject Teaching Credential authorizes the holder to provide the services described below in grades twelve and below, including preschool, and in classes organized primarily for adults.~~

- ~~(a) Upon completion of the requirements specified in Section 80413(b) and upon satisfying the Commission that the holder, or other applicant, is otherwise qualified, the holder of the Preliminary Credential, or other applicant, shall be issued a Clear Multiple Subject Teaching Credential. Teach all subjects in a self-contained class;~~
- ~~(b) The Clear Multiple Subject Teaching Credential shall be issued for five years. Teach in a team teaching setting or regroup pupils across classrooms as authorized in Education Code Section 44258.15. For the purpose of this section, team teaching is defined as two teachers of the same grade level exchanging pupils for the purpose of instruction in specific subjects. Regrouping of pupils is the practice of two or more teachers combining pupils across classes for specific instructional purposes;~~
- ~~(c) Teach core classes pupils in grades five through eight pursuant to Education Code Section 44258.1. Core classes consist of teaching two or more subjects to the same group students; and~~
- ~~(d) Teach any of the core subjects he or she is teaching to a single group of students in the same grade level as the core classes for less than fifty percent of his or her work day.~~

NOTE: Authority cited: Section 44225(b), Education Code. Reference: Sections ~~44251, 44252, 44347,~~ 44256, 44258.1, 44258.15, and ~~44348,~~ Education Code.

Proposed Amendments for the Library Media Teacher Services Credential

Title 5 Section 80053 currently states the requirements and the authorization for the Library Media Teacher Services Credential. However, concerns have been expressed by experts in the field of library media services and educational employers that the authorization statement for this credential is not reflective of the current circumstances faced in providing public school library services. Proposed changes in these regulations are intended to provide clarification of those duties which can only be performed by a credentialed library media teacher, as well as the manner of assistance credentialed teachers and non-credentialed staff are authorized to perform in the provision of school library services. Title 5 §80053(a), related to the requirements for the Library Media Teacher Services Credential, remains unchanged. Staff proposes Title 5 §80053(b) and (c), which provide the authorization statement and valid dates of the credential, to be amended as follows

- Subsection (b) is amended to establish that the holder of the Library Media Teacher Services Credential is authorized to coordinate or supervise library programs at the school district or county level, and may plan the course of instruction for students who assist in the operation of school libraries;
- Subsection (b)(1) has been added to allow for employers to place a credentialed classroom teacher in the role of the library media teacher, provided the classroom teacher is trained in those duties by a credentialed library media teacher, makes progress toward completing a Library Media Teacher Services credential program and obtains the emergency permit authorizing this service within the first two years of service under this subsection, and obtains the full credential within five years from the beginning of this service;
- Subsection (b)(2) has been added to clarify that non-credentialed personnel may be assigned to assist in the provision of

library services, provided that they are trained in their duties by a credentialed library media teacher and that their duties are limited to include only basic services and exclude those services specifically requiring the Library Media Teacher Services authorization; and,

- Subsection (c) has been amended to refer to Title 5 Section 80053 for the dating of credentials.

Title 5 Section 80053. Services Credential Authorizing Service as a Library Media Service Teacher.

- (a) The minimum requirements for the Library Media Teacher Services Credential shall include all of the following:
- (1) a baccalaureate degree from a regionally accredited college or university;
 - (2) a valid basic California teaching credential that requires a program of professional preparation including student teaching, or equivalent;
 - (3) completion of either A or B;
 - (A) A Commission-approved Library Media Teacher Services program; or
 - (B) Completion of an out-of-state Library Services Program of at least 30 graduate semester units, approved by the appropriate state agency.
 - (4) passage of the California Basic Educational Skills Test as specified in Education Code Section 44252(b).
- (b) Authorization. The Library Media Teacher Services Credential authorizes the holder to assist and instruct pupils in the choice and use of library materials; to plan and coordinate school library programs with the instructional programs of a school district; to select materials for school and district libraries; to coordinate or supervise library programs at the school district or county level; to plan and conduct a planned course of instruction for those pupils who assist in the operation of school libraries; to supervise classified personnel assigned school library duties; and to develop procedures for and management of the school and district libraries.
- (1) Holders of valid California teaching credentials based upon a baccalaureate degree who do not hold a credential authorizing service as a librarian may assist in providing library services in public schools, provided that they are trained in their duties by a credentialed school librarian and supervised by an individual holding certification authorizing such supervision. Teachers employed to provide library services under this provision must, during the first year of service, either apply for the Library Media Teacher Services Emergency Permit and pursue enrollment in a Commission-accredited regional or distance-learning library media teacher services credential program, or submit to the county office of education a description of the factors that made it impossible to enroll in such a program. All teachers must obtain the Library Media Teacher Services Emergency Permit before the end of the second year of service under this provision. All teachers employed under this provision must qualify for and obtain the Library Media Teacher Services Credential within five years from the initial date of service in the position.
 - (2) Nothing in this section shall be construed to preclude local governing boards from employing non-credentialed individuals to assist in the provision of library services, provided that the employment of non-credentialed personnel is not intended to supersede the requirement to include holders of the Library Media Teacher Services Credential in the coordination and implementation of public school library programs. Assistance provided by non-credentialed personnel may include assisting students in the selection of library materials; organizing and maintaining library materials and equipment; and supervising pupils who assist in the operation of school libraries. Assistance provided by non-credentialed personnel shall not include planning and coordinating school library programs with the instructional programs of a school district; selecting materials for school and district libraries; planning the course of instruction for those pupils who assist in the operation of school libraries; supervising classified personnel assigned school library duties; or developing procedures for and management of the school and district libraries.
- (c) The school library media teacher services credential ~~shall be issued for five years.~~ issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44252 (d) and 44269, Education Code.



[Back to the Top](#) |

[Back to December 1998 Agenda](#) |

[Back to Agenda Archives](#) |

[Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: December 2-4, 1998

Agenda Item Number: PERF-1

Committee: Performance Standards

Title: Progress Report on the Implementation of SB 2042

✓ Information

Prepared by: Mary Vixie Sandy, Consultant
Professional Services Division

Status Report on SB 1422 Policy Recommendations and SB 2042 Implementation Activities

**Professional Services Division
November 16, 1998**

Executive Summary

On September 17, 1998, the Governor signed SB 2042, Commission-sponsored reform legislation that was co-authored by Senator Dierdre Alpert and Assembly Member Kerry Mazzoni. SB 2042 makes several significant changes to the requirements for earning and renewing teaching credentials that were recommended by the Commission's Advisory Panel for the Comprehensive Review of Teaching Credential Requirements (SB 1422) in 1997.

In August, 1997, the Commission received the final report of its SB 1422 Advisory Panel. The panel report included 111 specific recommendations for reform in the recruitment, selection, preparation, induction and ongoing development of teachers. Between August and December, 1997, the Commission reviewed several staff reports that analyzed the SB 1422 recommendations in terms of actions the Commission could take to implement reforms in teacher certification, and their anticipated costs.

In January, 1998, the Commission took action to (1) approve specific elements to be included in Commission-sponsored reform legislation in 1998, and (2) approve a detailed plan to develop and implement new *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs* based on the SB 1422 Advisory Panel recommendations. During the January meeting, the Commission also directed the staff to present periodic updates on the implementation status of all of the panel's recommendations. In particular, the

Commission asked for information about those panel recommendations that remained to be resolved by the Commission.

In April 1998, the staff presented the Commission with a summary of the major panel recommendations that (1) have been fully or partially addressed by one of the Commission's prior actions, or (2) have not been acted on by the Commission. The report also included specific recommendations that the Commission acted upon to resolve most of the remaining items that had not previously been acted on by the Commission.

This report updates the April 1998 agenda report and provides an overview of the Commission's new *Advisory Panel for the Development of Teacher Preparation Standards* that is developing new standards for multiple and single subject credential programs pursuant to SB 2042. Attached to the agenda report is a detailed "inventory" that provides a status report on all of the SB 1422 Advisory Panel recommendations.

Policy Issues to be Resolved

Given that the Commission sponsored omnibus credential reform legislation in 1998, and has launched a new Advisory Panel to develop new Teaching Credential Standards on the basis of the SB 1422 Advisory Panel, what actions, if any, should the Commission take to implement the remaining recommendations of the SB 1422 Advisory Panel?

Fiscal Impact Summary

The costs associated with implementing SB 2042 were estimated to be incurred over two fiscal years, 1998-99 and 1999-2000. The costs are included in the agency's base budget for 1998-99 and 1999-2000. In addition, the Governor allocated \$1.3 million to the Commission for the purposes of developing a teaching performance assessment pursuant to SB 2042.

Important Note

The following report includes important information that relates to the Commission's policy deliberations but would not fit into this two-page overview.

Status Report on SB 1422 Policy Recommendations and SB 2042 Implementation Activities

Professional Services Division

November 16, 1998

Part One: SB 1422 Panel Recommendations that Have Been or are in the Process of Being Implemented

SB 1422 Recommendations Addressed in the Commission's Omnibus Legislation (SB 2042)

The Senate Bill 1422 Advisory Panel recommended that the Commission adopt a two-level credential structure with preparation and assessment requirements at each level. The Panel also recommended that the Commission set standards for multiple routes into the teaching profession, and called for the creation of blended programs of subject matter and professional preparation. The Panel further recommended that a standards-based induction program be required for the new Level II (Professional) Teaching Credential, and that credential renewal requirements be aligned with the new *California Standards for the Teaching Profession*. Also, the Panel recommended that loan assumption programs be expanded in a broader effort to intensify the recruitment of increased numbers of teachers.

The Commission's sponsored omnibus legislation, SB 2042 (Alpert, Mazzoni), signed into law on September 17, 1998, calls for:

- implementing standards to govern all aspects of teacher development, including subject matter studies, professional preparation, induction and continuing growth;
- redesigning teacher preparation to provide a five-year option that integrates subject matter studies with coursework and field experiences in teaching;
- embedding a standards-based teacher performance assessment in teacher preparation programs leading to a preliminary teaching credential;
- providing an induction program for every beginning teacher in California, as a requirement for the professional (Level II) teaching credential; and
- expanding loan forgiveness programs for teachers who serve in high need areas or subjects.

Virtually all of the Panel's recommendations for structural changes to Multiple and Single Subject Teaching Credentials were incorporated into SB 2042. Other legislation (SB 1620, Scott & AB 496, Lempert) carried forward pieces of the SB 1422 recommendations addressing certification of out-of-state teachers and expansion of the APLE assumable loan program. These significant pieces of legislation were supported by budget augmentations that will (1) make induction available to all new teachers in California in the future; (2) provide grants to postsecondary institutions to establish blended programs of undergraduate teacher preparation; (3) expand Internship and Pre-Internship programs; and (4) expand financial aid programs for individuals seeking careers in teaching.

SB 1422 Recommendations to be Implemented by the Commission's New Advisory Panel for the Development of Teacher Preparation Standards

Almost one-third of the SB 1422 Panel's recommendations address the content of learning-to-teach, the need to distribute the content of learning-to-teach across stages of preparation and induction, and the need to treat this content recursively over time. The Panel's recommendations also call for much greater collaboration between postsecondary institutions and local education agencies in teacher preparation, induction and credential renewal. The Panel recommended that the Commission establish performance expectations for teachers, based on the *California Standards for the Teaching Profession*. Finally, the Panel recommended that the Commission publish *Teacher Preparation Guides* to increase the capacity of institutions to deal with new content areas like parent involvement, critical thinking, and school safety. All of these recommendations focus on the need for new standards for the preparation, induction and ongoing development of teachers.

In September 1998 the Commission launched the *Advisory Panel for the Development of Teacher Preparation Standards*. The Advisory Panel met for the first time on September 24-25, 1998, less than two weeks after SB 2042 was signed by the Governor, and again on October 22-23rd. The Panel will meet just prior to the December Commission meeting on November 30-December 1, 1998.

Following a statewide nominations process, each application to serve on the Panel was evaluated against a number of balancing factors, which included the current position(s) held by nominees, their areas of content expertise, and their organizational affiliations. Every effort was made to seek a balance between K-12 and postsecondary representatives, to ensure cultural diversity, and to include representatives who demonstrated the strongest potential to succeed in the development of new standards for multiple and single subject credential programs. The Executive Director appointed twenty-six members and four liaisons to serve on the *Advisory Panel for the Development of Teacher Preparation Standards*. The panel roster is included [below](#).

Advisory Panel for the Development of Teacher Preparation Standards

Name	Position	Affiliation
Michael Aiello	Science and Math Teacher, San Luis Obispo High School	San Luis Coastal Unified School District
Russell Antracoli	Principal, Gustine Elementary School	Gustine Unified School District
Michele Britton Bass	Director of Student Teaching and Field Placements	California Lutheran University
Nancy Brownell	Director, Center for the Improvement of Reading Instruction	California State University, Sacramento
Bonnie Brunkhorst	Professor, Geology and Science Education	California State University, San Bernardino

Lu Chang	Director, Single Subject CLAD Program	College of Notre Dame
Margaret DeArmond	Mathematics Teacher, East Bakersfield High School and Academic Stds. Coord.	Kern Union High School District and Kern County Office of Education
David Duran	Assistant Superintendent, Human/Fiscal Resources	Stanislaus County Office of Education
Cynthia George	Teacher, Twin Peaks Middle School	Poway Unified School District
Grace Grant	Associate Professor of Education	Dominican College
Jim Henderson	Program Manager, Academic Relations	International Business Machines, Inc. (IBM)
Elaine Johnson	Assistant to the President	California Federation of Teachers
Leslie Kapner	Teacher Advisor Intergroup Relations	Los Angeles Unified School District
Diane Kingsland	English and Social Studies Teacher, Tetzlaff Middle School	ABC Unified School District
David Lebow	Social Studies Teacher, Schurr High School	Montebello Unified School District
Catherine Lemmon	Coordinator, Teacher Development	San Joaquin County Office of Education
Mary Lewis	Director, District Intern Program	Los Angeles Unified School District
Donna Marriott	K-2 Teacher, Casa de Oro Elementary School	La Mesa-Spring Valley School District
Andrea Maxie	Professor of Education, Division of Curriculum and Instruction	California State University, Los Angeles
Ruth Ann McKenna	Superintendent	New Haven Unified School District
Denise Murray	Chair, Linguistics and Language Development	San Jose State University
Jeannie Oakes	Assistant Dean, Graduate School of Education, UC Los Angeles	Office of the President, University of California
James Richmond	Chair, Professional Studies in Education	California State University, Chico
Athena Waite	Special Education Program Coordinator	University of California, Riverside
Anna Wong	Kindergarten Teacher, Jefferson School	Berkeley Unified School District
Beverly Young	Associate Director, Teacher Education and K-18 Programs	Office of the Chancellor, California State University
Barbara Collier	Liaison	California School Boards Association
Marion Joseph	Liaison	California State Board of Education
Mary Nielsen	Liaison	California State Parent Teacher Association
Gus Guichard	Liaison	California Community Colleges

Work of the Advisory Panel. The SB 2042 Advisory Panel is focusing on the development of standards to guide (1) initial teacher preparation, (2) the quality of teaching performance assessments that meet the requirements of SB 2042, and (3) completion of an induction program during the beginning years of teaching. A [chart depicting the general scope of work appears below.](#)

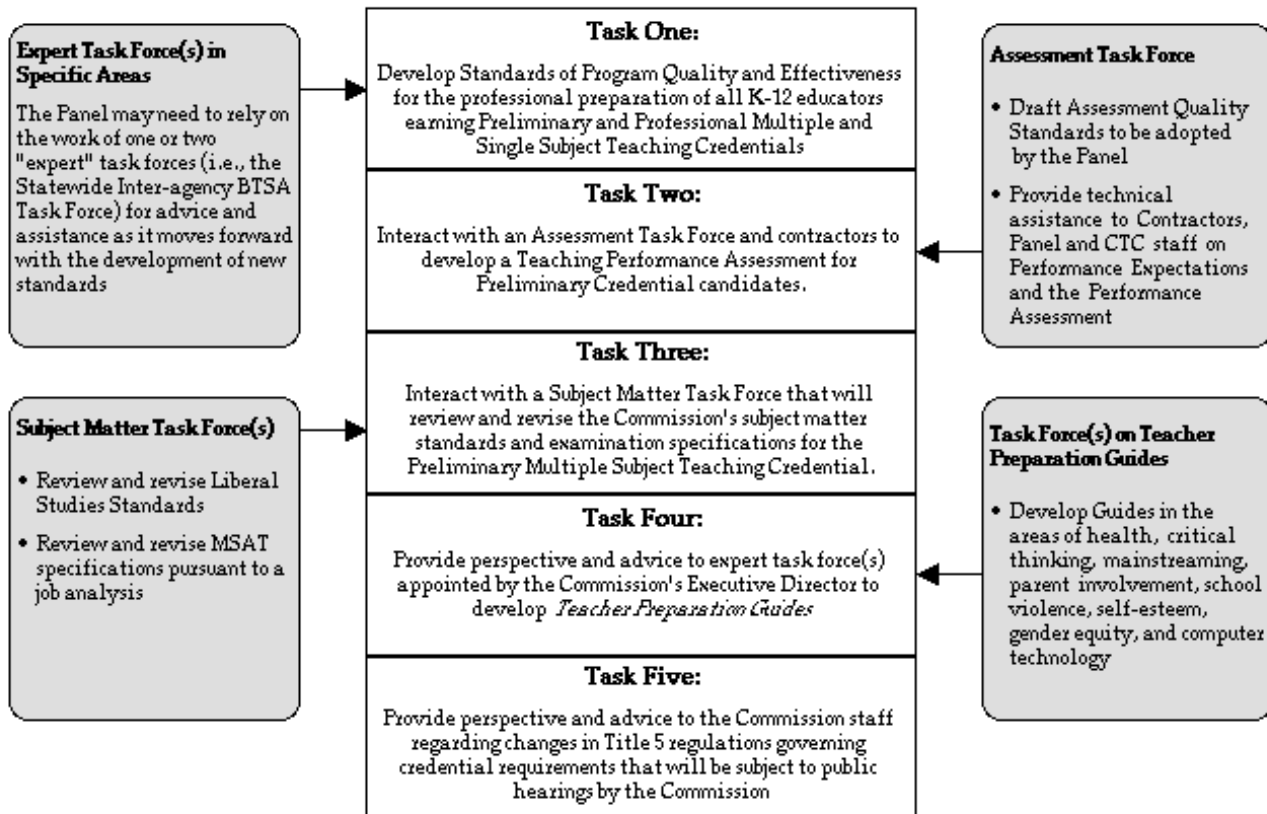
The initial meetings of the panel involved reviewing and discussing the specific elements of SB 2042, including the need to ensure congruence between the new standards, the *California Standards for the Teaching Profession (CSTP)*, and K-12 Student Content and Performance Standards. The SB 1422 Report: *California's Future: Highly Qualified Teachers for All Students* and other relevant documents, such as the Commission's current *Standards of Quality and Effectiveness for Multiple and Single Subject Credential Programs*, and the *Accreditation Framework* have also been presented and discussed. All of the

Commission's adopted policies and documents, along with other items such as the K-12 Student Content and Performance Standards and the new Curriculum Frameworks will serve as primary references for the panel throughout the next year. The Panel has had presentations on the Reading Instruction Competency Assessment (RICA), the Beginning Teacher Support and Assessment (BTSA) program, the California Formative Assessment and Support System for Teachers (CFASST), the Interim Standards for Blended Programs of Undergraduate Teacher Preparation, and the two-level Education Specialist Credential Standards. Each of these presentations have focused the Panel's attention on implications for the development of new standards for Multiple and Single Subject Credential preparation programs. The next full meeting of the panel is scheduled for January 21-22, 1999.

Conclusion of Part One: Summary of Panel Recommendations that are Being Addressed in Proposed Legislation or Anticipated Standards

Taken together, the Commission's sponsored legislation and standards development activities *fully* address 56 (or 50 percent) of the SB 1422 Panel's recommendations. These initiatives by the Commission also *partially* address an additional 18 (16 percent) of the panel's recommendations. Thirty-seven (33 percent) of the panel recommendations have not been included in these implementation strategies to date. These 37 recommendations address a range of issues that are categorized in [Part Two](#) of this report.

**Advisory Panel for the Development of Teacher Preparation Standards
General Scope of Work**



Part Two: SB 1422 Panel Recommendations Not Yet Implemented

A very few of the SB 1422 Advisory Panel's recommendations are addressed in this section of the report. Recommendations that have not yet been implemented are described in five categories.

Category One: Panel Recommendations that are Outside the Commission's Scope of Responsibility

Employment Issues. The panel made two recommendations that address specific employment issues that are outside the Commission's traditional sphere of influence. These proposals ([1-D](#) and [6-H](#)) call for (1) the Commission to promote job-sharing and the employment of part-time teachers in order to attract and retain qualified teachers who do not wish to

work full time, and (2) changes in current law and local policy regarding teachers earning credit toward probationary status in schools.

Commission Action: In the Fall of 1997, the Commission adopted several criteria to guide the drafting of its omnibus legislation. These criteria state, among other things, that the Commission's sponsored measure should maintain the role of the Commission in establishing and implementing teacher certification policies through standards, accreditation and assessments while avoiding an expansion of the role of the agency into responsibilities, such as employment, that historically have been the purview of local education agencies. During its April 1998 meeting, the Commission reaffirmed its policy in this area and indefinitely deferred action on Panel Recommendations [1-D](#) and [6-H](#).

Category Two: Panel Recommendations that Would Contribute to Improvements in Public Education

Languages Other Than English Study. The SB 1422 Advisory Panel recommended that the Commission advocate raising the current language requirements for obtaining the bachelors degree to two years of college instruction. The panel further recommended that the Commission encourage elementary and secondary schools and colleges to require language study. The panel viewed additional language study as beneficial in that it would contribute to the goals of meeting the need for bilingual teachers and educating a linguistically literate workforce to successfully participate in an increasingly global economy.

Commission Action: During its April 1998 meeting, the Commission directed the Chair and the Executive Director mail a letter to California's postsecondary education institutions, and to the Superintendent of Public Instruction, advocating increased attention to the study of Languages other than English pursuant to this recommendation.

Category Three: Panel Recommendations that Could be Implemented After Further Consultation by the Commission with Affected and Interested Stakeholders

Credential Renewal Requirements. The panel recommended that professional growth requirements for the renewal of teaching credentials be aligned with the *California Standards for the Teaching Profession*, a recommendation that has been included in Senate Bill 2042. Thirteen other recommendations ([11-B through 11-N](#)) focus on specific ways in which the Commission should alter the current credential renewal requirements. While these changes would not require legislative action, they should be reviewed intensively by experienced teachers and others involved in designing and implementing professional growth. Before the Commission makes changes in credential renewal requirements, the Commissioners should consider the recommendations of experienced teachers and other interested and affected stakeholders.

Experimental and Alternative Programs. The panel made two recommendations regarding experimental and alternative programs of teacher preparation ([16-B and 16-C](#)). These recommendations call for the Commission to (1) strengthen these two categories of programs, (2) require that experimental programs disseminate their findings consistently, and (3) appoint a small panel of experts to re-examine the 1422 Panel recommendations for their applicability to experimental programs.

Commission Action: In April, 1998, the Commission directed staff to (1) consult with teachers and other interested and affected stakeholders about the SB 1422 recommendations pertaining to Credential renewal, and (2) establish a focused work group that would examine the current standards and policies for experimental and alternative programs and develop specific recommendations for future Commission action.

Category Four: Panel Recommendations that Could be Implemented Only After Other Credential Changes are Completed

Using the Results of Candidate Assessments to Inform Credential Preparation Programs. The panel recommendations regarding a new candidate assessment system included a recommendation ([14-C](#)) that the Commission use the results of candidate assessments as one source of information about the quality and effectiveness of credential preparation programs.

Monitoring the Implementation of SB 1422 Recommendations. The panel urged the Commission to establish procedures for monitoring the implementation and effectiveness of the panel's recommended changes in credentialing policy and procedures. The panel recommendation ([16-A](#)) includes detailed questions that were intended by the panel to guide the Commission's monitoring activities.

Commission Action: Changes in the structure of the credential system would need to be in place, along with new preparation standards and candidate assessments, before recommendations [14-C](#) and [16-A](#) could be implemented. In April 1998 the Commission acted to defer action on these recommendations until necessary

prior changes have been made in credential requirements.

Level II Assessment. The SB 1422 Panel recommended that the assessment system in a new credential structure include high-stakes summative assessments at Level I and Level II. Six of the panel's recommendations ([13-H through 13-M](#)) describe a proposed Level II assessment that would occur during the second year of an induction program and be the basis for awarding a Level II Professional Teaching Credential.

In January, 1998, the Commission acted to include in its omnibus legislation (SB 2042) a requirement that all preparation programs leading to a Level I (Preliminary) Teaching Credential include a standards-based teaching performance assessment in the future. In April 1998, the Commission discussed this set of SB 1422 recommendations and determined that developing and implementing a Level I assessment so it is fair, valid, reliable, legally defensible and cost-effective, will be a significant challenge for the Commission. To begin this work, the Commission recently authorized the Executive Director to issue a Request for Proposals to develop Teaching Performance Expectations, which will inform the Level I Assessment. An additional summative assessment at Level II would add to the dimensions of this challenge at a time when the Commission should focus on implementing the Level I assessment.

Furthermore, Commissioners expressed a concern that interactions between a Level II assessment and tenure decisions in the employment process could create problems that were not resolved adequately in the SB 1422 Advisory Panel. The Commission has authorized the development of a new formative assessment system for new teachers in high-quality induction programs. Pursuant to AB 1266 (Mazzoni, 1997), the recent development of the California Formative Assessment and Support System for Teachers (CFASST) will provide, for the first time in California, a structured system of *formative* assessment that is aligned with the *California Standards for the Teaching Profession*. Year one of CFASST is being pilot tested during 1998-99. Implementation and evaluation of this system of formative assessment, and a summative assessment at Level I will provide important new information for the Commission to consider prior to determining the need for a Level II summative assessment in the future.

Commission Action: In April 1998 the Commission acted to defer any further discussion or analysis of the Level II summative assessment recommendation until the Level I Teaching Performance Assessment *and California Formative Assessment and Support System for Teachers* (CFASST) are fully operational, and until there is evidence regarding the adequacy of these new assessments for assuring the public that teaching credentials are awarded only to candidates who are effective in fulfilling the important responsibilities of teachers.

Category Five: Panel Recommendations that Call for Creation of New Credentials or Certificates

Proposed Middle Grades Credential. In a report to the Commission and to the SB 1422 Advisory Panel, the California League of Middle Schools analyzed the preparation of candidates for Multiple and Single Subject Teaching Credentials. This research indicated that most candidates pursue preparation that is appropriate for grades K-5 or grades 9-12. There is, however, little attention to the learning needs of students in the middle grades. While the Commission does offer a voluntary Middle-Grades Emphasis Credential, only three postsecondary institutions in California have established middle-grades preparation programs. The SB 1422 Advisory Panel sought to remedy these problems by recommending a mandatory credential for teachers in the middle grades.

The SB 1422 report includes three recommendations ([10-A through 10-C](#)) that spell out in detail the panel's proposal for a new Middle Grades Credential. The panel proposed that, within a specified period of time, all teachers in the middle grades have appropriate subject matter preparation and hold Core Teaching Credentials, designed specifically for teaching students in the middle grades. The recommendations would allow for "grandparenting" the existing workforce within specified parameters.

Serious concerns about the panel's recommendation for a Middle Grades Credential have been raised by a number of education groups and organizations. While there may be strong consensus that the current credential structure and standards do not give sufficient attention to the preparation of teachers for the middle grades, the panel's proposal for a Core Teaching Credential is opposed by many interested groups in the education policy arena.

Proposed Professional Services Certificate. In conducting its review of the credential system, the Advisory Panel found that one of the seriously weak links in the current system is the uneven qualifications of individuals who guide and assist prospective teachers and new teachers in the schools. The current system relies on experienced teachers to serve as master or cooperating teachers in schools by providing structured opportunities for credential candidates to learn about teaching during their student teaching and other field experiences. The system proposed by the panel would rely even more heavily on veteran teachers to contribute to the preparation, support, induction and ongoing development of intern teachers, pre-intern teachers, and previously prepared teachers in induction programs. While the Commission's current standards for teacher preparation programs focus some attention on the selection and training of cooperating teachers, the panel believed that the current standards are not sufficiently rigorous to foster excellent practice in this critical area.

The panel recommended ([12-A through 12-G](#)) that the Commission address the need for better preparation of master teachers and other "support providers" by establishing a Professional Services Certificate for teachers who assist and assess new teachers and candidate teachers in schools. The panel identified the supervisors of student teachers, support providers in induction programs, and professional growth advisors as three types of experienced educators who should receive training and hold the Professional Services Certificate.

Serious concerns about the panel's recommendation for a Professional Services Certificate have been raised by a number of education groups and organizations. While there may be strong consensus that the current credential structure and standards do not give sufficient attention to the preparation of master teachers, support providers, and professional growth advisors, the panel's proposal for a Professional Services Certificate is opposed by many stakeholder groups in the education policy arena.

Commission Action: In April 1998, the Commission decided to take no action to implement the SB 1422 Panel recommendations related to middle grades and professional services certification.

Conclusion

Attached to this agenda report is a detailed table that lists all of the SB 1422 Panel Recommendations and their current implementation status. Items that have been or are in the process of being implemented have an asterisk (*) beside them. Items that appear in italics will be taken up by the SB 2042 Advisory Panel for the Development of Teacher Preparation Standards.

Status Report on SB 1422 Policy Recommendations

Panel Recommendations Regarding Teacher Recruitment	Status
*1A Adopt and implement the Statewide Recruitment Plan for the State of California developed by Recruiting New Teachers, Incorporated.	All elements of this recommendation are being carried out in various laws and bills. AB 352 and 353 expanded the Paraprofessional Program, SB 824 created the Statewide Teacher Recruitment Center.
1B The Commission should advocate increasing teacher salaries, particularly at the entry levels, so that they are commensurate with salaries of other professionals.	Legislation was introduced in 1998 to address teacher salaries, but failed. Another legislative proposal will be taken up in 1999.
*1C The Commission and the California Student Aid Commission should seek new federal funds for a loan assumption program that could be matched by all states (e.g., NDEA loans, Paul Douglass Fellowships).	AB 496 (Lempert), signed into law in 1998, and the State Budget expand the APLE program. Cal-Grant T also provides financial support for individuals seeking to enter the teaching profession.
1D Encourage school districts to offer job sharing and other part-time assignments.	Historically it has been the CCTC's policy to focus legislative action on credential standards for teacher education, teacher recruitment and teacher qualifications. In a recent analysis of the SB 1422 report, the CCTC decided to reaffirm that legislative policy.
Panel Recommendations Regarding Teacher Selection	Status
*2A <i>The Commission shall strengthen its standards for the selection of candidates into all teacher preparation programs by calling for recruitment efforts that focus on populations that are underrepresented in teaching, and on individuals whose personal profiles suggest strong commitment to teaching students with diverse and varied backgrounds and abilities.</i>	In September 1998, the CCTC launched a new Advisory Panel (the SB 2042 Advisory Panel) to develop new standards for all teacher preparation programs. Recommendation 2A has been referred to that Panel.
*2B <i>The Commission's standards shall require sponsors of teacher preparation programs to consider an applicant's commitment to teaching students with diverse and varied backgrounds and abilities, and other characteristics that research has shown to be related to desire to serve in, and successful teaching in, hard-to-staff schools.</i>	Recommendation 2B has been referred to the SB 2042 Advisory Panel.
*2C <i>The Commission should establish special selection criteria for Interns and Pre-Interns; provide them with intensive support when they assume full teaching responsibilities; establish a</i>	The Commission sponsored AB 351 (Scott) in 1997 to establish the Pre-Internship program. The Commission's RFPs for Internship grants and Pre-Internship grants call

Task Force to develop selection and support criteria for these candidates.

for careful selection of Interns and Pre-Interns. The SB 2042 Advisory Panel will develop selection standards for Interns.

Panel Recommendations Regarding Multiple Routes	Status
<p>* 3A <i>Integrated programs provide opportunities for candidates to engage in professional preparation while completing a baccalaureate degree in a non-Education major. Early field experiences; collaboration between subject matter departments and departments of education.</i></p>	<p>SB 2042 included provisions for the expansion of Blended Programs of Undergraduate Teacher Preparation. The Commission adopted Interim Standards for Blended Programs in August 1998. Final standards for blended programs will be included in the comprehensive standards for teacher preparation. The Commission issued an RFP in November 1998 to assist public institutions in developing these programs.</p>
<p>*3B Post-baccalaureate preparation programs provide opportunities for candidates to complete professional preparation after they have completed bachelor's degrees. IHE's and LEA's should collaborate on the development and implementation of postbaccalaureate preparation programs that meet Commission standards.</p>	<p>Post-baccalaureate teacher preparation programs are fully described in current law. SB 2042 recognized the need for collaborative sponsorship of these programs.</p>
<p>*3C Internship programs provide opportunities for candidates to complete all professional preparation while serving in paid teaching positions. IHE's and LEA's should collaborate on the development and implementation of Internship Programs that meet Commission standards. All Interns should enroll in Internship-specific preparation programs that meet CTC standards. Interns should complete at least 120 hours of standards-driven "pre-service" before entering classroom. Interns should be allowed to hold Internship Credential no longer than three years; next credential is Level I. Interns should receive intensive support. Placement of Interns should optimize chances for success.</p>	<p>With two exceptions, all provisions of recommendation 3C are included in the Commission's sponsored legislation, and have been referred to the standards writing panel. Current law does not require University Internships to provide a specific number of units or hours of pre-service preparation. SB 2042 allows for the sponsors of Internship programs and Induction programs to design a "seamless" program for candidates wherein an Intern would serve on an Intern Credential while completing the internship preparation and move into the induction phase of preparation prior to earning a Level II credential. While candidates in this type of program would never hold a Level I credential, they would complete all required preparation and assessment at Level I and Level II prior to earning the Professional Clear (Level II) credential.</p>
<p>* 3D <i>Pre-Internships Permits shall replace Emergency Permits for candidates who meet all requirements for Internships, with the exception of subject-matter competence. Pre-Internships should lead into Internships, and should meet CTC standards. IHE's and LEA's should collaborate on the development and implementation of Pre-Internship Programs that meet Commission standards. All Pre-Interns should enroll in Pre-Internship-specific preparation programs that meet CTC standards. Pre-Interns should complete at least 40 hours of standards-driven "pre-service" before entering classroom. Pre-Interns should be allowed to hold Pre-Internship Credentials no longer than four years.</i></p>	<p>AB 351 (Scott), sponsored by the CCTC affirms the need to eliminate Emergency Permits over time. The CCTC is in the process of developing and refining standards and procedures for Pre-Internship Programs which were established for the first time during the Spring of 1998. The Pre-Intern program will be discussed with the SB 2042 Advisory Panel, as there are implications for programs and candidates.</p>
<p>*3E Candidates who complete professional preparation programs outside of California will have a total of five years to complete the requirements for the <i>Level II Credential</i>. (Specific criteria included in report, recommendations 3E-3H)</p>	<p>AB 1620 (Scott, Pacheco) established a new reciprocity pathway for out-of-state teachers coming to California.</p>
<p>*3I The Commission should establish a panel to review the requirements for National Board</p>	<p>AB 858 (Davis), signed into law in 1998, will allow National Board Certified out-of-state teachers to obtain</p>

<p>Certification and determine which California credential requirements can be waived for National Board Certified teachers from other states.</p>	<p>California Credentials based on policies set by the Commission following the advice of an Advisory Panel.</p>
<p>3J The Commission should complete a comparability study to determine if teacher certification examinations offered outside of California could be used validly to meet California's basic skills or subject matter requirements.</p>	<p>Pursuant to Commission direction, Commission staff have contracted with a researcher to conduct this study.</p>
<p>* 3K The Commission should require out-of-country applicants to meet requirements 3E-3H in order to receive a teaching credential in California.</p>	<p>The Commission applies the same policies and procedures to out-of-country applicants as out-of-state applicants.</p>
<p>Panel Recommendations Regarding Access to Teacher Preparation</p>	<p>Status</p>
<p>4A <i>Institutions should provide preparation programs for "early deciders", "late deciders", "career changers", and Emergency or Pre-Intern Permit holders.</i></p>	<p>SB 2042 establishes and encourages alternative programs for early deciders, late deciders, career changers and Pre-Interns but doesn't require every University to offer all options. This recommendation will be forwarded to the SB 2042 Advisory Panel.</p>
<p>*4B The Commission should sponsor legislation to increase the capacity of the public universities to prepare sufficient numbers of certificated teachers for the public schools. Lawmakers should require public universities to prepare and implement plans for preparing sufficient numbers of certificated teachers for the public schools.</p>	<p>The State budget for 1997-98 and 1998-99 included \$10 million in new funds intended to increase the numbers of teacher candidates enrolling in CSU campuses.</p>
<p>4C <i>Institutions responsible for teacher preparation have the obligation to provide programs through a variety of delivery modalities (e.g., weekends, evenings); preparation delivery should accommodate both full- and part-time candidates; faculty engaged to deliver these programs should include professional educators outside the tenured/tenure track faculty of the sponsoring universities.</i></p>	<p>This recommendation is explicitly directed to postsecondary institutions. The CCTC has taken no action with respect to this recommendation.</p>
<p>* 4D <i>Institutions responsible for teacher preparation have the obligation to prepare sufficient numbers of teachers to meet the needs of the State of California and the particular needs of their service area or region. The Commission should expect collaboration to occur among accredited teacher preparation programs to meet the teacher supply needs of their shared regions.</i></p>	<p>Program collaboration will be addressed in future standards to be drafted by the new standards writing panel. SB 2042 encourages innovation and experimentation in teacher preparation. This recommendation will be forwarded to the SB 2042 Advisory Panel.</p>
<p>4E Accredited teacher preparation programs must offer teacher preparation as part of the regular, base-funded campus program.</p>	<p>This recommendation is explicitly directed to postsecondary institutions.</p>
<p>Panel Recommendations Regarding Candidate Standards</p>	<p>Status</p>
<p>* 5A <i>The California Standards for the Teaching Profession shall serve to streamline, align, and strengthen the standards, requirements, and practices currently governing professional preparation programs.</i></p>	<p>This recommendation has been fully addressed in SB 2042 and will be referred to the SB 2042 Advisory Panel for implementation.</p>
<p>*5B <i>In order to provide continuity in the professional development of teachers, the same standards should guide both professional preparation and induction. The Panel recommends that the CSTP continue to serve as the framework for support and assessment of teachers during induction. Aligning the professional</i></p>	<p>This recommendation has been fully addressed in SB 2042 and will be referred to the SB 2042 Advisory Panel for implementation.</p>

<p><i>preparation standards with the CSTP, which guide induction experiences for teachers, will ensure that the overall preparation and development of the workforce is coherent and well articulated.</i></p>	
<p>* 5C <i>At the present time, practices and programs for the ongoing professional development of employed teachers often lack clarity of purpose, focus, and rigor. The Commission should sponsor the development of an expanded version of the CSTP that includes beginning and advanced levels of knowledge, skills, and abilities to address these problems as well as provide continuity in professional development.</i></p>	<p>In October 1998, the Commission authorized the Executive Director to issue a series of RFP's to conduct a job analysis and develop Teaching Performance Expectations (TPEs). The TPEs will include developmental levels of teaching ability and will be used to support teacher preparation, assessment, induction and ongoing development. The SB 2042 Advisory Panel will oversee the development of the TPEs.</p>

Panel Recommendations Regarding Credential Structure	Status
<p>* 6A <i>The Commission should issue Level I Credentials to candidates upon their completion of professional preparation programs that are approved or accredited on the basis of standards set by the Commission. Level I Credentials should authorize service as teachers while candidate completes requirements for Level II. Preparation for Level II includes completion of an approved induction program of support, assessment, and a curriculum of advanced preparation. Length of Level II preparation may vary, depending on route into teaching</i></p>	<p>The structural changes in the basic credentials recommended by the SB 1422 Panel in 6A were fully addressed in SB 2042. The Panel recommendations regarding the content of teacher preparation across the two level credential will be taken up by the SB 2042 Advisory Panel.</p>
<p>*6B <i>A Level I Teaching Credential should be non-renewable and valid for five years. Candidates should complete induction with the first three years of teaching. Every holder of a Level I Teaching Credential should be employed in an environment that fosters intensive learning of pedagogical practice. Efforts should be made to secure assignments that maximize the candidates chances for success.</i></p>	<p>The primary elements of this recommendation will be addressed in proposed additions and amendments to Title 5 regulations following the development of new standards for Level I and Level II credential programs. The 1998-99 State Budget included sufficient funds to make induction available to all beginning teachers during their first two years of teaching.</p>
<p>* 6C <i>Level I Credential-holders should develop an individualized induction plan (IIP) with the assistance of an assessor and a support provider. The IIP will define the length, content and activities of a teacher's induction program, based in part on the results of a formative assessment. Formative assessment in induction programs should be based on the CSTP. Induction program standards should include rigorous expectations pertaining to the qualifications, selection, training and performance of formative assessors and support providers. The Commission should require local induction programs to adhere to these standards as one criterion for awarding Level II Teaching Credentials.</i></p>	<p>Much of this recommendation is reflected in current practice in the BTSA Program. BTSA standards address qualifications, selection, training and performance of assessors and support providers. SB 2042 included a provision that candidates for a professional clear teaching credential complete local induction programs that meet standards adopted by the Commission, the Superintendent of Public Instruction and the State Board of Education.</p>
<p>* 6D <i>All induction programs used to meet Level II Credential requirements shall be approved by the Commission based on standards set jointly by the California Commission on Teacher Credentialing and the California Department of Education. Adequate resources to support induction should be provided so that all districts in California have an equal opportunity to develop and implement programs.</i></p>	<p>SB 2042 calls for the Commission and the Superintendent of Public Instruction to jointly approve induction programs, including BTSA, sponsored by local education agencies. The current State Budget includes sufficient funds to make induction available to all new teachers in California.</p>
<p>*6E <i>Level II Credentials shall be issued upon completion of an approved induction program and passage of a Level II assessment. Level II Credentials should authorize service as teacher of record and be renewed every five years, after successful completion of professional growth requirements. Professional growth requirements include completion of an individualized development plan.</i></p>	<p>All provisions of this recommendation except Level II Assessment were addressed in SB 2042.</p>

6F The one year limit on the length of professional preparation should be eliminated, and Level II preparation should replace the current fifth year of study requirement.	SB 2042 retains the one-year time limit on the length of professional preparation, but is otherwise consistent with this recommendation.
6G <i>Except for Pre-Internship programs and Integrated Programs, the expected duration of routes to Level II certification is three years, which includes preparation programs and induction programs: approximately one year of initial preparation and two years of induction for candidates enrolled in a postgraduate program, and two years of initial preparation and one year of induction for interns.</i>	The primary elements of this recommendation will be addressed in Title 5 regulations following the development of new standards for Level I and Level II credential programs.
6H An individual must have a Level I Teaching Credential in order to receive credit toward probationary status. Time served on an Internship Credential or Pre-Internship Permit shall not be used to determine probationary status. An individual must fulfill the requirements for a Level II Credential before achieving permanent status.	Historically it has been the CCTC's policy to focus legislative action on credential standards for teacher education, teacher recruitment and teacher qualifications. In a recent analysis of the SB 1422 report, the CCTC decided to reaffirm that legislative policy.
Panel Recommendations Regarding Content of Preparation	Status
7A <i>For future approval and accreditation, professional preparation and induction programs must appropriately integrate instruction and field experiences in the areas (listed in the SB 1422 report).</i>	This recommendation will be addressed by the SB 2042 Advisory Panel.
7B <i>The Commission shall incorporate the current knowledge base and field experiences required for the CLAD Emphasis Credential into the Level I Credential and the Level II Credential requirements for all teachers.</i>	This recommendation will be addressed by the SB 2042 Advisory Panel.
7C In order to earn a Level I teaching credential, all candidates must complete a baccalaureate degree.	This recommendation is consistent with current law.
7D In order to earn a Level I teaching credential, all candidates must pass the California Basic Educational Skills Test (CBEST).	This recommendation is consistent with current law.
7E In order to earn a Level I teaching credential, all candidates must demonstrate subject-matter competence.	This recommendation is consistent with current law.
7F <i>Candidates shall not be required to complete additional subject matter coursework if they have verified subject matter competence by examination.</i>	This recommendation will be addressed by the SB 2042 Advisory Panel.
*7G When these recommendations are implemented, the current clear credential requirements (health, mainstreaming and computers) shall be eliminated as separate course requirements.	The provisions of this recommendation were included in SB 2042.
7H <i>The Commission shall sponsor the development of a series of "Teacher Preparation Guides" for specific interdisciplinary content areas.</i>	This recommendation will be addressed by the SB 2042 Advisory Panel.
7I The Commission should advocate raising the current language requirements for earning the bachelors degree to those equivalent to two years of college instruction. They should encourage elementary and secondary schools and colleges to require language study. Such language study would contribute to the parallel goals of meeting the need for bilingual teachers and the need for a linguistically literate workforce to successfully participate in an increasingly global economy.	In April 1998, the Commission acted to direct the Chair and Executive Director to mail a letter to California's postsecondary institutions, and to the Superintendent of Public Instruction, advocating increased attention to language study pursuant to this recommendation.
Panel Recommendations Regarding Distribution of Content	Status
*8A <i>The Commission should sponsor the creation of Developmental Levels of Teacher Abilities based on the California Standards for the Teaching Profession,</i>	In October 1998, the Commission authorized the Executive Director to issue a series of RFP's to conduct a job analysis and develop Teaching Performance Expectations (TPEs). The TPEs will include developmental levels of teaching ability and will be used to support teacher preparation, assessment, induction and ongoing development.

	The SB 2042 Advisory Panel will oversee the development of the TPEs.
8B <i>The Commission's Standards of Quality and Effectiveness shall distribute the delivery of content across the Level I professional preparation and Level II induction phases of teacher development.</i>	This recommendation will be addressed by the SB 2042 Advisory Panel.
8C <i>Professional preparation programs will provide instruction in the content areas in 7A listed at a level of understanding necessary for candidates to meet the Level I requirements for the CSTP. Induction programs will re-address much of the content in 7A, and introduce supplementary content, at a depth of understanding necessary for candidates to meet the Level II developmental level of the CSTP. The Commission's Standards of Quality and Effectiveness for induction programs shall require such recursive treatment of the content of teacher preparation.</i>	This recommendation will be addressed by the SB 2042 Advisory Panel.
8D <i>Standards for Level II Credentials will require focused inservice for teachers working with English language learners and attainment of advanced expertise in English Language Development (ELD), Specially-Designed Academic Instruction in English (SDAIE), and culturally responsive pedagogy.</i>	This recommendation will be addressed by the SB 2042 Advisory Panel.
8E <i>The Commission shall develop Standards of Quality and Effectiveness for Pre-Internship and Internship Programs.</i>	Standards for Internships (University and District Internships) will be addressed by the SB 2042 Advisory Panel. Standards applied to Pre-internship programs will be discussed and evaluated following one full year of implementation.
8F <i>Standards for Internship programs will address the content listed in 7A appropriately.</i>	Standards for Internships (University and District Internships) will be addressed by the SB 2042 Advisory Panel.
8G <i>Standards for Pre-Internship programs will address the content listed in 7A appropriately.</i>	Pre-Intern programs began in the Fall of 1998 based on legislation (AB 351) sponsored by the Commission. Initial implementation of the program did not include detailed curriculum or assessment specifications by the Commission, but these policy issues are likely to develop over time.
8H <i>Standards recommended by various task forces should be forwarded to a new standards-writing panel, to be established by the Commission.</i>	This recommendation will be addressed by the SB 2042 Advisory Panel.

Panel Recommendations Regarding Accreditation Standards	Status
<p><i>* The Commission shall appoint a Professional Preparation/Induction Standards Advisory Panel</i></p> <p>9A <i>which shall include at least one member of the SB 1422 Panel, and shall be directed to develop program standards pertaining to content, formative and summative assessment, supervision, support and reflection for all professional preparation and induction programs, among other needed standards for accreditation and certification.</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>
<p>9B <i>Colleges, universities, school districts and county offices of education should design teacher preparation programs to clearly integrate theory and practice so that every component of the program related to instruction includes a demonstration of theory being taught and the opportunity to observe and apply the theory in a real classroom.</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>
<p>9C <i>Standards should focus on integration of fieldwork with coursework. This focus should replace current precondition that established programs as one-half fieldwork and one-half coursework.</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>
<p>9D <i>Programs should be required to provide multiple, diverse fieldwork opportunities to candidates that are representative of the credentials they seek.</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>
<p>9E <i>Programs should require that qualified people monitor, supervise and support candidates in their field experiences.</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>
<p>9F <i>Programs should help candidates transition from observation to full teaching responsibilities.</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>
<p>9G <i>Teacher educators should have a strong academic and experiential background in the areas they teach.</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>

Panel Recommendations Regarding Middle Grades Preparation	Status
<p>10A-C The Panel recommends that the Commission establish credential requirements for individuals seeking initial employment as teachers in California schools organized to include core classrooms. Core classrooms are primarily middle school classrooms in which two or more subjects are taught for two or more periods per day to the same group of students.</p>	<p>In April 1998, the Commission acted to oppose creation of a new credential for individuals serving in middle schools.</p>
<p>10D <i>The Commission's Professional Preparation Standards shall differentiate between multiple, core, and single subject preparation.</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>
Panel Recommendations Regarding Credential Renewal	Status
<p>11A To renew a Level II Credential teachers must complete 150 hours of professional development, targeting the CSTP.</p>	<p>SB 2042 calls for the alignment of professional growth requirements with the CSTP. The Commission has not yet developed a comprehensive implementation strategy for recommendations 11A-11N. Staff will present a plan for Commission approval following development of standards, which may have implications for credential renewal.</p>
<p>11B Level II credential renewal should be guided by an Individualized Professional Development Plan (IPDP).</p>	
<p>11C The IPDP should be guided by the California Standards for the Teaching Profession</p>	
<p>11D In addition to targeting the CSTP, the IPDP should include activity plans and potential impacts on student</p>	

learning	
11E Teachers should choose different domains within the CSTP for professional development throughout their careers.	
11F Professional Growth Requirements should encourage teachers to pursue higher degrees, advanced language study, and BCLAD completion.	
11G The Professional Growth Manual should allow teachers to work collaboratively in fulfilling renewal requirements.	
11H California should take the lead in establishing a climate of professionalism in teaching (e.g., promote classroom research).	
11I Revisions to CSTP in the future should include pursuit of higher degrees and other credentials in the professional development domain.	
11J Specific requirements (CSTP related) for third renewal of Level II Credential.	
11K Professional Development Advisor should verify completion of professional development	
11L Specific requirements for Professional Development Notebook	
11M Replace domains of professional growth in the CCTC's Professional Growth Manual with CSTP	
11N Specifies a point in time when all teachers with renewable credentials are subject to new Professional Growth Requirements	
Panel Recommendations Regarding Professional Services Certificate	Status
12A The Commission shall create a <i>Professional Services Certificate</i> (PSC) authorizing teachers to provide special services to other professionals.	In April 1998, the Commission acted to oppose creation of a new Professional Services Certificate.
12B (Specifies criteria for earning a Professional Services Certificate.)	
12C CTC and CDE should jointly develop standards for the PSC; programs should incorporate elements of BTSA. IHE's, LEA's and local consortia should be authorized to develop programs.	
12D Renewal requirements for the Professional Services Certificate should match renewal requirements for the prerequisite credential held by each teacher.	
12E Grandparents existing credential holders until a to-be-determined date.	
12F Phase in period for preparation and certification.	
12G Individuals who serve as Professional Development Advisors must hold a Professional Services Certificate or the equivalent.	

Panel Recommendations Regarding Candidate Assessment	Status
*13A Candidates must verify Level I pedagogical knowledge and skill	SB 2042 addresses all of the provisions of

<p><i>by completing an accredited professional preparation program, which includes an assessment.</i></p>	<p>Recommendations 13A-13C. The SB 2042 Advisory Panel will oversee the development of the Teaching Performance Assessment, pursuant to SB 2042. The Panel will also develop Assessment Quality Standards to guide the development of both the State and any locally developed assessments (IHE or LEA).</p>
<p>*13B <i>CCTC program standards shall attend to reliability and validity of Level I assessments; CCTC shall develop an assessment system that can serve as a model for Level I preparation programs.</i></p>	
<p>*13C <i>Level I Preparation programs can choose to adopt the CCTC assessment or develop an alternative that is approved by the CCTC.</i></p>	
<p>*13D <i>Research shall continue on the development of the CSTP Developmental Scales; this research shall inform all candidate assessments (Levels I and II).</i></p>	<p>In October 1998, the Commission authorized the Executive Director to issue a series of RFP's to conduct a job analysis and develop Teaching Performance Expectations (TPEs). The TPEs will include developmental levels of teaching ability and will be used to support teacher preparation, assessment, induction and ongoing development. The SB 2042 Advisory Panel will oversee the development of the TPEs.</p>
<p>13E <i>Interns and Pre-Interns must be assessed prior to entering the classroom.</i></p>	<p>Pre-Intern programs began in the Fall of 1998 based on legislation (AB 351) sponsored by the Commission. Initial implementation of the program did not include detailed curriculum or assessment specifications by the Commission, but these policy issues are likely to develop over time. Assessment of Interns and Pre-interns prior to classroom teaching will be addressed by the SB 2042 Advisory Panel.</p>
<p>13F Congruence between Level I and Level II assessments, both formative and summative. Formative assessments should involve ongoing observations of teaching with supportive feedback. Summative assessments shall be performance based.</p>	<p>Although Level II Summative Assessment is not being pursued at this time, work is progressing on the development of year two of a Level II Formative Assessment system, pursuant to AB 1266 (Mazzoni, 1997). The California Formative Assessment and Support System for Teachers (CFASST) is being field-tested with 75 BTSA projects beginning in the assessments, the Commission may choose to re-evaluate recommendations for establishing a Level II Summative Assessment.</p>
<p>13G Central component of summative assessment should be classroom observation.</p>	
<p>13H Level II Assessment Model; integral part of induction program.</p>	
<p>13I Except as directed by the <i>Level II Credential</i> Candidate, the summative assessment shall be separate from the formative assessment data collected as part of an induction program.</p>	
<p>13J The formal observations for the Level II Assessment for multiple subject credential candidates who work in elementary schools shall be of lessons in language arts and in mathematics and/or science. Other observations shall be distributed over lessons in the remaining areas of the teacher's assignment.</p>	
<p>13K Portfolio development and interviews during summative assessment should include all areas of the curriculum. In particular, primary grade teachers</p>	

<p>should prepare to answer questions about the content and success of their reading programs.</p>	
<p>13L The Commission shall develop an appeal process.</p>	
<p>13M The summative assessment should occur during the second year of induction.</p>	
<p>Panel Recommendations Regarding Program Accreditation</p>	<p>Status</p>
<p>*14A The CTC or COA should approve or accredit all programs of preparation for Level I and Level II Teaching Credentials.</p>	<p>SB 2042 does not change the Commission’s or the Committee on Accreditation’s authority with respect to subject matter or professional preparation. SB 2042 requires that induction programs sponsored by local education agencies be jointly approved by the Commission and the Superintendent of Public Instruction. Induction programs sponsored by post-secondary institutions are only required, under SB 2042, to be approved by the Commission.</p>
<p>14B Contingent upon full funding, within the next five years, all school districts in California should be required to offer intensive, effective programs of support and assessment in order to employ Pre-Interns, Interns and/or teachers with Level I credentials. The Commission should assess and affirm the quality and effectiveness of Pre-Internship, Internship, and induction programs in an appropriate accountability system that includes program approval or accreditation by the Commission or the Committee on Accreditation.</p>	<p>Historically it has been the CCTC's policy to focus legislative action on credential standards for teacher education, teacher recruitment and teacher qualifications. In a recent Commission action, the CCTC reaffirmed that legislative policy. Affirmation of quality and effectiveness of internship and induction programs is included in SB 2042. Policies and procedures for affirming of the quality of Pre-internship programs will be addressed in the 1999RFP governing the Pre-Internship program during its pilot phase.</p>
<p>14C The aggregated results of assessments of groups of candidates who have completed credential programs should be used as one source of information about the quality and effectiveness of programs.</p>	<p>SB 2042 established completion of a Teaching Performance Assessment as a new requirement for earning a Level I credential in the future. When the Teacher Performance Assessment has been designed, the staff will propose methods for including assessment results in the accreditation system.</p>
<p>14D <i>All existing teacher preparation programs should have a signed agreement describing the elements and degree of collaboration among partner agencies.</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>
<p>Panel Recommendations Regarding Professional Collaboration</p>	<p>Status</p>
<p>15A It is essential that successful collaboration and coordination begin at the level of governmental agencies that have differing responsibilities for policies that impact the professional preparation, induction, and long-term professional development of teachers.</p>	<p>Strong collaboration between the CCTC and the CDE continues in the administration of the BTSA program. The primary vehicle for this collaboration is the Statewide BTSA Interagency Task Force.</p>
<p>15B <i>All new teacher preparation and induction programs, shall have a signed agreement describing the elements and degree of collaboration among the partner agencies. (The core elements of this collaboration are enumerated in the full report).</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>
<p>15C <i>Program Standards should contain a standard on collaboration.</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>
<p>15D <i>The collaboration standard for professional preparation programs should address a variety of issues (which are enumerated in the full report).</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>
<p>15E <i>Integrated teacher preparation programs shall submit documentation of collaboration with joint signatures of the academic officials of the postsecondary institutions and the local school district in which students should receive early clinical experiences.</i></p>	<p>This recommendation will be addressed by the SB 2042 Advisory Panel.</p>

15F <i>The Commission should reinstate the faculty participation in schools requirement but revise it to be consistent with the collaborative models of the new credentialing system, and expand it to allow for the participation of classroom teachers in teacher preparation programs.</i>	This recommendation will be addressed by the SB 2042 Advisory Panel.
15G <i>The Commission should encourage co-teaching collaborations among the IHEs and LEAs in the delivery of teacher preparation coursework and fieldwork.</i>	This recommendation will be addressed by the SB 2042 Advisory Panel.
15H <i>The retention, reward and promotion criteria for teacher educators within IHEs should extend beyond traditional research and teaching criteria to reward faculty who make significant contributions to school-university partnerships.</i>	This recommendation will be addressed by the SB 2042 Advisory Panel.
Panel Recommendations Regarding System Evaluation	Status
16A The Commission shall establish procedures for monitoring the implementation and effectiveness of the Panel's recommended changes in credentialing policy and procedures. Questions to be addressed are included in the full report.	The Commission has directed the Commission staff to develop an implementation strategy for recommendation 16A.
16B The Commission should continue to strengthen its experimental and alternative program initiatives.	The Commission has directed the Commission staff to develop an implementation strategy for recommendation 16B.
16C The Commission should appoint a small panel to re-examine all of the SB 1422 Panel's recommendations for their applicability to experimental programs.	The Commission has directed the Commission staff to develop an implementation strategy for recommendation 16C.



[Back to the Top](#) |

[Back to December 1998 Agenda](#) |

[Back to Agenda Archives](#) |

[Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: December 2-4, 1998

Agenda Item Number: PERF-2

Committee: Performance Standards

Title: Report on Teacher Preparation Policy Issues: Similarities and Differences Between SB 1422 Advisory Panel Recommendations And SB 2042 Provisions

✓ Information

Prepared by: David Wright, Ph.D., Director
Office of Policy and Programs

Two-Page Summary of an Agenda Report

Analysis of Two Teacher Preparation Policy Issues: Similarities and Differences Between SB 2042 Provisions and Recommendations of the SB 1422 Advisory Panel

Office of Policy and Programs
November 20, 1998

Executive Summary

In August, 1997, the Commission accepted the report of the Advisory Panel for the Comprehensive Review of Teaching Credential Requirements (SB 1422). Entitled *California's Future: Highly Qualified Teachers for All Students*, this report included a total of 111 policy recommendations that, taken together, envisioned a new architecture for learning to teach in California. On September 17, 1998, Governor Wilson signed Senate Bill 2042 (Alpert, Mazzoni), which was sponsored by the Commission to enact many but not all of the SB 1422 Panel recommendations. The present agenda report focuses on two policy issues that are addressed in different ways by the SB 1422 report and the SB 2042 legislation: (a) the role of Bachelor's Degrees in Education as a form of teacher preparation in California colleges and universities; and (b) the duration of professional preparation in a learning-to-teach system that offers multiple routes based on program quality assurances and candidate performance standards. Related to each issue, the report examines (a) the origins of the issue, (b) the educational consequences of current policy, (c) how the issue was addressed in the Comprehensive Review of Teaching Credential Requirements, (d) the specific policy recommendations by the SB 1422 Advisory Panel, and (e) the relevant provisions of the recent reform legislation by the Commission. Pertaining to each issue, the report also provides a succinct statement of current policy as reflected in the Commission's sponsored legislation (SB 2042) of 1998.

Policy Issue to be Resolved by the Commission

What is the most effective way to communicate the Commission's current policy with respect to two significant issues that were addressed and resolved somewhat differently in (a) the report by the SB 1422 Advisory Panel and (b) the provisions of recent legislation sponsored by the Commission (SB 2042)?

Relationship to the Commission's Strategic Goals and Objectives

Goal: Promote educational excellence in California schools.

Goal: Work with schools of education & school districts to assure quality teachers.

Fiscal Impact Statement

The Commission's base budget for the 1998-99 fiscal year includes sufficient resources to support the costs of this analysis without a budget augmentation or a redirection of resources from other current functions of the agency.

Recommendation

That the Commission consider the information in this report and affirm that (1) the Commission's current policy regarding Bachelor's Degrees in Education is stated accurately on page 40, and (2) the Commission's current policy regarding the duration of professional preparation is stated accurately on page 47 of the report.

Important Note

The following report contains important information that is relevant to the Commission's policy deliberations but could not be summarized in the above spaces.

Analysis of Two Teacher Preparation Policy Issues:

Similarities and Differences Between Provisions of SB 2042 and Recommendations of the SB 1422 Advisory Panel

Office of Policy and Programs

November 20, 1998

In August, 1997, the Commission accepted the report of the Advisory Panel for the Comprehensive Review of Teaching Credential Requirements (SB 1422). Entitled *California's Future: Highly Qualified Teachers for All Students*, this report included a total of 111 policy recommendations that, taken together, envisioned a new architecture for learning to teach in California. On September 17, 1998, Governor Wilson signed Senate Bill 2042 (Alpert, Mazzoni), which was sponsored by the Commission to enact many but not all of the SB 1422 Panel recommendations. These policy documents addressed many issues, two of which have been discussed and debated for many years in the teacher education community in California.

The present agenda report examines: (a) the role of Bachelor's Degrees in Education as a form of teacher preparation in California colleges and universities; and (b) the duration of professional preparation in a learning-to-teach system that offers multiple routes that are based on program standards and candidate standards. The purposes of this report are to enable the Commission (1) to articulate its policy positions related to the two issues, and (2) to communicate its positions to constituents who have an interest in the two issues.

First Policy Issue: Bachelor's Degrees in Education

The first issue is how California policy governs Bachelor's Degree Programs in Education as a form of teacher preparation in California colleges and universities.

Origins of the Policy Issue

In California, many colleges and universities offered Bachelor's Degrees in Education until 1960, when lawmakers enacted the first in a series of teacher education reform acts (Fisher Act, 1960), which made significant changes in teacher education policies. Among other changes, the Fisher Act abolished the Bachelor's Degree in Education as a form of teacher preparation in California colleges and universities.

The Legislature's primary reason for making this policy change was a concern that Bachelor's Degrees in Education did not provide sufficient depth or academic rigor in the subject matter preparation of prospective teachers (K-12). In the late 1950's, many education leaders were concerned about the growing base of knowledge that children and adolescents were expected to learn in elementary and secondary schools. Fields such as science, mathematics, foreign language, history, English and social science were becoming increasingly important for K-12 students to learn. As the years elapsed, moreover, the breadth and depth of each subject's curriculum continued to grow in the K-12 schools. Many educators concluded that student access to curriculum content was constrained by programs of teacher preparation that focused primarily on teaching strategies, classroom management and child development.

These concerns led many education leaders and policymakers to the conclusion that teachers should earn Bachelor's Degrees in the fields they intended to teach. Such degrees were expected to provide a greater understanding of the subject, along with a stronger appreciation for how teachers can foster rigorous studies and important applications of each subject in K-12 classrooms. Even prior to passage of the Fisher Act, several institutions had phased-out the Bachelor's Degree in Education for prospective high school and junior high school teachers. The Fisher Act went further, however, by abolishing the Bachelor's Degree in Education as an in-state preparation option for either elementary teachers (K-6) or secondary teachers (7-12). In taking this action, the Legislature underscored the importance of subject matter studies during the early years of schooling as well as in more advanced courses in the higher grades.

Educational Consequences of the Current Policy Since 1960

Elimination of the Bachelor's Degree in Education as a form of in-state teacher preparation has been a statutory policy for almost forty years in California. The effects of this policy change have not been the subject of a systematic study or analysis. In the absence of such research, the following paragraphs attempt to identify effects of the policy that are most frequently mentioned in teacher education policy discussions.

For many prospective teachers and for many of the institutions where candidates prepare for teaching, implementation of this policy has effectively underscored the critical importance of gaining an in-depth understanding of subjects to be taught in K-12 classrooms. Additionally, during the last four decades the teaching profession in California has not frequently been criticized for having standards that lack rigor or depth of study in the subjects to be taught. This complaint about the qualifications of teachers was widespread before 1960, so the current statutory policy has been effective in alleviating a prominent concern about teacher expertise and school effectiveness.

At the same time, however, two substantial problems in the preparation of California teachers can be associated with the elimination of Bachelor's Degrees in Education because they have materialized during the years in which this policy has been in effect. These two problems are defined and discussed next.

First Problem: Separation of Content Studies from Pedagogical Preparation. The most serious consequence of eliminating Education Degree programs has been an artificial separation between subject matter studies and education coursework/fieldwork in the curriculum of teacher education. By all accounts, professional education courses and supervised teaching in the schools continue to be critically important elements in the preservice preparation of all new teachers. Following enactment of the Fisher Act, however, these course and fieldwork requirements were relegated to the post-graduate period of each candidate's preparation, particularly in California's public universities. As a result, many candidates have not been able to begin their professional studies until after they completed all subject matter requirements for their credentials.

The temporal sequence that proceeds from subject matter courses to pedagogical studies and then supervised teaching has significant implications for candidates who seek to become teachers. In nearly all public institutions (and in some private ones), teaching candidates have almost no opportunities to learn about the pedagogical aspects of science (to cite one example) *while* they are learning science as undergraduate students. Later, as post-graduates, the same candidates immerse themselves in professional studies and the practice of teaching, and their acquisition of content is assumed to be complete. Because of this temporal separation of the two "domains" of teacher education, a candidate's study of content does not inform or enrich her/his learning of pedagogical principles, and *vice versa*.

Accompanying the *temporal separation* of content studies from professional studies is an *organizational separation* that also has had significant effects on teacher candidates. Responsibility for undergraduate degree programs (including programs for prospective teachers) is assigned to the academic departments that offer the courses that lead to the award of degrees. Responsibility for professional preparation programs (which are primarily for prospective teachers) is typically assigned to schools, colleges and departments of education. Although these organizational units reside in the same institutions, in actual practice they communicate relatively infrequently with each other. It is unusual to find an institution in which the subject matter departments and the education faculty collaborate extensively in planning the "dual curriculum" of subject matter studies and professional training. The two domains of a teacher's preparation are not only separated in time as a result of the temporal sequence of these studies. They are also conceived, planned and delivered by distinct academic units as a result of the organizational separation among the responsible academic units.

For preservice candidates who are struggling to become effective as new teachers, the separation of content studies and professional preparation has serious consequences. When a certificated teacher plans instruction, organizes a classroom, sequences the events in a curriculum over time, or diagnoses students' difficulties in learning, the teacher *uses* her/his subject matter knowledge and professional skills *in conjunction with each other*. The problem is the teacher has had little preparation in the "conjoined uses" of the two domains of her/his professional knowledge, because of the temporal and organizational separation between these two sources of effective teaching. In drawing on her/his understanding of the content of instruction *in conjunction with* her/his training in pedagogy, the teacher has to rely on her/his own resourcefulness in a kind of "discovery process" that makes the beginning years of teaching more difficult than they need to be. A more effective approach to the complex problem of preparing college students to become effective teachers would be to *connect* subject matter and pedagogical learnings during the college student's preparation. But these *connections* have been very difficult to realize in practice because of the temporal and organizational barriers that separate the two primary domains of each teacher's collegiate preparation.

Second Problem: Separation of Teaching Candidates from Career-Related Exploration and Information. Another significant consequence of eliminating Education Degree programs has been a separation or "alienation" of the prospective teachers from the academic units that are best equipped to guide their career explorations and provide career-related information. It is frequently difficult for undergraduate students to obtain accurate information about teaching credential requirements, for example, from the departments where they are earning their undergraduate degrees. This information may be readily available from knowledgeable staff members in schools, colleges and departments of education, but many candidates do not frequent these offices until long after they begin their collegiate education.

Professionals in education often cite the importance of early observations of K-12 schools by candidates for teaching credentials. Undergraduate students can readily recall how their own high schools functioned when they were enrolled in Grades 9-12, but many of these schools do not offer career opportunities for beginning teachers. It is important for prospective teachers to participate in "reality checks" by visiting the elementary and secondary schools where new teachers are most frequently hired and inducted into the profession. Such visitations and observations are not sponsored by most departments that offer subject matter degrees, principally because the students in these departments are preparing for a wide variety of careers. School-based experiential learning opportunities are more likely to be sponsored by education units, but only to those students who take the time and trouble to contact these units on their own initiative.

During their enrollment in undergraduate degree programs, many prospective teachers feel somewhat "alienated" from schools, colleges and departments of education. As a result, they have restricted access to important information and career-related exploratory experiences in the schools. Additionally, the active recruitment of prospective teachers by education units is curtailed by their lack of frequent contact with undergraduate students who may be interested in teaching careers.

Separation of prospective teachers from professional education programs restricts their exploratory opportunities, curtails their access to career information, and undermines effective teacher recruitment. In many California institutions, elimination of Bachelor's Degrees in Education contributed significantly to this physical and psychological "distance" that separates credential candidates from the units that focus primarily on teacher preparation.

Consideration of the Policy Issue During the Comprehensive Review (SB 1422 ; 1994-97)

When the Commission initiated the Comprehensive Review of Teaching Credential Requirements (SB 1422) in 1994, it began by encouraging hundreds of educators and other citizens to form "regional networks" to talk about teacher preparation problems and issues within eight geographic regions in the state. The teachers, professors, school principals and university administrators who were most active in these networks expressed concerns about (1) the "disconnect" between subject matter studies and professional training; (2) the barriers that keep prospective teachers "away" from education schools during the undergraduate years; and (3) the absence of an appropriate "career route" into teaching for undergraduate students who select this career choice before they earn their Bachelor's Degrees. Some participants in the regional networks suggested that Bachelor's Degrees in Education should be restored as preparation options in California institutions. They described the advantages that other states derive from undergraduate degree programs in Education. Other participants in the networks focused on the *detrimental consequences* of the Fisher Act policy, and argued that the SB 1422 Advisory Panel should find creative solutions to these problems.

Once the SB 1422 Advisory Panel began to work in 1995, it considered several policy options including the establishment Education majors or minors for undergraduate students who intend to teach. The Panel also analyzed the Commission's new system of professional accreditation that is monitored by the Committee on Accreditation. The Panelists were clearly impressed by the effective use of *standards of program quality and effectiveness* in this quality-assurance process. The Panel considered the prospect that new accreditation standards could provide access to the following educational opportunities for undergraduate students who make early teaching career decisions.

- (a) A *concurrent curriculum* in which undergraduate students have opportunities to begin the systematic study of education and pedagogy *while* they are completing subject matter coursework and other baccalaureate degree requirements.
- (b) A *connected curriculum* in which institutions emphasize important conceptual *linkages* between the study and practice of teaching and the content studies in which prospective teachers must also be very well educated.
- (c) A *rigorous curriculum* that does not "water down" the academic depth of subject matter studies, the conceptual rigor of professional courses, or the practical utility of supervised teaching experiences in K-12 schools.
- (d) A *collaborative decision-making process* in which significant curriculum and program policies at each campus are decided cooperatively by subject matter faculties, teacher preparation faculties, and K-12 professionals in nearby schools.
- (e) Access to *educational career information* on the part of undergraduate students, including early identification of undergraduate candidates, accurate information about teaching requirements, and articulation between 2-year and 4-year campuses.
- (f) Participation by undergraduate candidates in *educational career explorations*, including intensive field observations and reality-based experiences in local public elementary and secondary schools.

The Panel decided that these professional learning opportunities for undergraduate candidates could become a practical reality if the Commission would develop and adopt appropriate standards for blended programs of undergraduate teacher education. In the Panel's view, these improvements in the education of undergraduate candidates would be equivalent to the best features of Education degree programs in other states. By focusing on new accreditation standards, the Panel believed the Commission could (1) retain California's forty-year commitment to strong subject matter preparation, and (2) avoid questions regarding the content-based expertise of new teachers — questions that prompted lawmakers to discontinue Education degree programs in the first place.

The Advisory Panel also examined Education minors that are offered by several colleges and universities in California. The Panelists decided that the education coursework in an undergraduate program could, at the institution's discretion, comprise an Education minor for those undergraduate students who would like Education to be reflected on their baccalaureate degrees. They also concluded that each institution should be permitted to decide whether an Education minor is to be offered to undergraduate students.

Policy Recommendations by the SB 1422 Advisory Panel

The Advisory Panel's report to the Commission, entitled *California's Future: Highly Qualified Teachers for All Students* (1997), included the following recommendations.

To accommodate the needs of *early deciders*, California should offer many integrated teacher preparation programs that provide opportunities for candidates to engage in professional preparation while completing baccalaureate degrees in non-Education majors. These programs should provide opportunities for intensive field experience in

schools serving diverse communities early in the undergraduate sequence. Institutions of postsecondary education should facilitate careers in teaching by offering undergraduate coursework that forms linkages and connections with professional preparation programs (e.g., minors in education). The Commission should use all means available to encourage undergraduate programs that combine early field experiences with the integration of subject-matter departments and departments of education within institutions of postsecondary education to collaborate with each other and with local schools in reinvigorating such programs (Policy 3-A, page 17).

While affirmatively urging the Commission to establish "integrated programs" as a new route into teaching for "early deciders," the Advisory Panel also recommended that the Commission retain the nearly 40-year prohibition against Education majors as credential preparation options in California colleges and universities. Finally, the Panel recommended that the Commission encourage but not require institutions to develop minors in Education.

Relevant Provisions of Commission-Sponsored Reform Legislation (SB 2042)

After much reflection and discussion during the fall of 1997, the Commission decided to sponsor legislation to enact some but not all of the SB 1422 Advisory Panel's recommendations. Senate Bill 2042 (Alpert, Mazzoni) contained the following provisions pertaining to the Education Degree policy issue.

- (1) SB 2042 requires the Commission to encourage postsecondary institutions to offer blended programs of professional preparation and subject matter preparation. The new law establishes the following requirements for the accreditation of these programs.
 - (a) A blended program must enable candidates for teaching credentials to engage in professional preparation concurrent with subject matter preparation, while completing baccalaureate degrees at regionally accredited postsecondary institutions.
 - (b) A blended program must *not* compromise the pre-existing quality and effectiveness of subject matter preparation and of professional preparation at the institution, which must continue to satisfy the existing standards of the Commission.
 - (c) A blended program must provide opportunities for candidates to complete intensive field experiences in public elementary and secondary schools early in the undergraduate sequence.
 - (d) The development and implementation of a blended program must be based on intensive collaboration among postsecondary subject matter departments, postsecondary education units, and local public elementary and secondary school districts.
- (2) While incorporating blended programs of undergraduate teacher preparation into the learning-to-teach credential system, and while requiring that the blended programs have qualities (a) through (d) above, *SB 2042 retains the prohibition against Bachelor's Degrees in Education among candidates who are prepared in California colleges and universities.*
- (3) Recognizing the limited applicability of California state laws, SB 2042 also retains the authorization that the Commission award teaching credentials to applicants from other states, including ones whose Bachelor's Degrees are in Education.
- (4) At the same time, SB 2042 requires the Commission to "encourage accredited institutions to offer undergraduate minors in education and special education to students who intend to become teachers."

Prompt Implementation of SB 2042 by the Commission

During the spring of 1998, the Commission assembled an Advisory Task Force to develop standards for the voluntary blending of subject matter and professional preparation in accredited colleges and universities. Many institutions were beginning to plan new teacher preparation programs for undergraduate students. None of the Commission's existing standards provided clear guidance regarding the scope, extent of quality of blending that should occur in such programs. The Executive Director asked the new Task Force to address this need by drafting new standards.

While working with the Advisory Task Force, the Commission's staff also solicited nominations of distinguished educators to serve on the SB 2042 Advisory Panel. Unlike the Task Force, this Panel's primary responsibility is to develop a comprehensive set of new standards for all teacher preparation routes and programs, including programs for undergraduate students. For this reason, the new standards developed by the Advisory Task Force were called *Interim Standards for Blended Programs of Undergraduate Teacher Preparation*.

On August 20, 1998, the Commission considered the report by the Advisory Task Force, and decided to adopt the *Interim Standards for Blended Programs of Undergraduate Teacher Preparation*. The Commission also endorsed an *accelerated approval option* for accredited institutions that need to begin offering blended programs to undergraduate students during the 1998-99 academic year. Meanwhile, lawmakers completed work on the State Budget for 1998-99, including an appropriation of \$350,000 that enables the Commission to support the costs of planning blended programs at selected public universities. On November 9, 1998, the Executive Director authorized the simultaneous release of (1) the *Interim Standards for Blended Programs of Undergraduate Teacher Preparation* in a Handbook for Teacher Educators and Accreditation Reviewers, and (2) a *Request for*

Proposals for State Grants to Develop Blended Programs of Undergraduate Teacher Preparation. These administrative actions have effectively initiated the Commission's implementation of the blended program option as established by Senate Bill 2042 (1998).

Issue Summary: Current Policy Pertaining to Bachelor's Degrees in Education

For nearly forty years, California policy has emphasized the importance of subject matter preparation for prospective teachers. One means of giving sufficient attention to subject matter preparation is the prohibition against Bachelor's Degrees in Education as a form of teacher preparation in California institutions. While this policy has effectively resolved questions about the content-based preparation of new teachers, it has also created some significant problems in California teacher preparation programs. In the Comprehensive Review of Teaching Credential Requirements, these problems were addressed in the deliberations of the Advisory Panel and the Regional Networks. After consideration of the issue, the Advisory Panel urged the Commission to (a) establish new "integrated programs" for "early deciders" who want to begin teacher preparation during the undergraduate sequence, and (b) retain the longstanding prohibition against Bachelor's Degrees in Education in California institutions. The Commission accepted these recommendations and included them without any substantive modifications in its 1998 reform legislation (SB 2042).

Based on the above information, the current policy of the California Commission on Teacher Credentialing can be summarized as follows.

Policy Statement: Bachelor's Degree in Education as In-State Teacher Preparation

Colleges and universities that offer approved subject matter programs and approved or accredited professional preparation programs are strongly encouraged to offer Blended Programs of Subject Matter Preparation and Professional Preparation for undergraduate students who intend to teach, but Bachelor's Degrees in Education are not an allowable form of teacher preparation in California colleges and universities.

Second Policy Issue: The Duration of Professional Teacher Preparation

The second policy issue is how California will govern the length of professional teacher preparation in a new learning-to-teach system.

Origins of the Policy Issue

In California, many accredited colleges and universities required candidates for teaching credentials to complete extended programs of professional education coursework until shortly after 1970. In that year, lawmakers enacted the second in a series of teacher education reform acts (Ryan Act, 1970), which established the Commission and made significant changes in teacher education policies. Among other changes, the Ryan Act limited the duration of professional preparation programs to one year of full-time study or the equivalent in part-time study.

The primary reason for this policy change was a set of interrelated concerns by legislators that professional education coursework requirements were proliferating unreasonably, that candidates were being required to complete redundant studies, that institutions were giving too little attention to supervised teaching in the K-12 schools, and that the proliferation of education courses dissuaded some talented candidates from entering the teaching profession. The policy change was not based on any systematic study or analysis of professional preparation programs in the state, however. Anecdotal stories by a few individuals served as the primary bases for the "one-year limit" in the Ryan Act.

In addition to imposing the one-year limit on professional education coursework, the Ryan Act also required that supervised teaching in the schools be included within each one-year program. In fact, the Act required that supervised teaching be at least one semester long, and that it comprise at least one-half of each program. Moreover, institutions were prohibited from requiring candidates to complete more than twelve semester units in professional education courses as prerequisites for supervised teaching.

Educational Consequences of the Current Policy (Originated in 1970)

For nearly thirty years in California, professional preparation programs for teaching credentials have been limited to a duration of one year. No systematic study or analysis of the effects of the one-year limit has been done, so it is difficult to assess the educational consequences of the 1970 policy change. In the absence of such research, the following paragraphs attempt to identify effects of the policy that are most frequently mentioned in teacher education policy discussions.

In a state that has experienced perennial shortages of previously-prepared new teachers, the one-year limit has highlighted the need for preparation programs to be efficient and expeditious in "producing" many candidates for teaching credentials. During the extended period in which the one-year limit has been in effect, relatively few concerns have been expressed about redundancy in education courses, or about excessive numbers of such courses, or about inadequate attention to the important

role of supervised teaching in preparation programs. Given that these concerns were widely cited prior to 1970, the Ryan Act policy may have been effective in alleviating problems that confronted teacher education in 1970.

While resolving pre-1970 concerns that are infrequently cited today, the one-year limit has also given rise to new problems in professional preparation that should be examined by the Commission.

First Problem: Recognition that Learning to Teach Takes Time. By itself, a one-year program of professional preparation cannot be sufficient in enabling a conscientious candidate to become an effective classroom teacher and a productive member of the teaching profession. The complexities and challenges of serving effectively as a K-12 classroom teacher are simply too great, too numerous, and too inter-related with each other to be susceptible to a single year of preservice study and practice, no matter how well the year-long program is conceived, designed and implemented. This fact was generally not recognized by education leaders or policymakers in 1970; it is a widely accepted principle among these groups today.

In the context of a learning-to-teach challenge of great proportions, the one-year limit in the 1970 statute made it necessary for some institutions to drop from one to three courses in education from their professional preparation programs. This elimination of education courses particularly characterized programs for the new Multiple Subject Teaching Credential, which was established by the Ryan Act and authorized instruction in self-contained classrooms.

It is probable that, since 1970, candidates for teaching credentials have completed fewer courses than their pre-1970 predecessors in (1) the conceptual foundations of teaching and (2) the specific strategies and methods of teaching particular subjects. In the first of these two categories, post-1970 candidates have probably completed fewer distinct courses in the philosophical, historical, psychological and sociological principles that underlie effective curriculum and instruction in the schools. In many post-1970 programs, these foundational studies have been compressed and consolidated into courses with titles such as "Introduction to Teaching," or "Foundations of Education." Prior to 1970, however, some candidates completed as many as two or three distinct courses in these domains of professional knowledge.

In the second category of course reductions, candidates for Multiple Subject Teaching Credentials probably complete fewer "methods courses" than their predecessors did prior to 1970. During the earlier period, many candidates for elementary teaching were required to complete distinct methods courses in the teaching of reading-language arts, history-social studies, mathematics, science, the visual and performing arts, and physical education. These combinations of methods courses were reduced and streamlined as a result of the one-year limit in the Ryan Act. Since 1970, many institutions have compressed and consolidated these professional studies into one or two courses in "Curriculum and Instruction" for prospective teachers.

At some institutions, however, the duration of supervised teaching in the schools probably increased because of the Ryan Act requirements that student teaching be at least one semester, and that it comprise at least half of each program of professional preparation. Nevertheless, the combination of (a) reduced/consolidated courses in education plus (b) extended student teaching in the schools cannot, by itself, enable as many as 20,000 college students and college graduates each year to become fully proficient in the full range of knowledge and skills that K-12 teachers need in California schools. While the reduction and consolidation of education courses was undoubtedly disruptive at many institutions, the more significant policy issue is how the Commission can implement a comprehensive learning-to-teach system for K-12 schools that need to hire approximately 20,000 new teachers each year.

Second Problem: Barriers to Specialized Preparation Needed by California Teachers. In 1992, the Commission adopted standards for a new set of "emphasis programs" in Crosscultural Language and Academic Development (CLAD), and in Bilingual Crosscultural Language and Academic Development (BCLAD). These standards called on institutions to increase their programmatic focus on language acquisition, the structure of the English language, how second languages are learned, and the cultural backgrounds of limited-English-proficient students in the schools. These domains of specialized preparation, which are not prominent in the curriculum of teacher preparation in many other states, are increasingly needed by new teachers in a state (California) in which nearly 1.5 million students are trying to learn English for the first time in the schools.

In part, the Commission's 1992 standards called on institutions to emphasize the CLAD/BCLAD content elements during their treatment of traditional topics such as human development, instructional planning, the teaching of reading, and classroom management strategies. To an additional extent, however, the CLAD/BCLAD Standards called for the introduction of some *new content elements* into conventional teacher preparation programs. Most institutions were understandably reluctant to remove many of the traditional topics of teacher preparation from their program curricula. At institutions whose budgets are determined by student enrollments, moreover, the one-year limit effectively "caps" their fiscal appropriations. For these reasons, the CLAD/BCLAD Standards have made it more difficult for institutions to comply with the one-year limit that governs all programs, including CLAD/BCLAD Emphasis Programs.

Some institutions have addressed this dilemma by requiring candidates to complete courses that are listed as "prerequisites for admission" to professional preparation programs. In this way, the institutions consider themselves to be in compliance with the one-year limit of the 1970 statute. In fact, the law does not distinguish between required education courses that are *part of* a program and required education courses that are *prerequisite to* a program. If courses are *professional* in nature (e.g. designed with prospective teachers in mind), and if they focus on pedagogical competence (as opposed to conceptual understanding), the combination of such courses cannot legally extend the duration of required education studies beyond one year. In the course of implementing the professional accreditation system, efforts are routinely made to track institutional

responses to the 1970 law. Given the many variations with which institutions identify and describe their prerequisite courses and program courses, however, tracking the one-year limit has been difficult in practice.

Consideration of the Policy Issue During the Comprehensive Review (SB 1422; 1994-97)

The SB 1422 Advisory Panel addressed the need for a comprehensive learning-to-teach system for large numbers of prospective teachers for California's schools. In fact, the design of such a system was the central purpose and accomplishment of the Advisory Panel's report to the Commission in 1997.

Perhaps the most significant principle underlying the Panel's recommended "architecture" for a new credentialing system was the realization that learning to teach requires more than one year of professional preparation. The Panel recommended that all routes into teaching should lead to an intensive program of induction for beginning teachers, and that participation in this program should extend, refine, and deepen the new teacher's understanding of previously-introduced concepts and skills. While an induction program should ease the difficulties that confront many new teachers as they transition from the academic world into the school-as-a-workplace, the Panel gave even greater emphasis to an additional function for induction programs: to provide more time in which new teachers can build on their prior preparation in order to assimilate pedagogical knowledge and skills that cannot be fully understood prior to serving as the instructor-of-record in a K-12 class. In this way, the Panel's deliberations and written report gave focused attention to the need for greater learning time in a new teacher preparation system.

The Panel also addressed the need for more learning time during the preservice phase of teacher preparation. By recommending that the Commission encourage the creation of integrated programs of undergraduate teacher preparation, the Panel urged that "early deciders" be given access to "five-year programs" instead of "fifth-year programs" of professional preparation. To be sure, the Panel did not anticipate that a blended program would consist entirely of professional education coursework for as many as five years. But embedded in the Panel's concept of an integrated program was the important expectation that professional education would become more effective for many candidates if they could pursue it over the course of several years, rather than having it concentrated in a single year of academic study and supervised practice.

Also related to the issue of learning time, the Panel considered several questions pertaining to internship programs. After extended discussions of these questions, the Panel recommended that internships be accountable to the accreditation system on the basis of the same high standards as programs in other routes, and that new teachers in internships be accountable for the same curriculum of professional studies and performance expectations as all other Level I Credential candidates. In the context of accountability for internship programs and teachers, the Panel also urged that interns pursue an internship curriculum from one to two years long, followed by an induction curriculum of one to two additional years, for a total of three years of professional preparation.

While formulating these recommendations pertaining to "early deciders" and "mid-career changers," the Panel also gave attention to the needs of "late deciders" who earn Bachelor's Degrees prior to entering preservice programs of professional preparation. The Panelists realized that post-graduate programs would continue to be needed by these candidates, and recommended that post-graduate programs be accredited on the basis of the same high standards as internships and integrated programs. In this context, the Panel recommended that the one-year limit on the duration of post-graduate programs be repealed once the Commission implements a two-level credential structure in which all new teachers participate in effective induction programs following the completion of their initial preparation in education (Policy Recommendation 6-F, page 25).

Relevant Provisions of Commission-Sponsored Reform Legislation (SB 2042)

In sharp contrast with the Ryan Act of 1970, Senate Bill 2042 (Alpert, Mazzoni, 1998) recognized that learning to teach takes time. Following are three major policy changes in SB 2042 that relate directly to the need for extended time for teacher preparation.

- (1) For the first time, SB 2042 establishes a learning-to-teach system with a two-level sequence of preparation and induction for Level I and Level II Teaching Credentials. Pertaining to induction programs, SB 2042 gives appropriate attention to quality assurances through the use of standards set by the Commission, the State Superintendent of Public Instruction, and the State Board of Education. In SB 2042, induction programs are seen as facilitating a new teacher's transition into teaching *and* as extending her/his prior preparation in earning a Level I Teaching Credential. Because of these provisions, SB 2042 will have the important effect of extending the preparation of every new teacher in the future. In the case of candidates prepared in integrated undergraduate programs and non-integrated post-graduate programs, preparation will normally be extended by two years of participation in approved induction programs. In the case of interns, the combination of a Level I Internship Program plus a Level II Induction Program will amount to three years of preparation, as recommended by the SB 1422 Panel. Altogether, these policy changes in SB 2042 represent a significant extension of teacher preparation for all teachers in the future, regardless of what routes they take into the profession.
- (2) For the first time since prior to 1960, California law (SB 2042) recognizes the fact that "early deciders" in the undergraduate years have more time to learn to teach because of their early decisions. Beginning as early as the freshman year in an accredited program, undergraduate candidates are now permitted to enroll in professional courses concurrently with subject matter studies for four or five years, at the discretion of the institution and/or the individual candidate. With the additional time available for these candidates to complete professional studies, and with the further addition of an induction program following the award of Level I Teaching Credentials, the integrated-program route will provide a fully-extended curriculum in teacher preparation.
- (3) Senate Bill 2042 also incorporates internship programs into the learning-to-teach system by providing a level of quality assurance that is equivalent to that for other routes into teaching. The reform bill retained the prior policy that allows internships to include as much as two years of professional study, practice and supervision while the candidate holds an Internship Credential. As mentioned above, SB 2042 extends the preparation of interns as well as other new teachers by providing induction services following the completion of all Level I Credential standards and requirements.

Given these significant policy changes that relate to the duration of teacher preparation in California, SB 2042 did not also repeal the one-year limit on the length of post-graduate programs of professional preparation. Candidates ("late deciders") in these programs will continue to spend from two to three years in subject matter studies *prior to* their professional preparation. These same candidates will, as a result of SB 2042, participate in two-year induction programs *following* the completion of professional preparation, which will continue to be no longer than one year of full-time study or the equivalent.

Interpretation of SB 2042 in Relation to the One-Year-Limit Policy of 1970

A summary overview of teacher preparation policy in the aftermath of SB 2042 suggests that lawmakers have (1) extended the duration of every future teacher's preparation *without* (2) delaying the start of any future candidate's eligibility to serve as a certificated instructor-of-record in a K-12 school. As a result of SB 2042, some extensions of teacher preparation will occur *after* new teachers begin to provide instructional services as certificated teachers in schools. Other extensions of teacher preparation will apply to preservice programs, but only in the case of "early deciders" who can take advantage of their early decisions by enrolling in integrated programs as many as four years prior to earning Bachelor's Degrees. Those candidates who make "late decisions" to enter teaching will continue to have access to accelerated programs of professional preparation that will enable them to address California's teacher shortage by qualifying for Level I Credentials after one year of professional study and supervised practice, which will be followed by two years of induction designed to extend the curriculum of their prior preparation.

Taken together, the policy changes in SB 2042 represent a balanced response to the dual needs of California schools for (1) new teachers whose preparation and induction meet the highest standards of quality and effectiveness, *and* (2) an increased supply of beginning teachers whose initial preparation is sufficient to enable them to begin teaching students effectively.

Finally, for those accredited colleges and universities that would like to prepare cohorts of candidates in more than one year of professional studies and supervised teaching, SB 2042 offers several important opportunities and choices. Such an institution may establish a blended program consisting of four or five years of subject matter and professional preparation for "early deciders" in the undergraduate years. (The Commission has offered to award grants up to \$50,000 to support the costs of developing blended programs.) For "late deciders" who are willing and able to become intern teachers shortly after earning Bachelor's Degrees, the same institution may establish (or expand) an internship program of professional preparation that may be spread over a two-year period of professional study and supervised practice. (The Commission awards grants for as much as \$1,500 per intern per year to support the costs of recruiting and preparing interns.) Finally, for candidates who earn Bachelor's Degrees and then elect to complete an institution's preservice program of professional preparation (which is limited to one year), the institution may extend the curriculum of preservice preparation for an additional two years by forming partnerships with one or more school districts to support effective induction programs. (The Commission and the Department of Education award grants for as much as \$3,000 per teacher per year to support the costs of extending each teacher's preparation in the Beginning Teacher Support and Assessment Program.)

Issue Summary: Current Policy Pertaining to the Duration of Professional Preparation

For nearly thirty years, California state law has limited the duration of professional preparation programs to one year of full-

time study or the equivalent. During these years, post-baccalaureate programs also became the "conventional route" into teaching for the largest numbers of candidates. The one-year limit is associated with significant problems in the preparation of teachers: it contradicts the widely-recognized principle that learning to teach effectively requires more than one year of preparation. The policy is particularly restrictive with respect to specialized preparation that is needed by California teacher candidates who will teach English Learners in the schools. In a state whose schools need to hire approximately 20,000 new teachers each year, however, it would be counter-productive to lengthen teacher preparation by lengthening *preservice* teacher preparation. In the course of designing a new learning-to-teach system, the Advisory Panel for the Comprehensive Review of Teaching Credential Requirements recommended that teacher preparation be extended in multiple ways. In Senate Bill 2042 (Alpert, Mazzone), the Commission urged lawmakers to adopt most of the Advisory Panel's recommendations for lengthening teacher preparation. As a result, all future teachers will experience extended preparation in the form of intensive induction programs for Level II Teaching Credentials. "Early deciders," moreover, will be able to pursue extended preservice preparation because the added time is made possible by their early decisions. "Late deciders" may also benefit from extended preparation in the form of internships that lead to induction in a three-year sequence of study, supervised practice, and reflections on practice. In the case of post-baccalaureate programs of preservice preparation, institutions may participate in extended preparation of their candidates by forming strong partnerships with schools in sponsoring and implementing new teacher induction programs. In this policy context, which emphasizes the use of multiple routes to produce larger quantities of well-prepared teachers, "late deciders" who enroll in post-baccalaureate preparation should continue to have access to streamlined programs that lead to Level I Teaching Credentials after one-year of professional study and supervised practice.

Based on all of the foregoing factors, the current policy of the California Commission on Teacher Credentialing can be summarized as follows.

Policy Statement: Duration of Professional Teacher Preparation

Colleges and universities that sponsor accredited programs of professional preparation are strongly encouraged to extend the duration of their preparation by offering blended programs for under-graduate students ("early deciders"), by sponsoring internship programs for post-baccalaureate candidates ("late deciders"), and by forming partnerships with K-12 schools to co-sponsor induction programs for new teachers (including institutional graduates), but preservice programs for post-baccalaureate candidates continue to be limited to one year of full-time professional studies (including supervised teaching) or the equivalent.



[Back to the Top](#) |

[Back to December 1998 Agenda](#) |

[Back to Agenda Archives](#) |

[Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: December 2-4, 1998

Agenda Item Number: PREP-1

Committee: Preparation Standards

Title: Approval of Subject Matter Programs

✓ Action

Prepared by: Larry Birch, Ed.D.

Administrator of Accreditation

Approval of Subject Matter Preparation Programs by Colleges and Universities

November 18, 1998

Executive Summary

This item contains a listing of subject matter programs recommended for approval by the appropriate review panels, according to procedures adopted by the Commission.

Fiscal Impact Summary

The Professional Services Division is responsible for reviewing proposed preparation programs, consulting with external reviewers, as needed, and communicating with institutions and local education agencies about their program proposals. The Commission budget supports the costs of these activities. No augmentation of the budget will be needed for continuation of the program review and approval activities.

Recommendation

That the Commission approve the subject matter preparation programs recommended in this item.

Approval of Subject Matter Preparation Programs by Colleges and Universities

Preparation Standards Committee of the Whole
November 18, 1998

Background

Subject Matter Program Review Panels are responsible for the review of proposed subject matter preparation programs. This item contains a listing of subject matter programs recommended for approval since the last Commission meeting by the appropriate review panels, according to procedures adopted by the Commission.

Summary Information on Single Subject Matter Preparation Programs Awaiting Commission Approval

For the following proposed preparation programs, each institution has responded fully to the Commission's standards and preconditions for subject matter preparation for Single Subject Teaching Credentials. Each of the programs has been reviewed thoroughly by the Commission's Subject Matter Program Review Panels, and has met all applicable standards and preconditions established by the Commission and are recommended for approval by the appropriate subject matter review panel.

Recommendation

That the Commission approve the following programs of subject matter preparation for Single Subject Teaching Credentials.

Art

- California State University, Dominguez Hills

Mathematics

- California State University, Dominguez Hills

Physical Education

- California State University, Bakersfield
- California State University, Stanislaus

Science

- University of La Verne
(Biology, Chemistry, Physics)



[Back to the Top](#) |

[Back to December 1998 Agenda](#) |

[Back to Agenda Archives](#) |

[Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: December 2-4, 1998

Agenda Item Number: PREP-2

Committee: Preparation Standards Committee

Title: Final Recommendations of the Computer Education Advisory Panel

✓ Action

Prepared by: Sanford L. Huddy, Consultant
Professional Services Division

[| Agenda Item](#) | [Final Report](#) |

Executive Summary
Recent passage of Assembly Bill 1023 (Mazzoni, Chapter 404, Statutes of 1997) requires the Commission to establish Standards of Program Quality and Effectiveness relative to the effective use of computer-based technology in the classroom for Preliminary Multiple and Single Subject Teaching Credentials; and to establish Standards of Program Quality and Effectiveness relative to the effective use of advanced computer-based technology in the classroom for Professional Multiple and Single Subject Teaching Credentials. This report contains the recommendations of the Commission's Computer Education Advisory Panel for the implementation of AB 1023.
Policy Issues to be Resolved by the Commission
Should the Commission adopt the recommendations of the Computer Education Advisory Panel?
Relationship to the Commission Strategic Goals and Objectives
<i>Goal:</i> Promote educational excellence in California schools Develop candidate and program standards.
<i>Objective</i> :
Fiscal Impact Statement
The Professional Services Division is responsible for reviewing programs that have been proposed for meeting professional preparation requirements for credentials. This work includes promulgating regulations, establishing standards, and examining program information in relation to each applicable standard and precondition, consulting with external reviewers, and communicating with the sponsoring local education agencies about

the program proposals. The costs of these activities have been included in the agency's for 1998-99. No augmentation of the budget is needed for these activities.

Recommendations

That the Commission adopt the [recommendations of the Computer Education Advisory Panel that are described in this agenda report](#).

Important Note

The following report contains important information that is relevant to the Commission's policy deliberations but could not be summarized in the above spaces.

Final Recommendations Of the Computer Education Advisory Panel

**Professional Services Division
December 1998**

Background

In September 1997, AB 1023, Mazzoni (Chapter 404, Statutes of 1997) was enacted which amended Education Code Section 44259. This amendment requires the California Commission on Teacher Credentialing to establish standards of program quality and effectiveness relative to the use of computers in the classroom for preliminary credential candidates, and to establish standards of program quality and effectiveness relative to advanced computer-based technology for professional credential candidates.

At its December 1997 meeting, the Commission approved a plan for the implementation of the new provisions of AB 1023, including authorizing the formation of a Computer Education Advisory Panel. The purpose of the advisory panel was to develop and recommend standards of program quality and effectiveness for the effective use of computer-based technology as required by the newly amended law.

In February 1998, the Executive Director selected 18 panelists to serve on the advisory panel. The panel includes a diverse group of highly qualified individuals, including school administrators, a library professional, mentor teachers, private sector individuals, and college and university representatives. Two liaison representatives also served on the panel, one representing the Education Council for Technology in Learning (ECTL), and the other representing the Superintendent of Public Instruction.

The panel met seven times during 1998. In July of 1998, the preliminary report of the panel was reviewed by the Commission and approved for distribution to the field for review and comment. In September of 1998, the panel met to review the comments from the field which led to amendments to the recommendations contained in this report. The panel met one final time in November 1998 to further discuss and finalize their recommendation relative to professional development, also contained in this report.

RECOMMENDATIONS

Recommendation One:

Establish an additional standard of program quality and effectiveness for Multiple and Single Subject Teaching Credential professional preparation programs that provides for the effective use of computer-based technology in the classroom prior to issuance of the preliminary credential and for the effective use of advanced computer-based technology prior to issuance of the professional credential.

The specific language of this proposed standard [may be found in the panel's final report](#) (Attachment).

Recommendation Two:

The current resources requirement specified in Common Standard 2 should be amended to include additional questions to consider which would guide evaluation teams relative to the availability of adequate and appropriate resources including computer-based technology and technical support for the success of faculty, staff, and candidates.

The specific language of this proposed amendment [may be found in the the panel's final report](#) (Attachment).

Recommendation Three:

The current question to consider already included within the admission requirement specified in Common Standard 5 should be amended to include entry level computer skills prior to entering the program.

The specific language of this proposed amendment [may be found in the panel's final report](#) (Attachment).

Recommendation Four:

The current school collaboration requirement specified in Common Standard 7 should be amended to include an additional question to consider which would guide evaluation teams relative to the placement of candidates in schools where they can have significant experiences using computer-based technology.

The specific language of this proposed amendment [may be found in the panel's final report](#) (Attachment).

Recommendation Five:

Future reviews and revisions of subject matter program standards by the Commission should address the use of computer-based technology.

New uses of technology can lead to significant changes in teaching and learning. Using computer-based technologies as a tool for instruction should be an integral characteristic of a subject matter program for teachers. Integrating the use of current instructional strategies and technologies into the curriculum is critical to enhance learning in all curriculum content areas.

Applicable to all subject matter areas:

- 1) The program includes examination of access, equity, privacy, legal, and ethical issues surrounding technology.
- 2) The program provides opportunities for candidates to analyze, compare, and evaluate appropriate computer-based technologies as effective tools of instruction within and across content areas.
- 3) The program assures adequate access to computing resources and incorporates significant learning experiences with technology within field work and course work.
- 4) The program provides opportunities for candidates to demonstrate effective use of appropriate computer-based technology in a variety of instructional situations.

Recommendation Six:

For both the preliminary and professional credentials the Commission should make available, as appropriate, a variety of mechanisms which enable credential candidates to demonstrate their proficiency in the use of computer-based technology in the classroom, such as:

- a) Completion of a Commission-approved program of teacher preparation and subject matter preparation in which the effective classroom use of computer-based technology is infused throughout the programs;
- b) Completion of a course of study offered or accepted by a college or university which has a Commission-approved program of teacher preparation; this option has the advantage of providing a focused experience in which candidates are able to learn computer-based technology project planning, management and integration techniques;
- c) Passage of a Commission-approved assessment. This option is particularly important for meeting the requirements for the preliminary credential for out-of-state credential candidates;
- d) Demonstration of competency (such as a challenge exam or other assessment), carried out by a Commission-approved college, university, or local education agency (school district or county office of education);
- e) Completion of Commission-approved professional development conducted by a local education agency. This option is particularly important for meeting the requirements for the professional credential, and would be particularly effective as part of a Commission-approved program of induction.

Recommendation Seven:

AB 1023 amends Section 44259 of the Education Code in regard to teacher credential requirements. The specific changes are intended to ensure that prospective teachers commencing training after January 1, 2000, will acquire in the course of their formal preparation period a comprehensive level of comfort and understanding with respect to the use of computer-based technology as teaching and learning tools. Over time, these new credential requirements will lead to a significantly greater integration of technology into pedagogical practices and course curricula.

Even so, these AB 1023-mandated changes, in and of themselves, will have no direct impact on the technological knowledge and practices of in-service teachers. Indeed, many existing teachers have little or no experience with technology-assisted teaching. Accordingly, if the benefits to learning sought by AB 1023 are to accrue to today's school children in the least amount of time, State-endorsed guidelines must be established which provide in-service educators with a comprehensive program of professional (staff) development which is consistent with the precepts of the amended credentialing standards to

be delivered by AB 1023-compliant institutions of higher education.

In addition to helping existing teachers acquire the same level of knowledge and understanding new teacher candidates will obtain via formal education, the Computer Education Advisory Panel observes that technology is among the most rapidly changing elements of modern society. Accordingly, as much as any other academic discipline, continuous, life-long learning is required in order to maintain subject matter currency. Professional development programs are the appropriate mechanism for addressing this axiom - by providing for on-going knowledge building, skill development, and continuous improvement.

This addendum to the Computer Education Advisory Panel's recommendations in regard to AB 1023 implementation, was developed at the request of the Commission and in collaboration with the Panel's liaison from the Superintendent of Public Instruction. It outlines further recommendations and considerations vis-à-vis technology-related professional development. The Computer Education Advisory Panel recommends the following relative to professional development:

- a. The State of California should provide professional development leadership and funding necessary to bring all certificated personnel to the levels described in Standard 24.5 and to support continued professional growth.

This recommendation is supported by recently enacted legislation, AB 1339 (Chapter 844, Statutes of 1998), Knox, which provides, in Education Code Section 44730, for the allocation of funds for education technology staff development in grades 4 through 8. This legislation specifies that funds expended for education technology staff development must meet or exceed the proficiency standards developed by the Commission.

The Computer Education Advisory Panel believes that high quality professional development designed to promote the use of technology in teaching and learning:

- Is based on research and best practices
- Is an on-going process of training and assessment based upon a well-defined plan tailored to the needs of the certificated personnel.
- Is focused on curriculum and the use of technology to help students meet adopted standards.
- Uses multiple mechanisms such as mentoring, peer coaching, peer collaboration, self-instruction, e-mail, video, formal coursework, and distance learning.
- Uses results based mechanisms to measure its effectiveness.
- Is supported and sustained by adequate human, physical, and financial resources at the state and district level
- Is consistent with and supported by policies of the school board
- Is supported by administrators who provide leadership by modeling, planning, and promoting the effective use of technology for teaching and learning
- Provides incentives, recognition, and compensation for investment in professional growth
- Provides time for training, collaboration, learning, and practice
- Is made available from a variety of sources including institutions of higher education, state-funded projects, county offices, districts, and private industry.
- Provides access to hardware, curriculum specific software and telecommunications infrastructure during training, practice, and implementation

- b. The State of California should establish an on-line repository linking new and existing sources of research, successful models for planning and implementation, standards, and professional development plans and resources.

Most districts find themselves charting new territory when devising an overall technology plan. Developing a technology plan with strong professional development and support elements can prove to be a daunting and expensive task.

School districts attempt to make the most of available resources often with little guidance or collaboration among districts and sometimes even among schools within a district. A central repository can be used to bring together the disparate resources of the public and private sectors to share and disseminate information about best practices in professional development.

- c. The State of California should establish an advisory panel of experts to implement these professional development recommendations.

The advisory panel should be representative of the stake holders affected by professional development including but not limited to:

- State Agencies
- Teachers and other certificated personnel
- Site and District Administrators
- County Offices
- School Boards
- Professional Associations
- Colleges and Universities
- Labor Unions
- Business and Community Partners

Responses to Draft Recommendations

In July 1998, a draft copy of the recommendations, along with a cover letter and response form was sent to institutions of higher education, school districts, county offices of education, professional organizations, specialized organizations as well as other interested individuals and groups. In September 1998, responses to the draft recommendations were received and reviewed by the advisory panel.

A total of 1,134 sets of draft recommendations were sent to the field. 78 responses were received, for a 6.9% return rate.

Overall, the responses to the recommendations were positive and supportive. A summary of the responses is presented below:

Recommendation	Support as is		Support/changes		Do not support	
	#	%	#	%	#	%
One (new standards)	48	62%	28	36%	1	1%
Two (resources)	64	82%	10	13%	0	0%
Three (admission)	48	62%	19	24%	9	12%
Four (collaboration)	55	71%	14	18%	6	8%
Five (subject matter)	55	71%	22	28%	4	5%
Six (variety of mechanisms)	59	76%	14	18%	2	3%
Overall	329	72%	107	23%	22	5%

Responses that indicated "support with changes" or "do not support" are summarized as follows:

- Recommendation One (new standards):
 - Multimedia should be emphasized
 - Should require actual use of equipment
 - Should emphasize use of the Internet
 - Should provide for staff development for existing teachers
 - Too prescriptive
 - Too many factors to consider
 - Need more specifics like knowledge of operating systems and troubleshooting
 - Resources cited are not inclusive enough
 - Should focus on curriculum, not technology
 - Should emphasize the integration of technology into the curriculum
 - Add non-computer-based technologies
 - Candidates should only be required to be aware of computer applications as opposed to using them
 - Candidates should be taught the skills to be able to use e-mail, but not required to interact with others via e-mail
 - Candidates should be aware of issues and strategies to consider in the design of lessons incorporating technology, and not actually implement these skills in the classrooms
 - Until the serious technology access issues of this state are met, cannot support a licensing requirement that only new teachers in technology-rich districts will be able to meet

Recommendation Two (resources):

- Do IHE's have the resources to do this, including faculty to teach technology?
- Need to define ambiguous terms

Recommendation Three (admission):

- Should be an exit requirement, not an entry requirement
- Difficult or impossible for IHEs to assess the entry level skills of credential candidates
- Most credential candidates already meet this standard. We would be screening all candidates to catch the very few who

- do not already meet the standard. Cumbersome. The problem will go away all by itself.
- These skills are already required for high school graduation

Recommendation Four (collaboration):

- Too few schools have technology
- Would eliminate good school-sites
- Will result in student teachers being placed only in technology rich schools

Recommendation Five (subject matter):

- Delete the word "pervasive"
- Should let subject matter experts decide this
- Add copyright laws and California Education Codes 60040-60044 (Standards for Evaluation of Instructional Materials with Respect to Social Content)
- Include video technologies
- Need to ensure equitable opportunity for future teachers in all parts of the state to meet the standard

Recommendation Six (variety of mechanisms):

- Programs should be supported by a streamlined approval system by CTC to ensure current technological resources are utilized.
- Please, no more examinations
- Should integrate technology, not continue with a separate course

Note: The Computer Education Advisory Panel recommendation seven (professional development) was not distributed to the field for review. That recommendation is presented to the Commission strictly as advice to the State of California, generally, and not necessarily for Commission implementation.

Panel Responses to Field Input

Respondents provided many comments to elaborate on their reasons for supporting the recommendations with changes, and for not supporting the recommendations. Suggested changes and comments included alternative wording or grammatical changes; additional factors or questions to consider; and comments seeking clarification.

The Computer Education Advisory Panel accepted most of the recommended changes which are reflected in this final report. Specifically, the panel modified recommendation one (standards) to:

- Further emphasize the use of technology as a tool for use in teaching and learning, and not as an end in itself
- Delete references to specific guidelines which may soon become out-dated
- Further clarify expectations within the factors to consider

The panel's understanding of its charge includes the need for specific standards for both preliminary and professional credentials. Standards that would require candidates to only be "aware" of computer applications would not, in their view, satisfy this charge. Like other teaching tools, technology tools need to be experienced and practiced through actual use. The enabling legislation limits the scope of these standards to "computer-based" technologies.

The panel modified recommendation two (resources) to:

- Make clear the relationship of technology to teaching and learning.

The panel continues to believe that IHEs must consider providing access and support for technology and are appropriate as questions to consider.

The panel modified recommendation three (admission) to:

- Delete inclusion of the use of computer-based technology from the standard itself
- Simplify the need for entry-level computer skills by its inclusion with an existing question to consider.

The panel agrees that this question to consider will no longer be needed in the near future, as virtually all candidates will eventually enter programs with these entry-level skills. As a question to consider, IHEs are asked to consider entry level skills along with other entry requirements, and does not mandate (through inclusion with the standard itself) its inclusion.

The panel modified recommendation four (collaboration) to:

- Revise the question to consider to provide "opportunities" for candidates to be placed in schools where computer-based technology is used to support teaching and learning.

The panel believes that this is an important question to consider in a field placement, but does not mandate placement in only "technology rich" school sites.

The panel modified recommendation five (subject matter) to:

- Revise the introductory statement to be less assertive

The panel believes that future subject matter panels, and not the Computer Education Advisory Panel, should make recommendations relative to subject matter content. The panel simply advises the Commission that when subject matter panels meet, they consider these technology issues in their standards.

The panel modified recommendation six (variety of mechanisms) to:

- Make clear that the Commission is "advised" to not limit the ways by which a credential candidate may meet the recommended standards.

The panel believes that the Commission should not adopt a "one-size-fits-all" approach to candidate fulfillment of the standards.

[Attachment](#)

[Click here](#) for Table of Contents

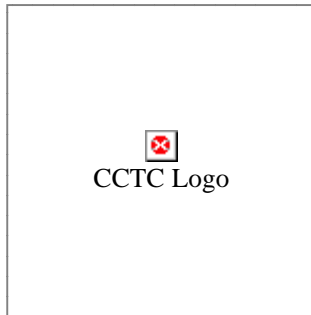
**Final Report
of the
Computer Education Advisory Panel**

**Proposed Standards of Program Quality
and Effectiveness
Relative to the Implementation of AB 1023
(Chapter 404, Statutes of 1997)**

Effective Use of Computer-Based Technology in the Classroom for
Preliminary Multiple and Single Subject Teaching Credentials

and

Effective Use of Advanced Computer-Based Technology in the Classroom for
Professional Multiple and Single Subject Teaching Credentials



State of California
December 1998

Members of the Commission

Carolyn L. Ellner, Chair	Postsecondary Education Member
Torrie L. Norton, Vice Chair	Elementary School Teacher
Phillip A. Barker	Middle School Teacher
Melodie Blowers	School Board Member
Verna B. Dauterive	School Principal
Scott Harvey	Public Member
Carol Katzman	Office of the Superintendent of Public Instruction
Patricia Kuhn	Elementary School Teacher
Helen Lee	Public Member
Doris Miner	School Counselor
Gary Reed	Public Member
Craig Smith	Public Member
Edmund Sutro	High School Teacher
Jane Veneman	Special Education Teacher
Nancy Zarenda	Elementary School Teacher

Ex Officio Members

Edward DeRoche	Association of Independent California Colleges and Universities
Bill Wilson	California State University
Marge Chisholm	Postsecondary Education Commission
Jon Snyder	Regents, University of California

Executive Officer

Sam W. Swofford, Ed.D.	Executive Director
------------------------	--------------------

Members of the Computer Education Advisory Panel

Otto E. Benavides
Associate Professor
Instructional Technology and
Resource Center
CSU, Fresno

Dennis Brown
Principal
Kearny Senior High School
San Diego

David R. Georgi
Professor
Department of Teacher
Education
CSU, Bakersfield

James M. Gibson, Jr.
Director
Educational Technology
Services
Glendale Unified School
District
La Crescenta

Carol Gilkinson
Mentor Teacher
Charter Oak Unified School
District
Covina

D. Patricia Hanlon
English Teacher/Department
Head
Lowell High School
San Francisco

Norman Herr
Professor
Department of Secondary and
Adult Education
CSU, Northridge

Lisa Kala
Director
Education Media and
Computer
Services
Graduate School of Education
UC Berkeley

Enoch Kwok
Physics/Geoscience Teacher
Crescenta Valley High School
La Crescenta

John P. Lenhardt
Executive Director
Project INSPIRE
Narbonne/San Pedro Cluster
Los Angeles Unified School
Dist.

Grace Enju Liu
Project Manager
International Business
Machines,
Inc.
Palo Alto

Arlene Machado
Principal
Los Paseos Elementary School
Morgan Hill Unified School
Dist.

Peter G. Milbury
Librarian/Mentor Teacher
Chico High School
Chico

William H. Ragsdale
Computer Teacher
Pleasanton Unified School
District
Pleasanton

Pamela Redmond
Curriculum & Technology
Specialist
Department of Education
College of Notre Dame
Belmont

Sheldon K. Smith
Education Technology
Specialist
San Luis Obispo County Office
of Education
San Luis Obispo

Warren Wagner
President
PPS Inc.
Marina Del Rey

Lane Weiss
Curriculum Coordinator
Lodi Unified School District
Lodi

Representing:

Richard S. Normington	Education Council for Technology in Learning (ECTL)
Nancy Sullivan	Superintendent of Public Instruction

Commission Staff to the Computer Education Advisory Panel

Sanford L. Huddy	Consultant Program Evaluation and Research Professional Services Division California Commission on Teacher Credentialing
Helen Hawley	Assistant Consultant Certification, Assignments and Waivers Division California Commission on Teacher Credentialing
Shari Cooley	Office Technician Professional Services Division California Commission on Teacher Credentialing

Table of Contents

[Commissioners](#)

[Members of the Computer Education Advisory Panel](#)

[Liaisons and Commission Staff to the Computer Education Advisory Panel](#)

[Final Recommendations of the Computer Education Advisory Panel](#)

[Foreword](#)

[Definitions of Key Terms](#)

[Proposed New Standard 24.5 \(Use of Computer-Based Technology in the Classroom\)](#)

[Proposed Amendment to Common Standard 2 \(Resources\)](#)

[Proposed Amendment to Common Standard 5 \(Admission\)](#)

[Proposed Amendment to Common Standard 7 \(School Collaboration\)](#)

[Contributors to the Report of the Computer Education Advisory Panel](#)

[Bibliography](#)

[Text of AB 1023 \(Chapter 404, Statutes of 1997\)](#)

Final Recommendations of the Computer Education Advisory Panel

The Computer Education Advisory Panel is charged with the following responsibilities:

1. The development of and recommendations for Standards of Program Quality and Effectiveness relative to the effective use of computer-based technology in the classroom for Preliminary Multiple and Single Subject Teaching Credential Candidates;
2. The development of and recommendations for Standards of Program Quality and Effectiveness relative to the effective use of advanced computer-based technology in the classroom for Professional Multiple and Single Subject Teaching Credential Candidates; and
3. The development of and recommendations for a variety of methods by which the attainment of standards may be assessed and demonstrated.

Recommendation One:

Establish an additional standard of program quality and effectiveness for Multiple and Single Subject Teaching Credential professional preparation programs that provides for the effective use of computer-based technology in the classroom prior to issuance of the preliminary credential and for the effective use of advanced computer-based technology prior to issuance of the professional credential.

Click [here](#) for the specific language of this proposed standard.

Recommendation Two:

The current resources requirement specified in Common Standard 2 should be amended to include additional questions to consider which would guide evaluation teams relative to the availability of adequate and appropriate resources including computer-based technology and technical support for the success of faculty, staff, and candidates.

Click [here](#) for the specific language of this proposed amendment.

Recommendation Three:

The current question to consider already included within the admission requirement specified in Common Standard 5 should be amended to include entry level computer skills prior to entering the program.

Click [here](#) for the specific language of this proposed amendment.

Recommendation Four:

The current school collaboration requirement specified in Common Standard 7 should be amended to include an additional question to consider which would guide evaluation teams relative to the placement of candidates in schools where they can have significant experiences using computer-based technology.

Click [here](#) for the specific language of this proposed amendment.

Recommendation Five:

Future reviews and revisions of subject matter program standards by the Commission should address the use of computer-based technology.

New uses of technology can lead to significant changes in teaching and learning. Using computer-based technologies as a tool for instruction should be an integral characteristic of a subject matter program for teachers. Integrating the use of current instructional strategies and technologies into the curriculum is critical to enhance learning in all curriculum content areas.

Applicable to all subject matter areas:

- 1) The program includes examination of access, equity, privacy, legal, and ethical issues surrounding technology.
- 2) The program provides opportunities for candidates to analyze, compare, and evaluate appropriate computer-based technologies as effective tools of instruction within and across content areas.
- 3) The program assures adequate access to computing resources and incorporates significant learning experiences with technology within field work and course work.
- 4) The program provides opportunities for candidates to demonstrate effective use of appropriate computer-based technology in a variety of instructional situations.

Recommendation Six:

For both the preliminary and professional credentials the Commission should make available, as appropriate, a variety of mechanisms which enable credential candidates to demonstrate their proficiency in the use of computer-based technology in the classroom, such as:

- a) Completion of a Commission-approved program of teacher preparation and subject matter preparation in which the effective classroom use of computer-based technology is infused throughout the programs;
- b) Completion of a course of study offered or accepted by a college or university which has a Commission-approved program of teacher preparation; this option has the advantage of providing a focused experience in which candidates are able to learn computer-based technology project planning, management and integration techniques;
- c) Passage of a Commission-approved assessment. This option is particularly important for meeting the requirements for the preliminary credential for out-of-state credential candidates;
- d) Demonstration of competency (such as a challenge exam or other assessment), carried out by a Commission-approved college, university, or local education agency (school district or county office of education);
- e) Completion of Commission-approved professional development conducted by a local education agency. This option is particularly important for meeting the requirements for the professional credential, and would be particularly effective as part of a Commission-approved program of induction.

Recommendation Seven:

AB 1023 amends Section 44259 of the Education Code in regard to teacher credential requirements. The specific changes are intended to ensure that prospective teachers commencing training after January 1, 2000, will acquire in the course of their formal preparation period a comprehensive level of comfort and understanding with respect to the use of computer-based technology as teaching and learning tools. Over time, these new credential requirements will lead to a significantly greater integration of technology into pedagogical practices and course curricula.

Even so, these AB 1023-mandated changes, in and of themselves, will have no direct impact on the technological knowledge and practices of in-service teachers. Indeed, many existing teachers have little or no experience with technology-assisted teaching. Accordingly, if the benefits to learning sought by AB 1023 are to accrue to today's school children in the least amount of time, State-endorsed guidelines must be established which provide in-service educators with a comprehensive program of professional development which is consistent with the precepts of the amended credentialing standards to be delivered by AB 1023-compliant institutions of higher education.

In addition to helping existing teachers acquire the same level of knowledge and understanding new teacher candidates will obtain via formal education, the Computer Education Advisory Panel observes that technology is among the most rapidly changing elements of modern society. Accordingly, as much as any other academic discipline, continuous, life-long learning is required in order to maintain subject matter currency. Professional development programs are the appropriate mechanism for addressing this axiom - by providing for on-going knowledge building, skill development, and continuous improvement.

This addendum to the Computer Education Advisory Panel's recommendations in regard to AB 1023 implementation, was developed at the request of the Commission and in collaboration with the Panel's liaison from the Superintendent of Public Instruction. It outlines further recommendations and considerations vis-à-vis technology-related professional development. The Computer Education Advisory Panel Recommends the following relative to professional development:

- a. The State of California should provide professional development leadership and funding necessary to bring all certificated personnel to the levels described in Standard 24.5 and to support continued professional growth.

This recommendation is supported by recently enacted legislation, AB 1339 (Chapter 844, Statutes of 1998), Knox, which provides, in Education Code Section 44730, for the allocation of funds for education technology staff development in grades 4 through 8. This legislation specifies that funds expended for education technology staff development must meet or exceed the proficiency standards developed by the Commission.

High quality professional development designed to promote the use of technology in teaching and learning:

- Is based on research and best practices
 - Is an on-going process of training and assessment based upon a well-defined plan tailored to the needs of the certificated personnel.
 - Is focused on curriculum and the use of technology to help students meet adopted standards.
 - Uses multiple mechanisms such as mentoring, peer coaching, peer collaboration, self instruction, e-mail, video, formal coursework, and distance learning.
 - Uses results based mechanisms to measure its effectiveness.
 - Is supported and sustained by adequate human, physical, and financial resources at the state and district level
 - Is consistent with and supported by policies of the school board
 - Is supported by administrators who provide leadership by modeling, planning, and promoting the effective use of technology for teaching and learning
 - Provides incentives, recognition, and compensation for investment in professional growth
 - Provides time for training, collaboration, learning, and practice
 - Is made available from a variety of sources including institutions of higher education, state funded projects, county offices, districts, and private industry.
 - Provides access to hardware, curriculum specific software and telecommunications infrastructure during training, practice, and implementation
- b. The State of California should establish an on-line repository linking new and existing sources of research, successful models for planning and implementation, standards, and professional development plans and resources.

districts find themselves charting new territory when devising an overall technology plan. Developing a technology plan with strong professional development and support elements can prove to be a daunting and expensive task.

School districts attempt to make the most of available resources often with little guidance or collaboration among districts and sometimes even among schools within a district. A central repository can be used to bring together the disparate resources of the public and private sectors to share and disseminate information about best practices in professional development.

- c. The State of California should establish an advisory panel of experts to implement these professional development recommendations.

The advisory panel should be representative of the stake holders affected by professional development including but not limited to:

- State Agencies
- Teachers and other certificated personnel
- Site and District Administrators
- County Offices
- School Boards
- Professional Associations
- Colleges and Universities
- Labor Unions
- Business and Community Partners

Foreword

The Panel's task:

The California Commission on Teacher Credentialing was mandated through AB 1023 (Chapter 404, Statutes of 1997), Mazzone, to establish "standards of program quality and effectiveness relative to the use of computers in the classroom for preliminary credential candidates, and to establish standards of program quality and effectiveness relative to advanced computer-based technology for professional credential candidates". As provided by law [Education Code Section 4425(I)] and practice, the Commission elected to select a "Computer Education Advisory Panel" which was charged to make a

comprehensive review and make specific recommendations with regard to computer competency standards.

Composition of the Panel:

The eighteen Panel members represent a diverse group of individuals from across the state of California whose daily work is focused on the enrichment of California teachers and students. The Advisory Panel includes: 1) technologically proficient administrators with current relevant experience, 2) library professionals with current experience in computer applications and online research, 3) professional mentor teachers who have taken the lead in introducing computer-related technology into their own classroom and beyond, 4) private sector professionals who have employed graduates and/or have been working with California's educators on a myriad computer technology issues, 5) representatives from colleges and universities who will ultimately be charged with designing programs to prepare incoming teachers who must meet the standards of AB 1023 as recommended herein.

Prior works, recommendations and standards:

The Panel wishes to acknowledge the work of pioneering advisory panels, school districts, independent and private sector volunteer groups and others who have published and contributed to the effective use of computer technology in the classroom. The volume of recent information published on this subject is testimony to the intense interest in better utilizing the tools of computer technology within the classroom environment and has been of great help to the Panel.

The Panel's recommendations coincide with SB 1422 recommendations (November 1997) in the "Report of the Advisory Panel on Teacher Education, Induction and Certification for Twenty First Century Schools", and with the January 1996 report drafted by the Committee to Review Computer Education Requirements. The recommendations made by the Panel have embraced the prior work done by Education Council for Technology in Learning (ECTL) and other groups. The recommended standards align with the framework of California Standards for the Teaching Profession (CSTP) standards to the greatest degree possible considering the rapid evolution of technology.

The Panel was cautious in avoiding terminology that was so specific that it would be limiting. (For example the term "browser" was not widely used until the 1990's, spreadsheets were not heard of until the mid 1970's, and until the late 1980's "multi-media" meant 35mm slide show presentations perhaps with sound and effects). Because of these rapid changes, the Panel recommends that ongoing reviews and updates be scheduled by the Commission.

Process:

The first meeting of the Panel consisted primarily of discussions regarding the present state of technology access in California schools, briefings on credentialing procedures and discussions as to each Panel member's experiences with introducing technology into their own realm. The Panel then identified five domains which were broadly defined as basic skills, social and legal concerns, productivity tools, research, and curriculum. Panel members whose experiences most closely fit each domain formed sub-committees to further develop the concepts within each domain.

As the Panel worked to define the progression in a teacher's ability to effectively use technology in the classroom, it became apparent that the curriculum domain was the most important. The original five domains were consolidated into the following two: 1) productivity tools and 2) curriculum and instruction. These two domains are embedded in the ["Factors To Consider" section below.](#)

The Panel met seven times during 1998. In July of 1998, the preliminary report of the Panel was reviewed by the Commission and approved for distribution to the field for review and comment. In September of 1998, the Panel met again to review the comments from the field which resulted in amendments to the recommendations which are contained in this final report.

Commissioned Research:

A research paper was prepared at the request of Assembly Member Kerry Mazzoni, Chair of the Assembly Education Committee, to support the work of the Panel. This research paper summarizes ways in which computer technology and communications have been found to enhance learning in K-12 classrooms. The information reflects published and unpublished sources (both formal and informal) as well as direct observations. The paper proved to be invaluable to the work of the Panel and the Panel expresses its sincere appreciation to Dr. Kenneth W. Umbach, Policy Analyst for the California Research Bureau, California State Library.

Importance of this effort:

As currently outlined, the "Goals 2000" program emphasizes technology in education. The use of computer-based technology as a productivity, research, and communications tool has been promoted by private industry and government. However, the excitement generated by the Internet and the move toward greater utilization of computer related technologies within our schools must be tempered with the reality of the availability of funding and the knowledge base of our school administrators, teachers and parents.

The pervasiveness of computer-based technology as part of daily life clearly has educational implications. Teacher preparation institutions require adequate resources to properly equip teachers to use those technologies in their jobs. The expanse of knowledge now being accessed and the way that it is obtained requires an equally dynamic plan of ongoing teacher professional development. The Panel's interpretation of AB 1023's goal is to provide the correct mix of appropriate computer related tools within the framework of a world-class education and to assure that our teachers are prepared to meet the challenges and opportunities before them.

This final report will be submitted to the Commission in December 1998 for their consideration.

Definitions of Key Terms

"Acceptable Use Policy" (AUP) refers to a formal agreement between an institution and the user requiring the user to abide by standards and rules of conduct when using computer-based resources.

"Appropriate technology" refers to using technological tools which can add depth, quality and reinforcement to the learning process that is not as readily obtained by other means; conversely, inappropriate use of technology detracts from the learning process. Appropriate use of technology requires an understanding of when, where, and how to use computer-based technology to enhance instruction.

"Common Standards" deal with aspects of program quality that are the same for all credential programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. For each Common Standard, questions are included which will assist team members during training and continuing accreditation reviews. The questions can also be used by institutions as they reflect upon the quality of their programs and for assistance in the preparation proposals for initial accreditation of programs and self-study reports for continuing accreditation.

"Computer-based technology" refers to computer hardware, peripherals, network infrastructure, and software.

"Daily teaching responsibilities" refers to the extended period of time during student teaching when a candidate assumes primary responsibility for teaching one or more classes of students on consecutive school days. "Full-time teaching responsibilities" means that a student teacher assumes the range of academic responsibilities that the candidate's supervising teachers normally assume on a given day.

"Digital Information" refers to information coded in a binary format that is interpreted and processed by a computer.

"Factors to Consider" will guide evaluation teams in determining the quality of a program's response to each standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. To enable an evaluation team to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the quality factors related to that standard. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution.

"Multimedia" refers to combining text, graphics, audio, video, animation or other media.

"Network" refers to computers linked together for the purpose of moving information from one place to another.

"Online" refers to a computer that is connected to the Internet, an intranet, or other type of network for the purpose of data retrieval, messaging, applications access, and interactive uses.

"Questions to Consider" are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

A "Standard" is a statement of program quality that must be fulfilled for initial approval or continued approval of a professional preparation program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

Use of Computer-Based Technology in the Classroom

Candidates are able to use appropriate computer-based technology to facilitate the teaching and learning process.

Rationale

The widespread reliance of contemporary society upon computer-based technologies reflects the increasing importance of electronic information management and communication tools. Technology, in its many forms, has become a powerful tool to enhance curriculum and instruction. Productivity, communication, research, and learning are dramatically enhanced through the appropriate use of technology thereby allowing educators to accomplish tasks that were not previously possible.

The true power and potential of computer-based technologies lies not in the machine itself but in the prudent and appropriate use of software applications to gather, process, and communicate information. Teachers' integration of these tools into the educational experience of students, including those with special needs, is crucial to preparing them for lives of personal, academic, and professional growth and achievement.

Teachers must become fluent, critical users of technology to provide a relevant education and to prepare students to be life-long learners in an information-based, interactive society. The appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas is essential to maximizing the instructional process. Such use of technology supports teaching and learning regardless of individual learning style, socio-economic background, culture, ethnicity, or geographic location.

Factors to Consider

When an evaluation team judges whether or not a program meets this standard, the Commission expects the team to consider the extent to which:

Prior to issuance of the Preliminary Credential

General Knowledge and Skills

- Each candidate demonstrates knowledge of current basic computer hardware and software terminology.
- Each candidate demonstrates competency in the operation and care of computer related hardware (e.g. cleaning input devices, avoiding proximity to magnets, proper startup and shut down sequences, scanning for viruses, and formatting storage media).
- Each candidate implements basic troubleshooting techniques for computer systems and related peripheral devices (e.g. checking the connections, isolating the problem components, distinguishing between software and hardware problems) before accessing the appropriate avenue of technical support.
- Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology.
- Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology in teaching and learning.

Specific Knowledge and Skills

- Each candidate uses computer applications to manage records (e.g. gradebook, attendance, and assessment records).
- Each candidate uses computers to communicate through printed media (e.g. newsletters incorporating graphics and charts, course descriptions, and student reports).
- Each candidate interacts with others using e-mail.
- Each candidate is familiar with a variety of computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, list servers, online chat, and audio/video conferences).
- Each candidate examines a variety of current educational digital media and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations).
- Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.

- Each candidate demonstrates competence in the use of electronic research tools (e.g. access the Internet to search for and retrieve information).
- Each candidate demonstrates the ability to assess the authenticity, reliability, and bias of the data gathered.
- Each candidate identifies student learning styles and determines appropriate technological resources to improve learning.
- Each candidate considers the content to be taught and selects the best technological resources to support, manage, and enhance learning.
- Each candidate demonstrates an ability to create and maintain effective learning environments using computer-based technology.
- Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.
- Each candidate demonstrates knowledge of copyright issues (e.g. distribution of copyrighted materials and proper citing of sources).
- Each candidate demonstrates knowledge of privacy, security, and safety issues (e.g. appropriate use of chatrooms, confidentiality of records including graded student work, publishing names and pictures of minors, and Acceptable Use Policies).
- The program meets other factors related to this standard of quality brought to the attention of the team by the program.

Prior to issuance of the Professional Credential

- Each candidate uses a computer application to manipulate and analyze data (e.g. create, use, and report from a database; and create charts and reports from a spreadsheet).
 - Each candidate communicates through a variety of electronic media (e.g. presentations incorporating images and sound, web pages, and portfolios).
 - Each candidate interacts and collaborates with others using computer-based collaborative tools (e.g. threaded discussion groups, newsgroups, electronic list management applications, online chat, and audio/video conferences).
 - Each candidate demonstrates competence in evaluating the authenticity, reliability, bias of the data gathered; determines outcomes and evaluates the success or effectiveness of the process used.
 - Each candidate optimizes lessons based upon the technological resources available in the classroom, school library media centers, computer labs, district and county facilities, and other locations.
 - Each candidate designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
 - Each candidate creates or makes use of learning environments inside the classroom, as well as in library media centers or computer labs, that promote effective use of technology aligned with the curriculum.
 - Each candidate uses technology in lessons to increase each student's ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions.
 - Each candidate uses technology as a tool for assessing student learning and for providing feedback to students and their parents.
 - Each candidate frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.
 - Each candidate collaborates with other teachers, mentors, librarians, resource specialists, and other experts to support technology-enhanced curriculum. For example, they may collaborate on interdisciplinary lessons or cross grade level projects.
 - Each candidate contributes to site-based planning or local decision making regarding the use of technology and acquisition of technological resources.
 - The program meets other factors related to this standard of quality brought to the attention of the team by the program.
-

Common Standard 2 (Amended)

Resources

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- How adequate are personnel resources (including sufficient numbers of full and part-time positions for instructional faculty, field supervisors and support personnel) to staff each credential program and maintain its effectiveness?
 - How well does the institution provide a critical mass of faculty resources to provide breadth and depth of expertise to support an effective program of instruction and supervised field experience in each credential area? Do credential candidates have sufficient opportunity for contact with faculty members?
 - To what extent do faculty, staff and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, computers, media, and instructional materials? Are those resources sufficient and adequate?
 - To what extent do faculty, staff, and candidates have equitable and appropriate access to computer-based technology, information and network resources for teaching and learning?
 - To what extent do faculty, staff, and candidates have adequate technical support services for maintenance and training to support instructional goals?
-

Common Standard 5 (Amended)

Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- To what extent are the admission criteria and procedures clearly described and available to prospective candidates for credentials?
- What are the multiple measures used by the institution to define the academic achievement and professional potential of credential candidates?
- For the basic teaching credential programs, does the institution define an appropriate comparison group? Does each admitted candidate have an undergraduate GPA that is above the median GPA for the comparison group?
- For advanced credential programs, does each admitted candidate meet the institutional standards for graduate study?
- How does the institution determine and evaluate each applicant's personal qualities and preprofessional

qualifications (including entry level computer skills), for example, personal interviews with candidates, written evaluation of candidates' prior experiences with children and youth, and prior leadership activities?

- What alternative criteria and procedures are used to encourage admission of candidates from underrepresented groups?
 - To what extent do the institution's recruitment and admissions policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity and disability?
 - How do the admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to those from diverse ethnic, cultural and socio-economic backgrounds?
-

Common Standard 7 (amended)

School Collaboration

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

Questions to Consider

The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.

- For each credential preparation program, to what extent does an effective and ongoing system of communication and collaboration exist between the institution and local districts and school sites where candidates are placed for their field experiences?
 - To what extent does the institution, in consultation with local administrators and teachers, have clear, explicit criteria for the selection of schools and district field experience supervisors? How effectively does the institution seek to place candidates in self-renewing schools in which the curriculum and the staff develop continually?
 - To what extent is there a description of the fieldwork/clinical experience options that are available and how those options correspond to the organizational structure and academic requirements of each credential program?
 - To what extent does the institution provide opportunities for candidates to be placed in schools where computer-based technology is used to support teaching and learning?
 - How does the institution ensure that each credential candidate's field/clinical experiences are planned collaboratively, involving the candidate, school district personnel and institutional personnel?
 - How thoroughly does the institution periodically review the suitability and quality of all field placement sites?
 - To what extent does the institution review each candidate's fieldwork/clinical placement to ensure that candidates are assigned to appropriate site supervisors?
 - How well developed is the institution's plan and rationale for the sequence of field experiences in each credential program?
-

Contributors to the Report of the Computer Education Advisory Panel

The members of the Computer Education Advisory Panel gratefully acknowledge the contributions to this report made by the following individuals:

Brian Arnold, Director
Educational Technology Masters Program

Azusa Pacific University

John Cradler, President
Educational Support Systems and
Executive Director of TECH CORPS California

Sylvester Robertson, Visiting Assistant Professor
Instructional Technology
Department of Science, Mathematics, and Technology Education
CSU, San Bernardino

Kenneth W. Umbach, Policy Analyst
California Research Bureau, California State Library

David Wright, Director
Office of Policy and Programs
California Commission on Teacher Credentialing

Don Zundel, Program Manager
Education Grants
Apple Computer, Inc.

Bibliography

American Association of School Librarians. (1994). *Position statement on information literacy: A position paper on information problem solving*. [Brochure]. . Chicago, IL: Author. [Available on the World Wide Web]. Retrieved May 20, 1998 from the World Wide Web: http://www.ala.org/aasl/positions/PS_infolit.html

Butte County Office of Education. (1997). *Benchmarks for student performance in technology*. [Brochure]. . (6-16-98). Oroville, CA: Author. [Available on the World Wide Web]. Retrieved May 20, 1998 from the World Wide Web: <http://bcoe.butte.k12.ca.us/isd/irc/bcic/techfram.html>

California State University Commission on Learning Resources and Instructional Technology, Work Group on Information, CLRIT Task 6.1. (1995, December). *Information competence in the CSU*. [Available on the World Wide Web]. Retrieved May 20, 1998 from the World Wide Web: http://www.calstate.edu/ITPA/Docs/html/info_comp_report.html

California Technology Assistance Project (CTAP) & Butte County Office of Education. (1997). *The CTAP Region 2, Level One certification challenge requirements*. [Available on the World Wide Web]. Retrieved May 20, 1998 from the World Wide Web: <http://www.ctap2.bcoe.butte.k12.ca.us/CHALLENGE/>

California Commission on Teacher Credentialing, Committee on Accreditation. (1997). *Teacher preparation in California: Standards of quality and effectiveness: Common standards: Handbook for teacher educators and accreditation members*. [Monograph]. Sacramento, CA: Author

California Commission on Teacher Credentialing, Advisory Panel on Teacher Education, Induction and Certification for the Twenty-First Century Schools (SB 14232). (1997). *California's future: Highly qualified teachers for all students*. [Monograph]. Sacramento, CA: Author

California Commission on Teacher Credentialing & California Department of Education. (1997). *California standards for the teaching profession: A description of professional practice for California teachers*. [Monograph]. Sacramento, CA: Author.

California Commission on Teacher Credentialing. (1997). *Standards of program quality and effectiveness, factors to consider and preconditions in the evaluation of professional teacher preparation programs for multiple and single subject credentials*. [Monograph]. Sacramento, CA: Author.

California Commission on Teacher Credentialing. (1996). *Standards for district internship teaching programs with BCLAD emphasis.: Handbook for district intern program administrators and program reviewers*. [Monograph]. Sacramento, CA: Author.

California Commission on Teacher Credentialing, Committee to Review Computer Education Requirements. (1996). *Computer education recommendations to the Senate Bill 1422 Advisory Panel of the California Commission on Teacher Credentialing*. [Monograph]. Sacramento, CA: Author.

- California Department of Education, Education Technology Office. (1997). *Educational technology programs in California*. [Monograph]. Sacramento, CA: Author.
- California Department of Education, Education Technology Office, Education Council for Technology In Learning. (1997) *Draft: Recommendations regarding technology-based content and performance standards*. [Monograph]. Sacramento, CA: Author.
- Cassidy, John. (1998, February 23). *Annals of enterprise: The Comeback*. The New Yorker. pp. 122(6).
- Copley, Richard J., Cradler, John & Engel, Penelope K. (1997). *Computers and classrooms: the status of technology in U.S. schools* (Chapters 3, 4 & 5). Princeton, NJ: Educational Testing Service.
- Cradler, John & Bridgforth, Elizabeth. (1995). *Telecommunications and technology education: what have we learned from research and experience?* San Francisco, CA: Far West Laboratory (for the California, Department of Education). (Chapters VIII and IX).
- Cradler, John & Bridgforth, Elizabeth. (1996). *Effective Site Level Planning for Technology Integration*. San Francisco, CA: Far West Laboratory (for the California Department of Education).
- Cradler, John & Cradler, Ruthmary. (1997). *Inventory of conditions for effective technology use*. San Mateo, CA: Educational Support Systems (Draft, for Fall 1997 Technology Innovation Challenge Grants Meeting.)
- Cradler, John. (1994). *Summary of Current Research and Evaluation Findings on Technology in Education*. San Francisco, CA: Far West Laboratory.
- Cradler, John. (1997). *Educational technology and telecommunications research policy, and planning, documents on the Internet*. [Monograph]. Sacramento, CA: TECH Corps.
- Cradler, John. (1997). *Resources supporting educational technology and telecommunications implementation*. [Monograph]. Sacramento, CA: TECH Corps.
- Derich, Barbara, Redmond, Pamela & Education Task Force. (1996). *Technology planning guide for curriculum integration*. Larkspur, CA: Author.
- Education Week. (1997, November 10). *Technology counts: Schools and reform in the information age*. 16(11). (Entire edition dedicated to educational technology.)
- International Society for Technology in Education (ISTE). (1998). ISTE national educational technology standards (NETS): *Guiding the development of new learning environments for today's classrooms*. Eugene, OR: Author. [Available on the World Wide Web]. Retrieved May 20, 1998 from the World Wide Web: <http://www.iste.org/Resources/Projects/TechStandards/NETS/>
- Kotkin, Joel. (1997, July). *The emergence of the entrepreneur. Foundation for Enterprise Development*. [Posted to the World Wide Web]. Retrieved May 20, 1998 from the World Wide Web: http://www.fed.org/leading_companies/july97/kotkin.html
- Milbury, Peter. (1997, October). *Collaborating on Internet-based lessons: A teacher and librarian SCORE with PBL*. *Technology Connection*, 4(5), 8-9.
- Milbury, Peter. (1998, March). *Daily news on the Internet: Finding and effectively using free online news sources (full-text daily news archives with search engines)*. *Technology Connection*, 5(1), 28-30.
- Milbury, Peter. (1997, September-October). *Effective searching buys time to reflect, ponder & analyze*. *The Book Report*, 16(2), 23-25.
- NCTET Executive Board and Policy Committee, National Coalition for Technology in Education and Training. (1997) *Educational technology goals, progress, and recommended actions*. Washington, DC: Author.
- National Council for Accreditation of Teacher Education. (1998). *Technology and the new professional teacher: Preparing for the 21st Century classroom*. [Monograph]. Washington, DC: Author.
- Normington, Richard S. (1998). *Optimizing the effectiveness of education technologies, or, Why some ed tech deployment projects don't work*. [Monograph]. Sacramento, CA: TQM Services Group.
- Phelan, Rick. (1997). *SVUSD Technology rubric: Classroom uses of technology*. [Monograph]. Sonoma, CA: Sonoma County Office of Education.
- San Jose Unified School District. (1996). *Draft #1: IBM "Reinventing Education Grant": Standards for using technology to achieve student-centered teaching and learning*. [Handout]. San Jose, CA: Author.

Smith, Sheldon & California Technology Assistance Project (CTAP) & San Luis Obispo County Office of Education. (1998). *TechCert: Technology Certification for San Luis Obispo County Educators*. [Brochure]. San Luis Obispo, CA: Author.

U.S. Department of Commerce. (1998). *The Emerging Digital Economy*. Washington, DC: Author [Available on the World Wide Web]. Retrieved May 20, 1998 from the World Wide Web: <http://www.ecommerce.gov/emerging.htm>

U.S. Department of Education. (1996). *Getting America's students ready for the 21st Century: Meeting the technology literacy challenge: A report to the nation on technology and education*. [Monograph]. Washington, DC: Author.

Umbach, Kenneth W. (1998). *Computer Technology in California K-12 Schools: Uses, Best Practices, and Policy Implications*. [Monograph, prepared at the request of Assembly Member Kerry Mazzoni]. Sacramento, CA: California Research Bureau, California State Library. Available in Adobe Portable Document (pdf) format at <http://www.library.ca.gov/CRB/98/03/98003.pdf>.

Umbach, Kenneth W. (1998). *Learning-Related Outcomes of Computer Technology in K-12 Education*. [Monograph, prepared at the request of Assembly Member Kerry Mazzoni to support the work of the California Commission on Teacher Credentialing]. Sacramento, CA: California Research Bureau, California State Library. Available in Adobe Portable Document (pdf) format at <http://www.library.ca.gov/CRB/98/10/98010.pdf>.

Wiebe, James. (1995). *Editor's message: Technology and the restructuring of teacher education*. *Journal of Computing In Teacher Education*. 11(2), 2.

Wiebe, James. (1995). *Editor's remarks: The need to teach people about computers*. *Journal of Computing In Teacher Education*. 11(3), 2.

Appendix

BILL NUMBER: AB 1023 CHAPTERED

[Note: Underlined text added to Section 44259 by AB 1023 (Chapter 404, Statutes of 1997)]

CHAPTER 404
FILED WITH SECRETARY OF STATE SEPTEMBER 2, 1997
APPROVED BY GOVERNOR SEPTEMBER 2, 1997
PASSED THE SENATE AUGUST 7, 1997
PASSED THE ASSEMBLY MAY 8, 1997
AMENDED IN ASSEMBLY APRIL 17, 1997
INTRODUCED BY Assembly Member Mazzoni

FEBRUARY 27, 1997

An act to amend Section 44259 of the Education Code, relating to teacher credentialing.

LEGISLATIVE COUNSEL'S DIGEST

AB 1023, Mazzoni. Teacher credentialing.

Existing law prescribes the minimum requirements for the preliminary multiple or single subject teaching credential.

This bill, commencing January 1, 2000, would add demonstration of basic competency in the use of computers in the classroom, as specified, to those minimum requirements.

Existing law requires completion of designated studies for the professional multiple or single subject teaching credential, including the study of computer-based technology and the uses of technology in educational settings.

This bill would require the above-referenced studies to be completed in accordance with the commission's standards of program quality and effectiveness, and that the study of computer-based technology be of advanced computer-based technology.

The people of the State of California do enact as follows:

SECTION 1. Section 44259 of the Education Code is amended to read:
44259.

- (a) Each program of professional preparation for multiple or single subject teaching credentials shall not include more than one year of, or the equivalent of one-fifth of a five-year program in, professional preparation.
- (b) The minimum requirements for the preliminary multiple or single subject teaching credential, are all of the following:
- (1) A baccalaureate degree or higher degree, except in professional education, from a regionally accredited institution of postsecondary education.
 - (2) Passage of the state basic skills examination that is developed and administered by the commission pursuant to Section 44252.5.
 - (3) Completion of a program of not more than one year of professional preparation that has been approved or accredited on the basis of standards of program quality and effectiveness pursuant to subdivision (a) of Section 44227, subdivisions (a), (b), and (c) of Section 44372, or Section 44376.
 - (4) Study of alternative methods of developing English language skills, including the study of reading as described in subparagraphs (A) and (B), among all pupils, including those for whom English is a second language, in accordance with the commission's standards of program quality and effectiveness. The study of reading shall meet the following requirements:
 - (A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research-based and includes all of the following:
 - (i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.
 - (ii) A strong literature, language, and comprehension component with a balance of oral and written language.
 - (iii) Ongoing diagnostic techniques that inform teaching and assessment.
 - (iv) Early intervention techniques.
 - (v) Guided practice in a clinical setting.
 - (B) For the purposes of this section, "direct, systematic, explicit phonics" means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive.

A program for the multiple subjects credential also shall include the study of integrated methods of teaching language arts.
 - (5) Completion of a subject matter program that has been approved by the commission on the basis of standards of program quality and effectiveness pursuant to Article 6 (commencing with Section 44310) or passage of a subject matter examination pursuant to Article 5 (commencing with Section 44280).
 - (6) Demonstration of a knowledge of the principles and provisions of the Constitution of the United States pursuant to Section 44335.
 - (7) Commencing January 1, 2000, demonstration, in accordance with the commission's standards of program quality and effectiveness, of basic competency in the use of computers in the classroom.
- (c) The minimum requirements for the professional multiple or single subject teaching credential shall include completion of the following studies:
- (1) Study of health education, including study of nutrition, cardiopulmonary resuscitation, and the physiological and sociological effects of abuse of alcohol, narcotics, and drugs and the use of tobacco. Training in cardiopulmonary resuscitation shall also meet the standards established by the American Heart Association or the American Red Cross.
 - (2) Study and field experience in methods of delivering appropriate educational services to students with exceptional needs in regular education programs.
 - (3) Study, in accordance with the commission's standards of program quality and effectiveness, of advanced computer-based technology, including the uses of technology in educational settings.
 - (4) Completion of an approved fifth year program after completion of a baccalaureate degree at an accredited institution.
- (d) A credential that was issued prior to the effective date of this section shall remain in force as long as it is valid under the laws and regulations that were in effect on the date it was issued. The commission may not, by regulation, invalidate an otherwise valid credential unless it issues to the holder of the credential, in substitution, a new credential authorized by another provision in this chapter that is no less restrictive than the credential for which it was substituted with respect to the kind of service authorized and the grades, classes, or types of schools in which it authorizes service.
- (e) Notwithstanding this section, persons who were performing teaching services as of January 1, 1991, pursuant to the language of this section that was in effect prior to that date, may continue to perform those services without complying with any requirements that may be added by the amendments adding this subdivision.

(f) Subparagraphs (A) and (B) of paragraph (4) of subdivision (b) do not apply to any person who, as of January 1, 1997, holds a multiple or single subject teaching credential, or to any person enrolled in a program of professional preparation for a multiple or single subject teaching credential as of January 1, 1997, who subsequently completes that program. It is the intent of the Legislature that the requirements of subparagraphs (A) and (B) of paragraph (4) of subdivision (b) be applied only to persons who enter a program of professional preparation on or after January 1, 1997.



[Back to the Top](#) |

[Back to December 1998 Agenda](#) |

[Back to Agenda Archives](#) |

[Return to About CTC](#) |

