


Agenda

California
Commission on
Teacher Credentialing

June 2-3, 1999
Commission Offices
1900 Capitol Avenue
Sacramento, CA 95814

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

Click on the  to view the items that are available.

WEDNESDAY, June 2, 1999

Commission Office

1. Executive Committee (Chair Norton) **8:15 a.m.**
 - EXEC-1 Approval of May 5, 1999 Executive Committee Minutes
 - EXEC-2 Interviews for Appointment to the Committee of Credentials
2. Closed Session (Chair Norton) **1:30 p.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)
3. Appeals and Waivers Committee (Committee Chair Harvey)
 - A&W-1 Approval of the Minutes
 - A&W-2 Reconsideration of Waiver Denials
 - A&W-3 Waivers: Consent Calendar
 - A&W-4 Waivers: Conditions Calendar
 - A&W-5 Waivers: Denials Calendar

THURSDAY, June 3, 1999

Commission Office

1. General Session (Chair Norton) **8:00 a.m.**
 - GS-1 Roll Call
 - GS-2 Pledge of Allegiance
 - GS-3 Approval of the May 1999 Minutes
 - GS-4 Approval of the June Agenda
 - GS-5 Approval of the June 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. Legislative Committee of the Whole (Committee Chair Gary Reed)
 -  LEG-1 Status of Bills of Interest to the Commission
 -  LEG-2 Analysis of Bills of Interest to the Commission
3. Performance Standards Committee of the Whole (Committee Chair Katzman)
 -  PERF-1 Update on the Advisory Panel for the Development of Teacher Preparation Standards

- | | | |
|---|-------------------|--|
|  | PERF-2 | Recommended Award of a Contract for (a) Development of Preliminary Teaching Performance Expectations for California Level I Teaching Credential Candidates, and (b) Review and Potential Revision of the Content Specifications for the Multiple Subjects Assessment for Teachers (MSAT) |
|  | PERF-3 | Recommended Passing Standards on the SSAT Examination in Korean |
|  | PERF-4 | Draft Annual Report on the Praxis and SSAT Examinations in Science |
| 4. Fiscal Planning and Policy Committee of the Whole (Interim Committee Chair Miner) | | |
|  | FPPC-1 | Update on the 1999-2000 Governor's Budget (Revised) |
| 5. Credentials and Certificated Assignments Committee of the Whole (Committee Chair Dauterive) | | |
|  | C&CA-1 | Proposed Regulations Related to Single Subject Credential Authorizations |
|  | C&CA-2 | Proposed Regulations Related to Reading Instruction Competence Assessment |
| 6. Preparation Standards Committee of the Whole (Committee Chair Sutro) | | |
|  | PREP-1 | Approval of Subject Matter Programs |
|  | PREP-2 | Report on the Selection of Local Programs to Develop Programs for Teachers that Provide for Subject Matter Preparation Culminating in a Credential or Supplementary Authorization to Teach Mathematics in K-12 Public Schools Pursuant to AB 496 |
|  | PREP-3 | Pre-Internship Grant Expansion Selections Recommended for Funding |
|  | PREP-4 | Request for Temporary Waiver of Regional Accreditation from InterAmerican College |
|  | PREP-5 | U.S. Office of Education, Preparing Tomorrow's Teachers to Use Technology Grant Proposal |
| 7. Public Hearing 1:30 p.m. | | |
|  | PUB-1 | Proposed Addition of Section 80014.3 and Amendment to Section 80066 of Title 5 Regulations Concerning Teaching Reading as a Separate Subject on a Basic Teaching Credential and the Reading and Language Arts Specialist Credential |
| 8. Reconvene General Session (Chair Norton) | | |
| | GS-10 | Report of the Appeals and Waivers Committee |
| | GS-11 | Report of the Executive Committee |
| | GS-12 | Report of Closed Session Items |
| | GS-13 | Commissioners Reports |
| | GS-14 | Audience Presentations |
| | GS-15 | Old Business
•Quarterly Agenda for June, July & September 1999 |
| | GS-16 | New Business |
| | GS-17 | Adjournment |

**All Times are Approximate and Are Provided for Convenience Only
Except Time Specific Items Identified Herein (i.e. Public Hearing)
The Order of Business May be Changed Without Notice**

Persons wishing to address the California Commission on Teacher Credentialing on a subject to be considered at this meeting are asked to complete a Request Card and give it to the Recording Secretary prior to the discussion of the item.

Reasonable Accommodation for Any Individual with a Disability

Any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the California Commission on Teacher Credentialing may request assistance by contacting the California Commission on Teacher Credentialing at 1900 Capitol Avenue, Sacramento, CA 95814; telephone, (916) 445-0184.

**NEXT MEETING
July 7-8, 1999
California Commission on Teacher Credentialing**



| [Back to the Top](#) |

| [Return to "Agenda Archives"](#) |

| [Return to About CTC](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: LEG-1

Committee: Legislative

Title: Status of Bills of Interest to the Commission

- ✓ Action
- ✓ Information

Prepared by: Rod Santiago
Office of Governmental Relations

**BILLS FOLLOWED BY THE
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
May 20, 1999**

CCTC-Sponsored Bills

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
AB 309 - Mazzone Would increase the cap on per intern expenditures in the alternative certification program	Sponsor (3/99)	Assembly Appropriations Suspense File
AB 457 - Scott Would add internet-based sex offenses to the list of specified mandatory revocation offenses	Sponsor (3/99)	Assembly Floor
AB 466 - Mazzone Omnibus clean-up bill	Sponsor (3/99)	Assembly Floor
AB 471 - Scott Would require CCTC to report to the Legislature and the Governor on numbers of teachers who received credentials, internships and emergency permits	Sponsor (3/99)	Assembly Floor
AB 1067 - Margett Would bring Education Code provisions related to lewd and lascivious Penal Code violations into conformity	Sponsor (4/99)	Assembly Floor
AB 1282 - Jackson Would require CCTC to make improvements needed to enhance CBEST	Sponsor (4/99)	Assembly Floor

SENATE BILLS OF INTEREST TO CCTC

SB 151 - Haynes Would allow a person who meets prescribed requirements to qualify for a Professional Clear teaching credential	Seek Amendments (2/99) Oppose Unless Amended (4/99)	Senate Floor
SB 179 - Alpert Would establish model alternative teacher preparation programs	Support if Amended (2/99)	Senate Appropriations Suspense File

SB 237 - Karnette Would require that a person may not qualify for an Administrative Services Credential unless he or she has ten years or teaching experience	Oppose (3/99)	Senate Education Committee
SB 395 - Hughes Would remove the sunset date on SDAIE staff development training	Seek Amendments (4/99)	Senate Floor
SB 472 - Poochigian Would establish a three year pilot program to provide grants to school districts using a mathematics specialist to teach mathematics aligned to the statewide content standards in grades 4, 5, and 6	Support (4/99)	Senate Appropriations Suspense File
SB 489 - Solis Would make findings and declarations related to educational paraprofessionals	Watch (4/99)	Senate Education Committee
SB 573 - Alarcon Would create a telecommunications-based pilot project in LA county for the purpose of providing support for BTSA or pre-intern teachers in hard to staff schools	Watch (4/99) Support if Amended (5/99)	Senate Appropriations Suspense File
SB 624 - Schiff States legislative intent to enact legislation to provide funding for publishing and distributing prekindergarten reading and development guidelines and training child care providers to use the guidelines	Watch (4/99)	Senate Appropriations Committee
SB 883 - Haynes Would require CCTC to monitor the performance of graduates of various IHEs that provide educator preparation and would authorize CCTC to take administrative action against specified IHEs	Oppose (4/99)	Senate Education Committee
SB 1061 - Schiff Would waive the credential application fee for first-time specified credential applicants	Support (4/99)	Senate Appropriations Suspense File
SB 1076 - Vasconcellos Makes findings and declarations related to teacher preparation and credentialing and expresses legislative intent to enact legislation to redesign teacher preparation and credentialing to teach teachers both the process of teaching and the information the teacher is responsible for their pupils learning	Watch (4/99)	Senate Education Committee
SB 1262 - O'Connell/Karnette Would authorize governing school boards or county superintendents to increase the lowest salary on the salary schedule for a certificated employee meeting certain criteria	Support (4/99)	Senate Appropriations Suspense File
SB 1309 - Baca Would require CCTC to regularly notify school districts about laws governing assignment of individuals when certificated teachers are not available	Oppose (4/99)	Senate Floor

ASSEMBLY BILLS OF INTEREST TO CCTC

Bill Number - Author Subject	Previous and Current CCTC Position (date adopted)	Status
AB 1X - Villaraigosa and Strom-Martin Would establish the Peer Assistance and Review Program for Teachers	Seek Amendments (2/99) CTC amendments adopted	Signed by the Governor
AB 2X - Mazzoni and Cunneen Would establish various programs related to reading and teacher recruitment	Support (2/99) Seek Amendments (3/99) CTC amendments adopted	Signed by the Governor
AB 6 - Calderon Establishes the California Teacher Academy Program	Seek Amendments (2/99) CTC amendments adopted	Assembly Appropriations Committee
AB 17X - Bates	Oppose (2/99)	Dropped by the

Would delete option for local development by IHEs of a teaching performance assessment and require CCTC to administer the assessment		author
AB 18X - Zettel and Bates Would require all teaching credential holders to pass a subject matter exam to renew the credential. Would require CCTC to establish a Peer Review Task Force	Oppose Unless Amended (2/99)	Dropped by the authors
AB 25X - Baldwin Would make changes to statutes governing the demonstration of subject matter competence	Oppose (2/99)	Dropped by the author
AB 27X - Leach Would require CCTC to conduct a validity study of the CBEST	Oppose Unless Amended (2/99) CTC amendments adopted Watch (3/99)	Signed by the Governor
AB 28X - Leach Would make changes to statutes governing the accreditation framework	Oppose (2/99)	Held in Assembly Education Committee
AB 31 - Reyes Extends APLE Program to applicants who agree to provide classroom instruction in school districts serving rural areas	Support (2/99)	Assembly Appropriations Suspense File
AB 108 - Mazzoni Subject Matter Projects	Support (2/99)	Senate Education Committee
AB 192 - Scott Would create the California Teacher Cadet Program	Support (3/99)	Assembly Appropriations Suspense File
AB 578 - Honda Would require CCTC, in consultation with SPI and IHEs to develop standards to prepare future teachers to recognize and appropriately respond to victimized children in classrooms	Watch (4/99)	Senate Education Committee
AB 707 - House Would set forth requirements for a services credential with a specialization in school psychology	Seek Amendments (4/99)	Assembly Floor
AB 752 - Davis Would create two new single subject teaching credentials in dance and in theatre	Watch (4/99)	Assembly Appropriations Suspense File
AB 770 - Honda Would create a Middle Grades Certificate Program	Seek Amendments (4/99)	Assembly Appropriations Suspense File
AB 899 - Alquist Would provide that on and after July 1, 2003 a teacher may not be initially assigned to teach math or science at the middle school level unless she or he holds a credential or supplementary authorization in the subject to be taught	Support (5/99)	Assembly Appropriations Suspense File
AB 908 - Alquist Would require CCTC to adopt or revise standards to address gender equity	Seek Amendments (4/99) CTC amendments adopted	Assembly Floor
AB 949 - Wiggins Would include holders of services credentials in the definition of teacher for the purposes of participating in the APLE program, the California Mentor Teacher Program, and the BCLAD Certificate	Oppose Unless Amended (4/99)	Assembly Education Committee
AB 961 - Steinberg Would create the Challenged School Teacher Attraction and Retention Act of 1999	Support (4/99)	Assembly Appropriations Suspense File
AB 1006 - Ducheny Would establish a two-year pilot project to provide peer support and mentoring for school counselors	Support (4/99)	Assembly Appropriations Committee
AB 1059 - Ducheny Would make various provisions in law related to CLAD training	Seek Amendments (4/99)	Assembly Appropriations Suspense File
AB 1242 - Lempert Would require CCTC to issue a California Professional Credential	Seek Amendments (4/99)	Assembly Floor

to persons meeting certain requirements		
AB 1294 - Firebaugh Would require CCTC, SPI, and directors of teacher education at IHEs to produce an annual report related to teacher recruitment, education, and retention programs	Watch (4/99) Oppose (5/99)	Assembly Education Committee
AB 1296 - Firebaugh Would authorize holders of emergency permits and Pre-Intern program participants to participate in BTSA. Would also establish a hard-to-staff school program	Watch (4/99) Seek Amendments (5/99)	Assembly Education Committee



- [Back to the Top](#) |
- [Back to June 1999 Agenda](#) |
- [Return to "Agenda Archives"](#) |
- [Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: LEG-2

Committee: Legislative

Title: Analysis of Bills of Interest to the Commission

✓ Action

Prepared by: Rod Santiago
Office of Governmental Relations

LEGISLATIVE GUIDELINES OF THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Adopted February 3, 1995

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California, and opposes legislation that would lower standards for teachers and other educators.**
- 2. The Commission supports legislation which proposes to maintain or establish high standards of fitness and conduct for public school educators in California, and opposes legislation which would lower standards of fitness or conduct for public school educators.**
- 3. The Commission supports legislation which reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation which would allow unprepared persons to serve in the public schools.**
- 4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.**
- 5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.**
- 6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators, and opposes alternatives that do not provide sufficient assurances of quality.**
- 7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.**
- 8. The Commission supports legislation that affirms its role as an autonomous teacher standards board, and opposes legislation that would erode the independence or authority of the Commission.**

Bill Analysis California Commission on Teacher Credentialing

Bill Number:	AB 615
Author(s):	Runner
Sponsor(s):	Source: Legislative Analyst
Subject of Bill:	Categorical education funding
Date Introduced:	February 19, 1999
Amendments:	May 6, 1999
Status in Leg. Process:	Assembly Budget

Current CCTC Position: None
Recommended Position: Oppose Unless Amended
Date of Analysis: May 18, 1999
Analyst(s): Anne Padilla and Linda Bond

Summary of Current Law:

Current law provides for categorical programs which fund educational needs in the areas of school improvement, foster children and youth, bilingual education, and education technology, among others. These programs are eligible for specialized federal and state funding if they meet certain criteria, and carry out certain functions to meet specifically designated purposes.

Summary of Current Activity by the Commission

The Commission on Teacher Credentialing and the State Department of Education jointly administer the Beginning Teacher Support and Assessment Program (BTSA). This program provides support, assistance and continued preparation for first and second year teachers. Last year, the CTC and other BTSA supporters were successful in convincing the governor and legislature to fully fund BTSA, providing funds for every eligible beginning teacher.

Additionally, the Commission sponsored legislation last session, SB 2042 (Alpert), which among its provisions, requires completion of a beginning teacher support and assessment program for the professional clear multiple or single subject teaching credential. The Commission is presently implementing the provisions of SB 2042 through the work of the SB 2042 Advisory Panel.

Analysis of Bill Provisions

AB 615 would consolidate 39 categorical programs into five block grants. School districts would be allowed to spend up to 100 percent of the funds received for a categorical program for any other categorical program that is within the same block grant. Additionally, school districts may spend up to 25 percent of the total funds received for the categorical program within a block for the purposes of any of the categorical programs that are a part of the another block with the exception of the State Demonstrative Program Block. Funds used for the purposes of any categorical program within the State Demonstrative Program Block Grant may not be used for purposes outside the block grant, and other program block grant funds may not be used for any categorical program within the State Demonstrative Program Block grant.

The bill proposes to include the following programs within the five block grants:

1. School Improvement Block Grant:

- educational technology programs;
- instructional materials for grades 9-12
- instructional materials for standards aligned core curriculum;
- regional technology center;
- partnership academies;
- school-based management and advanced career opportunities for classroom teachers;
- school developmental plans and resource consortia;
- school improvement programs;
- School/Law Enforcement Partnership;
- school library materials.

Staff Development Block Grant

- Administrator Training and Education program;
- Beginning Teacher Support and Assessment program;
- Bilingual Teacher Training Assistance program;
- high school coach training;
- intersegmental staff development;
- reading staff development
- science instructional materials and math staff development
- teacher dismissal apportionment.

Compensatory Education Block Grant

- college preparation partnership programs;
- court-ordered desegregation;
- foster youth programs;
- Gang Risk Intervention Program;
- Healthy Start;
- Miller-Unruh Basic Reading Act;
- voluntary desegregation;

economic impact aid.

Alternative Education Block Grant

- community day schools;
- pupil dropout prevention;
- gifted and talented education;
- high-risk, first-time offenders program;
- opportunity programs;
- tenth grade counseling.

State Demonstrative Program Block Grant

- Institute for Computer Technology;
- environmental education;
- exploratorium staff development;
- geography education alliances;
- demonstration programs in intensive instruction;
- At-Risk Youth services.

Analysis of Fiscal Impact of Bill

No known fiscal impact to the Commission on Teacher Credentialing.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policy applies to this measure:

5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.

Organizational Positions on the Bill

Unknown at this time.

Suggested Amendments

Staff recommends that provisions relating to the BTSA program be deleted from the bill.

Reason for Suggested Position

The Beginning Teacher Support and Assessment program has been highly successful in providing support, assistance and continued preparation for beginning teachers. A study of the California New Teacher Program, the precursor to BTSA, showed that retention rates for teachers completing the induction program were 92 percent, as compared to 50 percent of new teachers in urban districts nationwide who have not completed an induction program. The governor and legislature considered BTSA to be so promising, that they provided funding for every new teacher to participate in the 1998-99 fiscal year.

As in prior years, the Legislative Analyst has recommended that programs with similar focus be consolidated into block grants to provide school districts with increased flexibility to meet local pupil needs.

AB 615 proposes to include the BTSA program within the Staff Development Block grant. Including this program within the block grant would allow school districts to use BTSA program monies to fund other district needs, thus creating the potential to reduce the revenue available to fund the beginning teacher support and assessment as envisioned by SB 2042.



[Back to the Top](#) |
[Back to June 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: PERF-1

Committee: Performance Standards

Title: Update on the Advisory Panel for the Development of Teacher Preparation Standards

✓ Information

Prepared by: Mary Vixie Sandy, Consultant, and Marie Schrup, Ed.D., Consultant
Professional Services Division

Update on the Advisory Panel for the Development of Teacher Preparation Standards

Professional Services Division
May 14, 1999

Executive Summary

The Commission's Advisory Panel for the Development of Teacher Preparation Standards (SB 2042) has been meeting since September, 1998. This agenda report provides (1) an update on the issues and topics that have been taken up by the Panel to date, and (2) an overview of the work in which the Panel will be engaged in the coming months.

Policy Question

What issues must be considered by the Advisory Panel for the Development of Teacher Preparation Standards in order to develop comprehensive standards for Level I and Level II Multiple and Single Subject Teaching Credential Programs?

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.

Update on the Advisory Panel for the

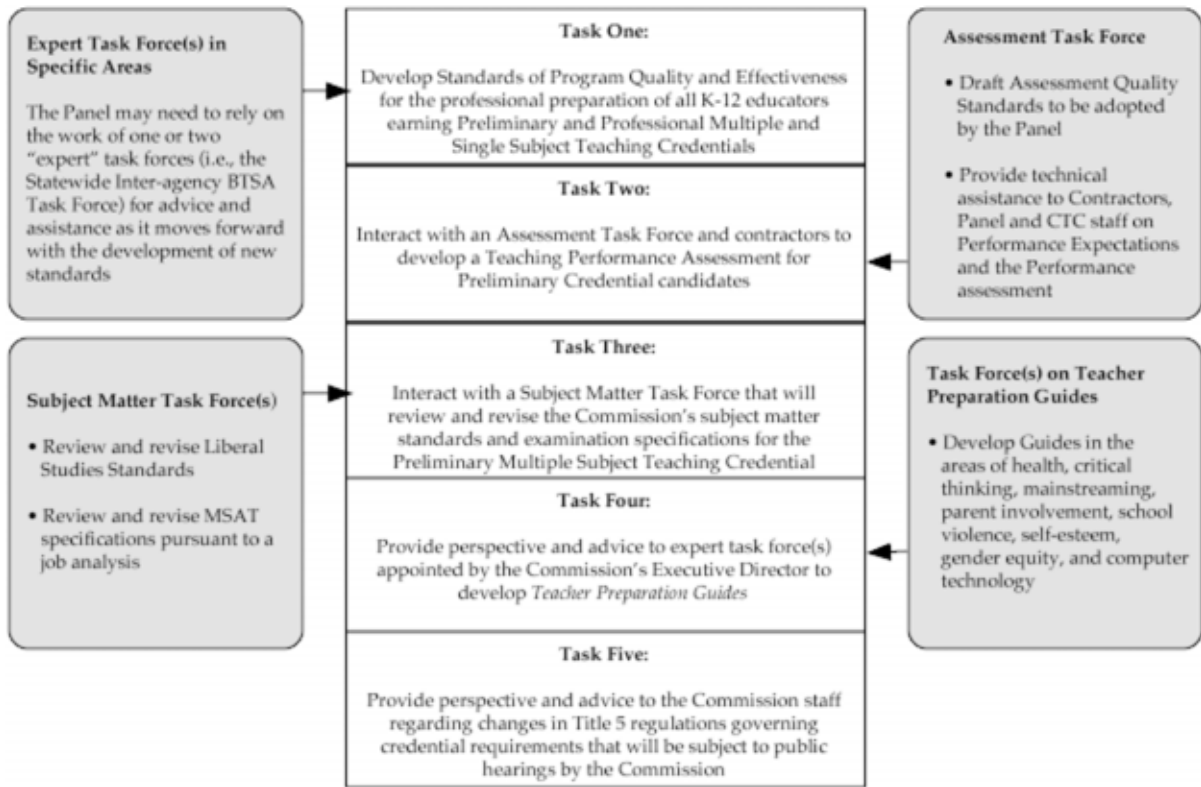
Introduction

In September 1998 the Commission launched the *Advisory Panel for the Development of Teacher Preparation Standards*. The thirty-member Advisory Panel met for the first time on September 24-25, 1998, less than two weeks after SB 2042 was signed by the Governor. Staff provided the Commission with an update on the work of the Panel in December, 1998 and again in March, 1999. This current report includes a summary of the issues and activities that have been the focus of the Panel's most recent work, and an outline of the topics and issues that will be discussed in the coming meetings. Staff intends to update the Commission periodically on the progress made by the Panel in meeting its charge.

The Panel is a diverse group of educators who collectively represent a broad range of expertise. The Panel's charge, as depicted in the chart on the next page includes five elements:

1. The development of new standards of quality and effectiveness for Level I and Level II Multiple and Single Subject Credential Programs;
2. Interaction with an Assessment Task Force on the development of a new Teaching Performance Assessment;
3. Interaction with an Elementary Subject Matter Task Force that will review and revise the Commission's elementary subject matter standards and examinations;
4. Interaction with several expert task forces on the development of Teacher Preparation Guides;
5. Advice to the Commission regarding needed changes in Title 5 regulations.

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



Summary of First Five Meetings

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* were also presented and discussed. All of the Commission's adopted policies and documents, along with other items such as the K-12 Student Content Standards and the 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, the two-level Education Specialist Credential Standards, and the new Academic Content Standards in Reading/Language Arts. These presentations have focused the Panel's attention on implications for the development of new standards and assessments for Multiple and Single Subject Credential preparation programs. The first five meetings of the Panel were on September 24-25, October 22-23, November 30-December 1, January 24-25 and February 25-26. Each of the Panel meetings has included both a focus on assessment and a focus on standards.

Progress Since March 1999

The SB 2042 Advisory Panel has had two meetings since the last Commission update. These meetings have continued with the dual focus on standards and assessment. In May, the Panel reviewed the new NCATE 2000 Standards, as well as the existing NCATE standards, INTASC standards, Guiding Principles for the National Board for Professional Teaching Standards, and Standards from Maine, Tennessee, North Carolina, Georgia, Maryland and Nebraska. Each of these states has been found to have comparable standards through the work of the SB 1620 (Scott) Task Force. The Panel is using this review of National standards and standards from other states to inform their discussions of format, breadth and depth of standards for California.

Specific issues and topics that have been discussed by the panel during their March 25-26 and May 10-11 meetings are summarized below.

K-12 Content and Performance Standards. SB 2042 requires the Commission to ensure that each candidate recommended for a credential has demonstrated satisfactory ability to assist students to meet or exceed state content and performance standards for pupils. The Panel spent a significant portion of the February, March and May meetings reviewing, analyzing and discussing the K-12 Content Standards and Curriculum Frameworks for Mathematics, Reading/Language Arts and Science. The goal of this work is for the Panel to extract from these key documents the elements that must be included in teacher preparation in order for the Commission to meet the requirements of SB 2042. The Panel will be considering the implications of these standards for *professional* teacher preparation versus subject matter preparation. The Panel has indicated an initial

interest in exploring the extent to which new standards should address content-specific pedagogy.

Clear Credential Requirements, Senate Bill 2042 replaces the existing clear credential course requirements in health, mainstreaming and computer technology with a new requirement that the Commission address these areas in new standards for Level I and Level II Teacher Preparation. Pursuant to AB 1023 (Mazzoni), the Commission adopted standards for Level I and Level II teacher preparation in the area of computer technology in December 1998. Under the auspices of SB 1422, the Commission sponsored the work of two task forces that examined the current requirements in health and mainstreaming. The task forces made recommendations to the SB 1422 Advisory Panel about the need for new standards in these areas. The recommendations of these two task forces and the Computer Education Advisory Panel that developed standards in computer technology were presented to the Panel during their March and May meetings. The Panel engaged in substantive discussion about the recommendations and agreed that new standards must address teacher preparation in each of these areas. Questions that must be addressed with respect to this content relate to (1) the distribution of preparation in each of these areas across Level I and Level II phases of preparation, (2) the extent to which Level I pre-service programs can accommodate more preparation in light of the one-year time limit on post-baccalaureate programs, and (3) the extent to which Level II induction programs can provide focussed instruction in these areas. Answers to these questions will be central to the Panel's work in the coming months as they develop standards for Level I and Level II preparation programs.

Recruitment, Selection and Admission of Candidates. The SB 1422 Advisory Panel, in their final report, entitled *California's Future: Highly Qualified Teachers for All Students*, made several direct recommendations about the recruitment, selection and admission of candidates into teacher preparation programs. Though the SB 1422 Panel completed its work almost two years ago, the severe shortage of qualified teachers in some regions of the state was an important context for the Panel's deliberations. The 1422 Panel recognized a tension between the State's serious need for large numbers of new teachers, and the needs of children for teachers with both a willingness and the ability to succeed in California's hardest-to-staff schools. The SB 1422 Panel recommendations in this area were discussed at length by the SB 2042 Panel during their May meeting. The new Panel is considering the ways in which new standards should promote greater access to teacher preparation and at the same time establish criteria for entry into the profession that relates to a potential teacher's disposition to teach California's diverse school population.

Preparation to Teach in Middle Grades Settings. The SB 1422 Advisory Panel recommended that the Commission establish a Middle Grades Credential in order to better meet the needs of students in the middle grades. The Commission, based on extensive input from the field, decided late in 1997 not to implement this recommendation. While the SB 2042 Panel respects the Commission's decision not to create a new Middle Grades Credential, the Panel believes that new standards for teacher preparation must give appropriate attention to the preparation of teachers to teach in all grades authorized by a teaching credential, including middle grades. The Panel's initial consensus is that standards should explicitly address important differences between elementary, middle, and secondary students. These differences could impact coursework in human development and instructional methods as well as field experiences that credential candidates complete. The Panel will work in the coming months on developing and refining their understanding of (1) the important developmental differences between students at different ages and stages, and (2) the ways in which these issues should be reflected in standards.

Updated Timeline

The following timeline is a *tentative* schedule of activities for the balance of 1999. Activities will be added as each meeting agenda builds on the progress made at prior meetings.

- | | |
|------------------------|--|
| June | Review of History/Social Science K-12 Content Standards, Curriculum Framework, related Commission Subject Matter Standards (Single Subject and Elementary), national standards and related research. |
| | Initial Meeting with Assessment Contractor Selected by Commission to conduct Job Analysis Survey and develop Preliminary Teaching Performance Expectations. |
| July | Review of Visual and Performing Arts and Physical Education Frameworks, related Commission Subject Matter Standards (Single Subject and Elementary), national standards and related research. |
| | Discuss Recommendations of Expert Task Forces on Critical Thinking and Gender Equity. |
| August | Follow-up Meeting with Assessment Contractor on Design of Job Analysis Survey and Development of Preliminary Performance Teaching Expectations. |
| | Discuss Assessment Quality Standards with Assessment Task Force. |
| | Report and Recommendations from English Language Learners Task Force following presentation to the Commission in July. |
| | Discuss Recommendations of Expert Task Forces on Self Esteem and School Violence. |
| September-
December | Discuss CCTC/CDE Process to be used for Level II Induction Standards with BTSA Interagency Task Force regarding additions or changes to current BTSA Program Standards. <i>For BTSA and LEA-sponsored induction programs, Level II standards will need to be adopted by the Superintendent and State Board, as well as the Commission.</i> |
| | Meet with Assessment Contractor on Results of Job Analysis Survey and Preliminary Teaching Performance Expectations |
| | Continue Development of Program and Assessment Standards |

Conclusion

The SB 2042 Advisory Panel has scheduled meetings through the rest of 1999, and will schedule additional meetings through June of 2000. Their work will result in draft standards for the Commission's consideration in May or June of 2000, at which time the Commission will be asked to authorize a field review. It is the hope and expectation of staff that new standards will be brought to the Commission for final adoption by December of 2000, at the same time final Teaching Performance Expectations are recommended for adoption. Staff will continue to provide updates to the Commission periodically throughout the standards development process.

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



[Back to the Top](#) |
[Back to June 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: PERF-2

Committee: Performance Standards

Title: Recommended Award of a Contract for (a) Development of Preliminary Teaching Performance Expectations for California Level I Teaching Credential Candidates, and (b) Review and Potential Revision of the Content Specifications for the Multiple Subjects Assessment for Teachers (MSAT)

✓ Action

Prepared by: Bob Carlson, Ph.D., Administrator
Professional Services Division

Summary of an Agenda Report

**Recommended Award of a Contract for
(a) Development of Preliminary Teaching Performance Expectations for
California Level I Teaching Credential Candidates, and (b) Review and
Potential Revision of the Content Specifications for the
Multiple Subjects Assessment for Teachers (MSAT)**

**Professional Services Division
May 17, 1999**

Overview of this Report

In March 1999, staff released a Request for Proposals (RFP) to secure a contractor who would (a) develop preliminary teaching performance expectations, which would serve as the bases for the teaching performance assessments pursuant to SB 2042, and (b) review and potentially revise the content specifications for the Multiple Subjects Assessment for Teachers (MSAT). Proposals were due on April 26, 1999. Proposals were received from American Institutes for Research, Educational Testing Service, and WestEd. A Proposal Review Team consisting of Commission staff and others participated in a four-stage proposal review process. Proposal Review Team members carefully reviewed and evaluated each of the three proposals and conducted bidder interviews. As a result, staff recommends that a contract be signed with WestEd, the sponsor of the highest scored proposal. This report describes the RFP, the proposal review process, the results of that process, the major features of the planned work and the recommended contract with WestEd, and other planned RFPs and contracts to complete the development of the SB 2042 teaching performance assessment.

Policy Issue to be Resolved by the Commission

Should the Commission authorize the Executive Director to sign a contract with WestEd for (a) the development of preliminary teaching performance expectations for California Level I teaching credential candidates, and (b) the review and potential revision of the content specifications for the MSAT?

Relationship to the Commission's Strategic Goals and Objectives

Goal One: To promote educational excellence in California schools.

Objective Two: Develop and administer teacher assessments.

Contributions of this Report to the Implementation of SB 1422 Reforms

To develop a teaching performance assessment as required by SB 2042 and recommended by the SB 1422 Advisory Panel, the Commission will need to sponsor the development of teaching performance expectations. The recommended contract discussed in this report includes the development of preliminary teaching performance expectations. The teaching performance expectations and the teaching performance assessment would be finalized pursuant to subsequent contracts.

Fiscal Impact Statement

The Commission's budget for 1998-99 includes sufficient funds to support the recommended contract discussed in this report.

Recommendation

Staff recommends that the Commission authorize the Executive Director to enter into a contract as described below:

- Contract Number TCC-8030
- Contractor WestEd
- Contracting Period Upon approval by the Department of General Services, until June 30, 2000
- Purpose of Contract To (a) develop preliminary teaching performance expectations, which would serve as the bases for the teaching performance assessments pursuant to SB 2042, and (b) review and potentially revise the content specifications for the MSAT.
- Method of Procurement Request for Proposals
- Total Contract Amount \$804,792
- Source of Funding The Commission's 1998-99 budget, as a result of a one-time augmentation pursuant to the May revise of 1998.

Potential Award of a Contract for (a) Development of Preliminary Teaching Performance Expectations for California Level I Teaching Credential Candidates, and (b) Review and Potential Revision of the Content Specifications for the Multiple Subjects Assessment for Teachers (MSAT)

Professional Services Division
May 17, 1999

Overview of this Report

In March 1999, staff released a Request for Proposals (RFP) to secure a contractor who would (a) develop preliminary teaching performance expectations, which would serve as the bases for the teaching performance assessments pursuant to SB 2042, and (b) review and potentially revise the content specifications for the Multiple Subjects Assessment for Teachers (MSAT). Proposals were due on April 26, 1999. Proposals were received from American Institutes for Research, Educational Testing Service, and WestEd. A Proposal Review Team consisting of Commission staff and others participated in a four-stage proposal review process. Proposal Review Team members carefully reviewed and evaluated each of the three proposals and conducted bidder interviews. As a result, staff recommends that a contract be signed with WestEd, the sponsor of the highest scored proposal. This report describes the RFP, the proposal review process, the results of that process, the major features of the planned work and the recommended contract with WestEd, and other planned RFPs and contracts to complete the development of the SB 2042 teaching performance assessment.¹

¹Detailed background information about the development of teaching performance expectations for Level I teaching credential candidates and the review and potential revision of the MSAT content specifications was provided in a previous report to the Commission (PERF-1, February 1999).

This report is divided into the following five parts:

Part 1: [Previous Related Activities by the Commission](#)

Part 2: [Summary of the Proposal Solicitation Process](#)

Part 3: [The Proposal Review Process and Results](#)

Part 4: [Major Features of the Planned Work and the Recommended WestEd Contract](#)

Part 5: [Future RFPs and Contracts and an Estimated Project Timeline](#)

Part 1 Previous Related Activities by the Commission

In October 1998, after reviewing staff's *Plan for the Release of Requests for Proposals to Initiate Development of Teaching Performance Expectations and a Teaching Performance Assessment Pursuant to SB 2042*, the Commission authorized the Executive Director to release three Requests for Proposals (RFPs) described in the plan. In November 1998 the first RFP in the plan was released. Its purpose was to identify a contractor who would (a) develop final teaching performance expectations for California Level I teaching credential candidates and (b) review and potentially revise the MSAT content specifications. A single proposal was

received in response to that RFP, from Educational Testing Service (ETS).

In February 1999, the Commission decided not to award the contract to ETS due to conceptual and methodological issues, as well as concerns about the timeline, in the ETS proposal. Instead, the Commission authorized the Executive Director to release two new RFPs, that together would have the same scope of work as the original (November) RFP. One RFP would be for (a) job analyses and (b) the development of *preliminary* teaching performance expectations and MSAT content specifications (Tasks 1 and 2 in the November RFP). The second, subsequent RFP would be for (a) validity studies and (b) the development of *final* teaching performance expectations and MSAT content specifications (Tasks 3 and 4 in the November RFP).

In March 1999, the first of these two RFPs was released. The proposals received in response to the March RFP are the primary subjects of this report.

Part 2

Summary of the Proposal Solicitation Process

This part of the report summarizes the contents and distribution of the RFP and identifies the bidders from whom proposals were received. [Part 3](#) describes the proposal review process and results.

The Request for Proposals

The Executive Director in March 1999 released the *Request for Proposals for (a) Development of Preliminary Teaching Performance Expectations for California Level I Teaching Credential Candidates, and (b) Review and Potential Revision of the Specifications for the Multiple Subjects Assessment for Teachers (MSAT)*. The RFP asked bidders to provide detailed plans for completing the scope of work described in the RFP, and evidence of their capacity to perform effectively. The RFP included background information about the teaching performance assessments and the MSAT, contractual information and requirements, proposal requirements, a description of the proposal review process including the evaluation criteria, several appendices, and descriptions of the two scopes of work summarized below.

Scope of Work Related to the Development of Preliminary Teaching Performance Expectations for California Level I Teaching Credential Candidates

The RFP described the purpose of the work related to the development of teaching performance expectations (TPEs) for Level I teaching credential candidates, and the two major tasks that the Commission expects the contractor, working closely with the SB 2042 Advisory Panel, Commission staff, and others, to implement for this purpose. The tasks are:

- Implement a job analysis of the pedagogical tasks, knowledge, and abilities needed by classroom teachers in California (K-12)
- Develop preliminary teaching performance expectations

Each of these tasks was described in detail in the RFP and is summarized in [Part 4](#) of this report.

Scope of Work Related to the Review and Potential Revision of the Content Specifications for the MSAT

The purpose of this part of the scope of work is to initiate the review and potential revision of the current MSAT content specifications. The specifications may need to be updated to make them consistent with changes in the curriculum and subject-matter-related job requirements of self-contained classroom teachers in elementary and middle/junior high schools in California. The MSAT content specifications must be congruent with the K-12 Student Content Standards adopted by the California State Board of Education.

Two tasks that the contractor, working closely with the Elementary Subject Matter Task Force, Commission staff, and others, would be expected to perform were delineated in the RFP. The tasks are:

- Implement a job analysis of the subject matter tasks, knowledge, and abilities needed by self-contained-classroom teachers
- Develop preliminary MSAT content specifications

Each of these tasks was described in detail in the RFP and is summarized in [Part 4](#) of this report.

Release and Distribution of the RFP

On March 8, 1999, the RFP was mailed to 51 potential bidders across the nation. In the distribution process, the Executive Director mailed the RFP to every firm and every individual who (a) has done assessment work in the field of teacher certification of which Commission staff is aware, (b) has expressed an interest in receiving RFPs from the Commission, or (c) was recommended by SB 2042 Advisory Panel members, Commissioners, or staff. In addition, the RFP was advertised on the Electronic California State Contracts Register and with a RFP clearinghouse known as BidNet. The RFP was also mailed to all members of the Commission's SB 2042 Advisory Panel. Fourteen additional RFPs were sent to potential bidders who learned about it after it was released.

The RFP indicated that proposals were due at the Commission office by 10:00 a.m. on April 26, 1999, and that there would be a Bidders' Conference on March 23, 1999. Potential bidders were encouraged to submit a Notice of Intent to Bid and substantive questions about the RFP or contract to the Commission. (Potential bidders were informed that submission of a

Notice of Intent to Bid did not obligate a potential bidder to submit a proposal, nor did lack of a Notice of Intent to Bid prevent a potential bidder from submitting a proposal.) Notices of Intent to Bid were received from seven firms.

Bidders' Conference

As indicated in the RFP, Commission staff held a Bidders' Conference in Sacramento on March 23, 1999. The purpose of the conference was to give potential bidders an opportunity to ask questions about the RFP and the anticipated contract. Representatives from five firms attended the conference. Commission staff began the conference with an overview of the RFP. Potential bidders then posed, and Commission staff responded to, questions. Following the conference, staff sent to all seven potential bidders who had submitted a Notice of Intent to Bid a written summary of the questions and answers that were discussed at the conference.

Proposals Received in Response to the RFP

Three proposals were delivered to the Commission in response to the RFP. Proposals were received from:

- American Institutes for Research (AIR), Palo Alto, California
- Educational Testing Service (ETS), Princeton, New Jersey
- WestEd, San Francisco, California

After 10:00 a.m. on April 26, 1999, the proposal review process began, as described below.

Part 3 The Proposal Review Process and Results

Proposals submitted in response to the RFP were reviewed in four stages as described in the RFP and below. The proposal review process was conducted according to guidelines established in the *State Administrative Manual* and the *State Contracting Manual* for conducting competitive bidding procedures. A ten-member Proposal Review Team played the major role in the evaluation and scoring of the proposal.

The Proposal Review Team

The Proposal Review Team was comprised of individuals with various areas of expertise so each team member's unique perceptions would complement those of other team members. No team member was expected to be an "expert" in all areas to be evaluated, nor was the outcome of the proposal review process unduly influenced by any one person or point of view. As required by the *State Administrative Manual*, the majority of the review team were members of the Commission's staff. The team also included a member of the Commission's SB 2042 Advisory Panel, a member of the Commission's Elementary Subject Matter Task Force, and a member of the Commission's Assessment Task Force. The ten individuals who served on the Proposal Review Team are listed below:²

- Ted Bartell
Director of Research and Evaluation
Ventura County Office of Education
Assessment Task Force member
- Nancy Brownell
Interim Director, CSU Institute for Education Reform
SB 2042 Advisory Panel Member
- Bethany Brunsman
Consultant, Examinations and Research
Professional Services Division
California Commission on Teacher Credentialing
- Bob Carlson
Administrator, Examinations and Research
Professional Services Division
California Commission on Teacher Credentialing
- Amy Jackson
Consultant, Examinations and Research
Professional Services Division
California Commission on Teacher Credentialing
- Terry Janicki
Consultant, Examinations and Research
Professional Services Division
California Commission on Teacher Credentialing
- Joe Radding
Director, Information Technology and Support Management Division

- Mary Vixie Sandy
 Consultant, Programs and Research
 Professional Services Division
 California Commission on Teacher Credentialing
 Consultant to the SB 2042 Advisory Panel

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

- Ruben Zepeda
 Curriculum Advisor, History and Social Science
 Language Acquisition and Bilingual Development Branch
 Los Angeles Unified School District
 Elementary Subject Matter Task Force Member

²All team members read and provided initial scores for each proposal, but not all were able to participate in the later stages of the proposal review process described below. Bartell, Brownell, and Janicki were unable to attend the Stage 3 meeting or the State 4 bidder interviews. Their initial scores and written comments about each proposal, however, were presented at the Stage 3 meeting. Jackson was unable to participate in the Stage 4 bidder interviews.

The Proposal Review Process

Proposal Review Stage 1

The first stage of the review focused on the compliance of the bidders with the legal and format requirements specified in the RFP as "Proposal Evaluation Criteria: Part I." These criteria are reproduced as Table 1 on the next page. To be considered responsive to the RFP, a proposal had to conform to these requirements. Dr. Carlson reviewed the each proposal and determined that it met the requirements described in Table 1.

Table 1
Proposal Evaluation Criteria: Part I

Yes	No	Proposal was received at or before 10:00 a.m., April 26, 1999, at the office of the California Commission on Teacher Credentialing.
_____	_____	
Yes	No	Sixteen complete copies of the proposal were received.
_____	_____	
Yes	No	The cover page of the proposal identifies the bidder and includes a statement, with an appropriate signature, that the proposal is an authorized request for a contract with the Commission.
_____	_____	
Yes	No	The bidder either meets the goal for disabled-veteran business enterprise participation, or has documented a good faith effort to do so as described in the RFP.
_____	_____	
As described in Part Seven of the RFP, the proposal has the following required elements each organized as required and with the required information.		
Yes	No	A Cover Page
_____	_____	
Yes	No	A Table of Contents
_____	_____	
Yes	No	An Introduction
_____	_____	
Yes	No	Section 1: Statement of Work for the Development of Preliminary Teaching Performance Expectations
_____	_____	
Yes	No	Section 2: Statement of Work for the Review and Potential Revision of the MSAT Content Specifications
_____	_____	
Yes	No	Section 3: Schedules
_____	_____	
Yes	No	Section 4: Bidder Capability
_____	_____	
Yes	No	Section 5: Project Costs and Small Business Preference
_____	_____	
Yes	No	Section 6: Technical Information
_____	_____	

Proposal Review Stage 2

The second stage of the proposal review process consisted of independent reviews of the proposals by members of the Proposal Review Team. This portion of the review was based on the "Proposal Evaluation Criteria: Part II" specified in the RFP and reproduced as Table 2 (on the following two pages).

Stage 2 of the proposal review process began on April 26, 1999, with an orientation and training meeting of the Proposal Review Team. Prior to the meeting, team members were to have read the RFP, the substantive questions (with staff responses) submitted by prospective bidders, and the summary of the Bidders' Conference. At the orientation and training meeting, the following topics were addressed:

- Overview of the RFP
- Overview of the Proposal Review Process
- Description of Stage 2 of the Proposal Review Process
- Discussion of the Proposal Evaluation Criteria

Team members received a written overview of the proposal review process, a written description of Stage 2, a table designed to encourage team members to use the full range of points available when assigning scores to a proposal, and a copy of each proposal. In addition, team members were given a Proposal Review Documentation Form for each proposal. For each evaluation criterion in Table 2, the Proposal Review Documentation Form had space for recording an initial score and any notes, questions, or concerns a team member might have about the bidder's response. Following the April 26 orientation and training meeting, Proposal Review Team members independently read and awarded initial scores to the proposal.

Proposal Review Stage 3

Stage 3 of the proposal review process took place in Sacramento on May 4, 1999. The Proposal Review Team met to share and discuss the results of their independent reading and initial scoring of the three proposals. At the meeting, team members reported their initial scores for each proposal, discussed strengths and weaknesses of each proposal, and assigned a second set of scores. A team member's second set of scores could be the same as or different from the initial scores assigned by that team member during Stage 2.

Using the second set of scores, mean criterion scores for each proposal were computed across team members. For each proposal, the mean criterion scores were summed to yield a total score. At the conclusion of Stage 3, Proposal Team members decided to invite sponsors of the two highest scoring proposals—ETS and WestEd—to interviews. Both firms accepted the invitation. A list of interview questions was prepared and faxed to each bidder.

**Table 2
Proposal Evaluation Criteria: Part II
Criteria for the Evaluation of Proposals**

	Maximum Score
<p>(1) Plan for the Development of Preliminary Teaching Performance Expectations. The proposal provides a feasible, complete, and both technically and legally defensible plan for the development of preliminary teaching performance expectations as described in Part Two of the RFP. Sufficient detail is provided to know what the bidder plans to do. The bidder clearly understands the key issues involved in the tasks to be performed. The bidder offers a detailed plan for addressing (a) common and unique TPEs, (b) cognitive/intellectual aspects as well as behavioral aspects of teaching, and (c) current and anticipated job requirements. The bidder's plan will make TPEs for local assessments as well as TPEs for a state-level assessment eligible for consideration. The proposal presents clear evidence that the bidder will provide high quality products and services.</p>	95
<ul style="list-style-type: none"> •Task IA (Job Analysis) 50 •Task IB (Preliminary TPEs) 45 	
<p>(2) Plan for the Review and Potential Revision of the MSAT Content Specifications. The proposal provides a feasible, complete, and both technically and legally defensible plan for the review and potential revision of the MSAT content specifications as described in Part Three of the RFP. Sufficient detail is provided to know what the bidder plans to do. The bidder clearly understands the key issues involved in the tasks to be performed. The proposal presents clear evidence that the bidder will provide high quality products and services.</p>	70
<ul style="list-style-type: none"> • Task IIA (Job Analysis) 40 • Task IIB (Preliminary Specifications) 30 	

(3) Project Schedule. The proposal includes a well-organized, properly sequenced, and feasible project schedule that (a) efficiently integrates the development of preliminary teaching performance expectations and the review and potential revision of the MSAT content specifications, and (b) meets the critical project dates specified in Part Four of this RFP.	20
(4) Bidder Capability. The proposal demonstrates that the bidder has (a) experience and expertise in job analyses, the development of assessment specifications, and/or similar studies, and (b) sufficient resources to conduct the contracted tasks and provide the contracted products and services with high quality within the proposed timeline. The bidder possesses expertise in all areas essential to the project. If subcontractors are proposed, they also have the experience, resources, and expertise to provide the products and services for which they would be responsible. The proposal includes a sound, feasible plan to organize managers and staff members (including subcontractors, if proposed) to deliver the required products and services efficiently and with high quality. Key duties would be assigned to individuals with essential expertise, experience, and time to complete their responsibilities.	75
• Bidder experience	10
• Bidder resources	15
• Sound, feasible organizational plan	10
• Qualifications and experience of key staff	40
(5) Project Costs. The costs proposed by the bidder are reasonable in relation to the products and services to be provided, and competitive in relation to the costs proposed by other bidders.	95
• Costs for development of TPEs	55
• Costs for review/revision of MSAT specifications	40
(6) Presentation. The proposal is clearly written, to the point, and well-organized. Ideas are presented logically and all requested information is presented skillfully without redundancy.	20
Maximum Possible Score	375

Proposal Review Stage 4

The final stage of the proposal review process consisted of two, separate, two-hour interviews during which Proposal Review Team members interviewed representatives of ETS and WestEd, respectively. Following the interviews, team members discussed the results and assigned final scores to the ETS and WestEd proposals. Mean criterion scores for each proposal were computed across team members. For each proposal, the mean criterion scores were summed to yield a final total score.

Results of the Proposal Review Process

Table 3 shows, for each of the three proposals, the total score at the conclusion of Stage 3 (pre-interview), and, for the two proposals whose sponsors were interviewed, the total final score (post-interview). The WestEd proposal outscored its competitors at each of these two stages.

**Table 3
Stage 3 and Final Scores**

Bidder	Stage 3 Score (pre-interview)	Final Score (post-interview)
American Institutes for Research	242	NA
Educational Testing Service	261	251
WestEd	290	301

NOTE: Seven Proposal Team members provided Stage 2 scores; six provided final scores. Scores are rounded to the nearest whole number.

Of the six Proposal Review Team members who provided final scores, five scored the WestEd proposal from 47 to 83 points higher than the ETS proposal. The team member who scored the ETS proposal higher than the WestEd proposal gave the ETS proposal eight points more than the WestEd proposal.

The primary reason the WestEd proposal was rated higher than the proposal from American Institutes for Research was cost.

For similar work plans, AIR's cost was \$1,215,428; WestEd's cost was \$804,792. The primary reasons WestEd's proposal was scored higher than the ETS proposal (which cost \$713,410) were (a) WestEd's work plan included more participation from California educators in the development of the job analysis surveys than ETS's work plan and (b) WestEd's project director has more experience in California teacher preparation projects than ETS's project director.

On the basis of the results of the four-stage proposal review process, staff recommends that the Commission award the contract to WestEd. The major features of the planned work and the recommended contract are described next in [Part 4](#).

Part 4

Major Features of the Planned Work and the Recommended WestEd Contract

This part of the report summarizes the major features of the planned work and the recommended contract with WestEd. The work involves two major tasks for both the development of preliminary teaching performance expectations and the review and potential revision of the MSAT content specifications. Each task is summarized below. [Part 5](#) of this report describes future planned RFPs and contracts and includes an estimated project timeline.

Task One: Implement Job Analyses

To be valid and legally defensible, the SB 2042-mandated teaching performance assessments must assess pedagogical tasks, knowledge, and abilities (TKAs) that are important for successful teaching in California's K-12 public schools. This requirement applies to the teaching performance assessment to be developed by the Commission, and to any program-developed assessments that are approved by the Commission. For each assessment to be valid, it must be based on the requirements of teaching jobs, including requirements that were shown to be in effect when the assessment was developed, and requirements that can reasonably be expected to be in effect within a few years after the assessment is implemented.

Similarly, to continue to be valid and legally defensible, the MSAT must assess subject matter TKAs that are important for successful teaching in self-contained classrooms. For the MSAT to be valid, it must be based on the requirements of teaching jobs, including requirements that were shown to be in effect when the content specifications are reviewed and potentially revised, and requirements that can reasonably be expected to be in effect within a few years after they are reviewed. These requirements may have recently changed with the adoption of student content standards and may continue to change as the new standards are implemented and new student assessments are developed and administered.

Thus, the initial major task of WestEd will be to implement job analyses of (a) the pedagogical requirements of teaching and (b) the subject matter requirements needed by self-contained-classroom teachers. In relation to the former, the contractor will work closely with the SB 2042 Advisory Panel, the Assessment Task Force, and Commission staff. For the job analysis of the subject matter requirements needed by self-contained-classroom teachers, the contractor will work closely with the Elementary Subject Matter Task Force, the Assessment Task Force, and Commission staff.

The results of the job analysis of the pedagogical requirements of teaching will be one basis for the development of the TPEs. The job analysis will define the pedagogical tasks, knowledge, and abilities needed by teachers at various grade levels, of various subjects, and of English language learners. The TPEs will be developed from the subset of TKAs that are needed by candidates for preliminary (Level I) teaching credentials, and will define expected levels of proficiency on those TKAs by preliminary credential candidates. That is, the job analysis will identify the TKAs needed by on-the-job teachers; the TPEs will define the TKAs, and their associated levels of proficiency, needed by candidates for entry-level preliminary (Level I) teaching credentials.

The results of the job analysis of the subject matter requirements needed by self-contained-classroom teachers will be used to evaluate the appropriateness of the current MSAT content specifications and to revise them if necessary. The job analysis will define the subject matter tasks, knowledge, and abilities needed by self-contained-classroom teachers at various grade levels. The MSAT content specifications must be based on the subset of TKAs that are needed by candidates for preliminary (Level I) Multiple Subject Teaching Credentials. That is, the job analysis will define the TKAs needed by on-the-job teachers; the MSAT content specifications will define the TKAs needed by candidates for entry-level preliminary (Level I) Multiple Subject Teaching Credentials.

The implementation of the job analyses will involve the following activities.

Develop an Inventory of Pedagogical TKAs and an Inventory of Subject-Matter TKAs

The initial activity in the implementation of the job analyses will be the creation of two inventories: an inventory of pedagogical TKAs thought to be important for teaching, and an inventory of subject matter TKAs thought to be important for teaching in self-contained classrooms. The inventory of pedagogical TKAs is expected to include both (a) *common* TKAs thought to be important for all teachers regardless of their grade levels or subjects taught, and (b) *unique* TKAs thought to be important for teachers at specific grade-level clusters (e.g., K-2, 3-5, 6-8, and 9-12), or for teachers of specific subjects (i.e., mathematics, language arts, history and social science, and science). The inventory will incorporate TKAs that may be measurable in either locally-administered or centrally-administered assessments, and will give appropriate attention to intellectual and cognitive aspects as well as behavioral aspects of teaching. In addition, the inventory is expected to include TKAs thought to be important when the inventory is developed as well as TKAs thought likely to be important within a few years after the teaching performance assessment is implemented.

The inventory of subject matter TKAs thought to be important for teaching in self-contained classrooms will include TKAs

related to content knowledge, as well as TKAs related to candidate competence in analyzing, interpreting, and using content to solve problems and resolve open-ended questions that are content-based. The inventory is expected to include TKAs thought to be important when the inventory is developed as well as TKAs thought likely to be important within a few years after the MSAT content specifications are reviewed and potentially revised.

WestEd will develop the inventories based on the following:

- the *California Standards for the Teaching Profession*;
- the California Formative Assessment and Support System for Teachers (CFASST) Descriptions of Practice;
- the Beginning Teacher Support and Assessment (BTSA) Program Developmental Scales;
- the Santa Cruz/California New Teacher Project (CNTP) Continuum;
- the current MSAT content specifications and *Standards of Quality and Effectiveness for Elementary Subject Matter Programs*;
- the California K-12 Student Content and Performance Standards in mathematics, reading/language arts, history/social science, and science;
- the knowledge and skill areas assessed on the Crosscultural, Language and Academic Development (CLAD) Examinations;
- the content specifications for the Reading Instruction Competence Assessment (RICA);³
- additional relevant literature (e.g., national standards, research);
- focus groups of practicing teachers in California at several grade levels and in several subject areas, including teachers of English language learners;
- interviews with other California education professionals (e.g., teacher educators, school board members, school district curriculum leaders, principals) knowledgeable about the pedagogical and/or subject matter TKAs needed by teachers now and those needed in the future; and
- discussions with the SB 2042 Advisory Panel and the Elementary Subject Matter Task Force.

³The purpose of reviewing the RICA content specifications is to avoid unnecessary overlap between the TKAs already assessed on the RICA and those included in the job analysis inventories and, eventually, in the teaching performance expectations and the MSAT content specifications.

Select Recipients of the Job Analysis Surveys

The job analyses will include statewide reviews of the TKAs in the inventories via surveys of classroom teachers, school administrators, and teacher educators (including subject matter faculty). Recipients of the job analysis surveys will include teachers in both urban and rural schools, teachers of English language learners and other students with special needs, and African American, Asian American, and Latino teachers.

WestEd will develop job analysis sampling plans in consultation with the Assessment Task Force and Commission staff. It is expected that approximately 4,000 California educators will receive job analysis surveys related to the pedagogical TKAs, and approximately 2,500 will receive job analysis surveys related to the subject matter TKAs.

Develop the Job Analysis Surveys

WestEd will develop surveys to be used for the statewide review of the TKAs in the inventories. The surveys will include elements such as a cover letter, information about the purpose of the survey, the appropriate inventory of TKAs, rating scales and directions, demographic questions, and a response form.

For the job analysis of the pedagogical TKAs needed by teachers, the surveys will be designed to collect judgments about (a) the importance of each TKA for successful teaching in California and (b) the level of proficiency on each TKA that can reasonably be expected of teachers at different points in their professional development, including when receiving their preliminary (Level I) teaching credentials. The judgments in relation to (a) above would be used to identify TKAs important for successful teaching. The judgments in relation to (b) above would be used to identify the subset of the important TKAs that preliminary (Level I) teaching credential candidates can reasonably be expected to know or be able to do. These results would be used to develop preliminary TPEs.

For the job analysis of the subject matter TKAs needed by self-contained-classroom teachers, the surveys will be designed to collect judgments about (a) the importance of each TKA for successful teaching in self-contained classrooms and (b) whether or not preliminary (Level I) Multiple Subject Teaching Credential candidates should know or be able to do each TKA. The judgments in relation to (a) above will be used to identify TKAs important for successful teaching in self-contained classrooms. The judgments in relation to (b) above will be used to identify TKAs eligible for inclusion in the MSAT content specifications. In addition, the results may be used by the ESM Task Force and others in the review and potential revision of the elementary subject matter program standards.

WestEd will pilot-test the surveys on samples of California educators before finalizing them. WestEd will develop the final job analysis questions and rating scales in consultation with the Assessment Task Force and Commission staff.

Distribute the Job Analysis Surveys and Collect the Completed Surveys

WestEd will distribute the job analysis surveys to the selected recipients. The materials will include postage-paid return envelopes that recipients can use to return their completed surveys to ETS. WestEd will keep track of survey responses received and implement procedures to assure a sufficient response rate.

Analyze and Summarize the Job Analysis Results and Present the Results to the SB 2042 Advisory Panel and to the Elementary Subject Matter Task Force

WestEd will analyze and summarize all job analysis results. The data analysis plans will be developed in consultation with the Assessment Task Force and Commission staff. Summaries of the job analysis results will be formatted to facilitate the SB 2042 Advisory Panel's and the Elementary Subject Matter Task Force's review of the results. WestEd will present the appropriate job analysis results to the SB 2042 Advisory Panel and to the Elementary Subject Matter Task Force. The results will be used by WestEd and Commission staff to stimulate a SB 2042 Advisory Panel discussion about how the job analysis results will be used to develop preliminary TPEs and an Elementary Subject Matter Task Force discussion about the need for revising the current MSAT content specifications.

Task Two: Develop Preliminary Teaching Performance Expectations and MSAT Content Specifications

WestEd's second major task will be to develop preliminary TPEs and preliminary MSAT content specifications based on the results of the job analyses.⁴ This task will involve the following activities.

⁴The description of Task Two assumes that the current MSAT content specifications will need to be revised based on the results of the job analysis (Task One). This determination will be made by Commission staff, in consultation with the ESM Task Force and WestEd, following the job analysis. If it is decided that the current content specifications would not need revision based on the job analysis, then the current content specifications would go through the reviews described in Task Two (i.e., analysis by contractor #2, and review by the Bias Review Committee). Appropriate revisions could be made as a result.

Create Drafts 1 and 2 of the Preliminary TPEs and MSAT Content Specifications

The initial activity in the development of preliminary TPEs and preliminary MSAT content specifications will be the creation of the first two drafts. After summarizing and analyzing the job analysis results, WestEd will use the job analysis results to create draft 1 of the preliminary TPEs and draft 1 of the preliminary MSAT content specifications.

Preliminary Teaching Performance Expectations

In the development of the preliminary TPEs, WestEd will first identify TKAs, both common and unique, (a) that have sufficiently high importance ratings for on-the-job teachers, (b) that preliminary (Level I) teaching credential candidates should know or be able to do, and (c) for which candidate performance data could be collected and evaluated in a locally-administered or centrally-administered teaching performance assessment. In consultation with Commission staff, WestEd will combine and/or group those TKAs as appropriate into teaching performance expectations.

For each TPE, WestEd will facilitate the work of the Proficiency Levels Task Force to develop draft descriptions of levels of proficiency in relation to the TKA(s) included in the TPE. These levels of proficiency are expected to include (a) descriptions of two levels below that expected of a preliminary (Level I) teaching credential candidate, (b) a description of the level expected of a preliminary (Level I) teaching credential candidate, and (c) descriptions of two levels above that expected of a preliminary (Level I) teaching credential candidate. The qualitative difference between each pair of contiguous levels of proficiency will be as equal as possible, large enough to allow reliable and meaningful distinctions, and small enough to allow for variation in performance levels among candidates.

It will be important that there be a reasonable number of teaching performance expectations, of appropriate and relatively equal scope/breadth, that adequately cover the important tasks, knowledge, and abilities that preliminary (Level I) teaching credential candidates should know and be able to do. It is expected that there will be TPEs common to all credential candidates, as well as TPEs unique to types of credential candidates and types of teaching situations. It is also expected that behavioral aspects of teaching will be the subject of some TPEs while cognitive and intellectual aspects of teaching will be the focus of other TPEs. The TPEs are expected to include those derived from current job requirements as well as ones derived from reasonable expectations about future teaching job requirements. Each TPE will be formulated in such a way that evidence about a credential candidate's level of proficiency with respect to the TPE can be reliably and validly collected and evaluated by trained assessors as part of either a locally-administered or a centrally-administered teaching performance assessment.

WestEd will present draft 1 preliminary TPEs to the SB 2042 Advisory Panel for review and revision. Following the panel's review of draft 1 preliminary TPEs, WestEd will make the revisions agreed to by the panel, resulting in a second draft of the preliminary teaching performance expectations.

Preliminary MSAT Content Specifications

In the development of the preliminary MSAT content specifications, WestEd will first identify TKAs (a) that have sufficiently high importance ratings for on-the-job teachers, (b) that preliminary (Level I) Multiple Subject Teaching Credential candidates can reasonably be expected to know or be able to do, and (c) that could be assessed on a written examination. In consultation with Commission staff, WestEd will combine and/or group those TKAs as appropriate into MSAT content specifications.

Because the MSAT content specifications serve as the basis for a subject matter examination, the number of elements or topics in the specifications must be manageable for that purpose, and they should be of appropriate scope. Attention will need to be given both to content knowledge and to competence in using content knowledge to solve problems and answer open-ended questions. It is expected that the preliminary content specifications will consist of (a) an outline of topics that could be measured to assess each candidate's content knowledge, and (b) a description of content-related skills and abilities against

which each candidate's content-based competence could be assessed with the use of constructed-response items.

WestEd will present draft 1 preliminary MSAT content specifications to the ESM Task Force for review and revision. Following the ESM Task Force's review of draft 1 preliminary MSAT content specifications, WestEd will make the revisions agreed to by the task force, resulting in a second draft of the preliminary MSAT content specifications.

Facilitate Analyses of Draft 2 Materials by the Alignment and Congruence Review Contractor and Create Draft 3

Draft 2 preliminary TPEs and draft 2 preliminary MSAT content specifications will then be analyzed independently by an "Alignment and Congruence Review Contractor," to be selected as a result of a subsequent RFP as described below in [Part 5](#). The Alignment and Congruence Review Contractor will analyze the extent to which the draft preliminary TPEs are:

- aligned with the CSTP,
- congruent with the K-12 Student Content and Performance Standards adopted by the State Board of Education, and
- consistent with the draft Assessment Quality Standards.

In addition, the Alignment and Congruence Review Contractor will analyze the extent to which the draft preliminary MSAT content specifications are:

- congruent with the K-12 Student Content and Performance Standards adopted by the State Board of Education, and
- aligned with the CSTP.

The Alignment and Congruence Review Contractor will conduct these analyses and provide written reports to Commission staff and WestEd, who will use the results to create draft 3 preliminary TPEs and draft 3 preliminary MSAT content specifications.

Train the Bias Review Committee and Facilitate the Committee's Review of Draft 3 Materials

WestEd will develop and deliver training to the Commission's Bias Review Committee. WestEd will reinforce the Bias Review Committee's ability to detect and eliminate potential bias and offensiveness in educational materials such as the TPEs and the MSAT content specifications. The training will focus on bias issues related to ethnic/cultural background, gender, and disabilities. Bias issues related to other personal characteristics such as age, socioeconomic status, geography, religion, and sexual orientation will also be addressed in the training. Following the training, WestEd will facilitate the review of the draft 3 materials by the Committee.

Create a Final Version of the Preliminary TPEs and MSAT Content Specifications

Draft 3 preliminary TPEs will be presented to the SB 2042 Advisory Panel with the results of the Alignment and Congruence Review Contractor's analysis and the results of the Bias Review Committee's review. Similarly, the draft 3 preliminary MSAT content specifications will be presented to the ESM Task Force with the results of the Alignment and Congruence Review Contractor's analysis and the results of the Bias Review Committee's review. The panel and task force will finalize the preliminary TPEs and MSAT content specifications, respectively. The preliminary teaching performance expectations and the preliminary MSAT content specifications will be presented for review to the Commission.

Prepare Draft Reports of the Job Analyses and the Development of the Preliminary TPEs and MSAT Content Specifications

Separately for both the teaching performance expectations and the MSAT content specifications, WestEd will draft a comprehensive written report of the job analysis and the development of the preliminary TPEs or MSAT content specifications. Each report will include text, data tables, and an executive summary, and will describe the methodology and results of the job analysis, and the process of developing the preliminary TPEs or MSAT content specifications, which will be included in the report. The reports will be finalized by Commission staff, who will then present the reports to the Commission.

Part 5 Future RFPs and Contracts and an Estimated Project Timeline

Because of the complexity of the work involved in studying and developing performance expectations for teaching candidates as well as content specifications for a subject matter examination, the Commission plans to release at least three additional Requests for Proposals for distinct sets of research and development responsibilities.

The Alignment and Congruence Review Contractor

The teaching performance assessments required by SB 2042 must by law be (a) aligned with the *California Standards for the Teaching Profession* (CSTP) and (b) congruent with the K-12 Student Content and Performance Standards. In addition, the assessments should be consistent with the "Assessment Quality Standards" that will be developed by the Commission's Assessment Task Force, reviewed by the SB 2042 Advisory Panel, adopted by the Commission, and used to evaluate all teaching performance assessments. Similarly, the MSAT content specifications must by law be (a) congruent with the K-12 Student Content and Performance Standards adopted by the State Board of Education, and (b) aligned with the CSTP.

In approximately October 1999, staff plans to release an RFP to select a contractor that will (a) *independently* analyze the

evolving teaching performance expectations and the MSAT content specifications at two points during their development, and (b) report on the extent to which they meet the criteria described above. The results of these analyses will be used to make modifications to the teaching performance expectations and MSAT content specifications, as necessary, to assure that they are consistent with the above-mentioned policies.

It is expected that this "Alignment and Congruence Review Contractor" will have qualifications such as the following:

- knowledgeable about the California K-12 Student Content and Performance Standards adopted by the State Board of Education;
- knowledgeable about the *California Standards for the Teaching Profession* (CSTP);
- experience in California K-12 public schools and/or experience in California teacher preparation;
- subject matter knowledge in reading, language arts, mathematics, history, social science, and science;
- strong analysis skills; and
- able to conduct the required analyses and prepare the required reports within the necessary time frames.

To preserve the independence of the alignment and congruence reviews, WestEd will not be eligible to be the Alignment and Congruence Review Contractor.⁵ WestEd will be expected to facilitate the Alignment and Congruence Review Contractor's independent reviews of the preliminary teaching performance expectations and MSAT content specifications by making the appropriate documents available to that contractor, and by allowing time for that contractor's analyses to be conducted and reported to the Project Officer, WestEd, the SB 2042 Advisory Panel, and the Elementary Subject Matter Task Force. The Alignment and Congruence Review Contractor will also review the teaching performance expectations and MSAT content specifications during the work of another contractor, the Validity Study Contractor, described below.

⁵To simplify this discussion of future RFPs and contracts, it is assumed that WestEd will be awarded the current contract pursuant to the staff recommendation.

The Validity Study Contractor

The preliminary teaching performance expectations and the MSAT content specifications that emerge from the job analyses conducted by WestEd will be the subjects of validity studies following completion of WestEd's work. Staff expects to release an RFP in approximately October 1999 to select a contractor to design, conduct, and interpret studies of (a) the content validity of the preliminary teaching performance expectations and (b) the content validity of the MSAT content specifications. We will seek a single contractor for both sets of validity studies because both will involve statewide surveys and other methodologies with overlapping populations of respondents (California educators) that will occur concurrently with each other.

The Extant Measures Evaluation Contractor

Once the Commission has developed and adopted a final set of teaching performance expectations (following the work of the Validity Study Contractor), it will be in a position either to adopt or develop a teaching performance assessment (or assessment system) for use in the preparation and certification of candidates for Preliminary (Level 1) Multiple and Single Subject Teaching Credentials. If existing measures would be valid and available for use by the Commission, their adoption and implementation may be less costly than the development of new measures for use by the Commission. Such extant measures could consist of instruments or systems that are fully developed, or ones that are in development either in California or elsewhere.

In approximately December 1999, staff plans to issue an RFP for a contractor to search for and evaluate extant assessments of teaching performance for possible adoption and use by the Commission. The final teaching performance expectations, which staff expects the Commission to adopt late in 2000 following the work of the Validity Study Contractor, will serve as the Extant Measures Evaluation Contractor's primary criteria for screening and evaluating the assessment instruments that may be available for possible use by the Commission.

If no suitable extant assessments are found, then the Commission would sponsor the development of a new assessment based on the TPEs and consistent with the Assessment Quality Standards. An assessor training system would also be developed. The assessment and the assessor training system would be field-tested in California, and the results would be used to finalize the assessment and the training system. If an appropriate extant assessment is identified, that assessment and an associated assessor training system would be field-tested in California. Field-test results would be used to improve the assessment materials, as necessary. The work described in this paragraph would be the subject of future RFPs and contracts.

Estimated Project Timeline

On the next page is an estimated project timeline. The activities in normal text are those that would be accomplished through the recommended contract with WestEd. Activities in italics are other planned activities to be conducted by staff or other contractors. Given this estimated schedule, staff estimates that the Commission's SB 2042 teaching performance assessment could be available to institutions beginning in the 2002-03 academic year.

**Estimated
Completion**

Activity

- July 1999 Select recipients of job analysis surveys
- August 1999 Develop inventories of TKAs
- September 1999 Develop job analysis surveys
- October 1999 Distribute and collect surveys
- Release RFPs for Alignment and Congruence Review Contractor and Validity Study Contractor*
- November 1999 Analyze survey responses and present results to panel and task force
- December 1999 *Release RFP for Extant Measures Evaluation Contractor*
- January 2000 Create drafts 1 and 2
- Award Alignment and Congruence Review Contract and Validity Study Contract*
- February 2000 Draft 2 materials analyzed by Alignment and Congruence Review Contractor; create draft 3
- Review of draft 3 materials by Bias Review Committee
- March 2000 Final version of preliminary TPEs and MSAT content specifications
- Draft reports of job analyses and development of preliminary TPEs and MSAT content specifications
- Award Extant Measures Evaluation Contract*
- May 2000 Commission staff present to Commission preliminary TPEs and MSAT content specifications in final reports
- Distribute and collect validity surveys*
- December 2000 *Commission staff present to Commission final TPEs and MSAT content specifications*
- February 2001 *Commission staff present (1) results of extant measures evaluation and (2) recommendations for one or more RFPs to (a) develop and field-test a teaching performance assessment and assessor training system or (b) field-test an extant assessment and associated assessor training system*
- Release one or more RFPs necessary for the development and/or field-testing of a teaching performance assessment and assessor training system*
- May 2001 *Award one or more contracts for the development and/or field-testing of a teaching performance assessment and assessor training system*
- February 2002 *The Commission's teaching performance assessment is completed*

NOTE: Activities in normal text are those that will be accomplished through the recommended contract with WestEd. Activities in *italics* are other planned activities to be conducted by staff or other contractors.



- | [Back to the Top](#) |
- | [Back to June 1999 Agenda](#) |
- | [Return to "Agenda Archives"](#) |
- | [Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: PERF-3

Committee: Performance Standards

Title: Recommended Passing Standards for the Single Subject Assessment for Teaching (SSAT) in Korean

✓ Action

Prepared by: Terri Janicki, Ph.D., Consultant
Professional Services Division

Summary of an Agenda Report

Recommended Passing Standards for the Single Subject Assessment for Teaching (SSAT) in Korean

Professional Services Division
May 19, 1999

Overview of this Report

The Commission previously selected National Evaluation Systems, Inc. (NES) as its contractor to develop and administer assessments of subject knowledge of Single Subject Teaching Credential candidates in 24 fields. Among these *Single Subject Assessments for Teaching* (SSAT) developed and administered by NES are multiple-choice and performance assessments for the language fields of German, Japanese, Mandarin, Punjabi, Russian, and Vietnamese, which were first administered in October of 1996. In June of 1998, the Commission's Executive Director accepted NES' offer to develop an additional language SSAT in Korean. This document describes the procedures used to develop the new Korean SSAT and establish minimum passing standards for the multiple-choice and performance assessment in Korean that will be administered for the first time on June 26, 1999. The staff recommends that the Commission adopt the passing standards described below.

Relationship to the Commission's Strategic Goals and Objectives

Goal One: To promote educational excellence in California schools.

Objective One: Develop and administer teacher assessments.

Fiscal Impact Analysis

NES and the Commission shared the costs of developing and setting passing standards for the Korean SSAT. The costs for committee member travel, meals, and lodging associated with the two meetings of the Korean Content Advisory Committee were drawn from the Commission's budget. NES covered all other costs related to the development of the Korean SSAT.

Recommendation

Staff recommends that the Commission adopt the passing standards shown on the following page for the Korean *Single Subject Assessment for Teaching* (SSAT) for candidates who seek to qualify by examination for the Single Subject Teaching Credential in Korean.

**Recommended Passing Standards for the Multiple-Choice
and Performance Assessment Components of the Korean SSAT**

SSAT Korean Component	Recommended Passing Standard
Multiple-Choice Component	19
Performance Assessment Component:	
I. Language Structures	3
II. Listening Comprehension	3
III. Reading Comprehension: Literary	3
IV. Reading Comprehension: Non-Literary	3
V. Written Expression	3
VI. Oral Expression	3

Part 1 Background Information

California law (the Ryan Act, 1970) requires that an applicant for a teaching credential demonstrate knowledge of the subject(s) to be taught by passing an examination adopted by the Commission at a standard set by the Commission. Alternatively, a prospective teacher may meet this subject matter requirement by satisfactorily completing a program of subject-matter preparation that has been approved by the Commission. The agency has approved subject matter preparation programs for prospective teachers at many public and private colleges and universities in California. The law distinguishes between subject-matter programs and professional preparation programs; only the subject-matter programs waive the required examinations. State Law also requires that the examinations measure subject matter knowledge and competence, not teaching skills or classroom performance.

In April of 1994, the Commission selected National Evaluation Systems, Inc. (NES), as its contractor to develop and administer eight multiple-choice assessments to assess knowledge of the subject of single subject credential candidates in: Biology, Chemistry, Literature and English Language, General Science, Geoscience, Mathematics, Physics, and Social Science. These assessments were developed with the active involvement of California public school educators and teacher preparation faculty and were first administered in December of 1995 under the testing program title *Single Subject Assessments for Teaching* (SSAT).

In January of 1995, the Commission selected NES as its contractor to develop and administer subject matter knowledge assessments in 16 additional single subject credential areas. These 16 assessments were divided into three groups. Group 1 involved the development and administration of multiple-choice assessments in Art, French, Music, Physical Education, and Spanish, that joined the SSAT group of exams and were first administered in December of 1995. Group 2 involved the development of test specifications, multiple-choice assessments, and performance assessments for the fields of Agriculture, Business, Health Science, Home Economics, and Industrial and Technology Education. Group 3 involved the development and administration of multiple-choice and performance language assessments in German, Japanese, Mandarin, Punjabi, Russian, and Vietnamese. These two groups of SSAT assessments were administered for the first time in October of 1996.

For prospective secondary teachers of Korean, there is currently no way to satisfy the subject matter competency requirement. There are no approved subject matter preparation programs in Korean that are enrolling new students, and no previously approved subject matter examination in Korean exists. Thus, it has become impossible for Korean teacher candidates to meet the requirements for a Single Subject Teaching Credential in Korean, while the number of Korean courses taught at the secondary level in California has increased.

At the request of leaders in the Korean American community and faculty from San Francisco State University's School of Education, Commission staff approached NES about the possibility of developing a Korean subject matter assessment. NES' offer to cover the costs of developing a Korean SSAT, with the exception of costs associated with committee member travel, was accepted by the Commission's Executive Director in June of 1998. The development of test items for the Korean SSAT, and the identification and selection of the Korean Content Advisory Committee by Commission staff, began shortly thereafter.

The focus of this document is on the procedures used to develop and review test items and to establish minimum passing standards for the multiple-choice and performance assessment components of the SSAT in Korean, that will be administered for the first time on June 26, 1999.

Part 2 Development of the Korean Assessment

The Korean Content Advisory Committee

In July of 1999, Commission staff began the process of establishing the Korean Content Advisory Committee. Recommendations of committee members were obtained from the previous BCLAD Language Subpanel in Korean and from leaders in the Korean-speaking educational community. The Korean Content Advisory Committee comprises California public school educators of Korean, university professors of Korean, and representatives from the Intercultural Institute (formerly the

Korean Center) of California. A description of the seven-member Korean Content Advisory Committee is provided in Table 1 below.

Table 1: Korean Content Advisory Committee Members

Name	Position Title	Affiliation
Lenore Kim Blank	Academic Advisor	Intercultural Institute of California Retired Educator from SFUSD
Youn-Cha Shin Chey*	Executive Director	Intercultural Institute of California, San Francisco
Grace Chi	Korean Language Educator	Sunny Hills High School, Fullerton Joint Union School District
Ah-Mi Cho	Korean Language Educator	Lowell High School, San Francisco Unified School District
Young-Suk Kim	Korean Language Educator	George Washington High School, San Francisco Unified School District City College of San Francisco
Sung-Ock Sohn	Professor of Korean Language & Linguistics	East Asian Languages Department UC Los Angeles
Clare You	Professor of Korean Language	Department of East Asian Languages UC Berkeley

* Participated in the Item Review Conference only.

Test Specifications Development and Review

The test specifications for the existing SSAT language fields (German, Japanese, Mandarin, Punjabi, Russian, and Vietnamese) were adapted from the previously developed and Commission-approved California Specifications for the Subject Matter Knowledge and Competence of Prospective Teachers of Languages Other than English (French and Spanish). These test specifications were enhanced to reflect California and national trends in foreign language instruction, including the emphasis on proficiency-based instruction. The Korean Content Advisory Committee met in February of 1999 to, among other tasks, review the test specifications for Languages Other than English and to recommend any language-specific notations. The test specifications for Languages Other than English appear in [Appendix A](#) of this report.

Description of the SSAT Multiple-Choice and Performance Assessments in Languages Other Than English

The existing Single Subject Assessments for Teaching (SSAT) in German, Japanese, Mandarin, Punjabi, Russian, and Vietnamese comprise the entire examination requirement for these fields, and include multiple-choice and performance assessment components. The new Korean SSAT follows the same design as these existing SSAT language exams, and the relative weightings of each component of the Korean test to the total test score are the same as those adopted for the existing SSAT language tests. Advice provided by the Executive Director of the California Foreign Language Teachers Association and representatives of each of the eight previous SSAT language content advisory committees served as the basis for the common test format and test component weights. A description of the Korean SSAT multiple-choice and performance assessment components and the weightings of each component to the total test score follows in Table 2:

Table 2: Description of the Multiple-Choice and Performance Assessment SSAT in Korean

Korean SSAT Test Content Domain	Description of Test Items	Weighting in Total Test Score
<i>Korean SSAT Multiple-Choice Component:</i>	<i>A total of 40 multiple-choice items (10 non-scorable)</i>	<i>25%</i>
Cultural Knowledge	24 multiple-choice items (6 non-scorable)	15%
Linguistics:		
General	8 multiple-choice items (2 non-scorable)	5%
Target Language	8 multiple-choice items (2 non-scorable)	5%
<i>Korean SSAT Performance-Assessment Component:</i>	<i>A total of 32 scorable performance assessments</i>	<i>75%</i>
Language Structures	24 scorable tasks (converted to a 1 to 4	15%

	scale) requiring knowledge of grammar, syntax & lexicon.	
Listening Comprehension	2 performance assignments based on a recorded sample of speech. Candidates respond in writing (English or Korean) to a series of questions.	12%
Reading Comprehension	2 performance assignments based on a passage of text (1 literary source, and 1 non-literary source). Candidates respond in writing (English or Korean) to questions testing literal and inferential comprehension.	12%
Written Expression	2 performance assignments requiring candidates to produce two compositions in Korean.	18%
Oral Expression	2 performance assignments (presented in written form and read aloud on tape) requiring candidates to speak on tape for up to two minutes in Korean.	18%

Test Item Development and Review

The Commission and NES embarked on an item development process for the Korean SSAT that included the following steps:

- (1) Korean-speaking educators were recruited to participate in item writing and item content consultation activities to help ensure that new test items reflected the important knowledge and skills required of an entry-level credentialed teacher of Korean.
- (2) The draft Korean test items were reviewed by the Korean Content Advisory Committee at a two-day meeting in February of 1999. They reviewed each item for its match with the test specifications, its accuracy, the degree to which it was free of potential bias, and its job-relatedness for entry-level California public school educators. The committee suggested revisions to some items.
- (3) Following the Korean Item Review Conference, NES editors and production staff completed revisions in test items recommended by the committee, and prepared audiotaped Korean language stimuli in a recording studio for the Listening Comprehension domain of the Korean SSAT.
- (4) NES conducted a field test for the performance assessments in Korean in a state other than California, with college and university students taking Korean courses or native speakers of Korean. The primary reason that this field test was not conducted in California is that the security and confidentiality of the assessment materials could easily be compromised if the relatively small sample of field test participants included individuals who would likely take the Korean test at future SSAT operational test administrations. The purpose of this field test was to determine if the Korean performance assessment prompts worked as they were designed, and also to obtain marker responses that could later be used in the standard setting process and for the training of scorers.

Part 2 Test Item Validation and Standard Setting Procedures

The Korean Content Advisory Committee reconvened for an Item Validation and Standard Setting Conference in May of 1999. During this conference, the committee contributed to the completion of three major steps in the development process of the Korean SSAT: (1) review and confirm the validity of assessment materials, (2) provide judgments that will assist in recommending a passing score for the assessment, and (3) identify marker responses for the performance assessment section of the test.

After an extensive training process, committee members were asked to complete a series of validation and standard setting tasks. The initial task involved the independent validation of each multiple-choice and performance assessment item in the Korean SSAT item bank. The process of setting passing standards for the Korean SSAT was essentially a two-step process. First, Korean committee members independently provided estimates of the percentage of minimally competent educators who would answer each multiple-choice test item correctly. Second, panel members independently identified the holistic score point on the four-point scoring scale that would represent the minimally acceptable response to each type of performance assessment.

Item Validation of Multiple-Choice and Performance Assessment Items

For an item to be rated valid, it had to meet four criteria: test specification match, accuracy, free of potential bias, and job-related for entry-level California public school educators. Items that did not meet these four conditions were to be rated as "not valid." For each item rated as "not valid", panel members were required to complete an Item Comment Form, indicating

the reason(s) why the item was rated "not valid" and also to note any possible suggestions for revising the item so that the item might become "valid."

Korean committee members rated all of the items that were blueprinted for the first and second forms of the test. They also rated all remaining items in the item bank. Panelists then rated the six holistic scoring scales that were proposed for the performance assessment components. For each scoring scale, panelists answered the following question: *"Is the scoring scale valid for the purposes of rating performance on the constructed-response assessments for this content area?"*

Following the Korean Item Validation and Standard Setting Conference, NES conducted an analysis of the item validation ratings. If an item was rated "valid" by at least 67 percent (four out of six participants) of the committee members, the item was considered "valid" for inclusion in the operational item bank for the Korean SSAT. Items that were rated "not valid" would have been deleted from the operational item bank, unless the Item Comment Forms provided by the content advisory committee members indicated that the item could become valid if a simple correction were made. All of the multiple-choice items and all of the performance assessment scoring scales were rated valid by the committee.

Multiple-Choice Item Performance Level Judgments

A major goal of the item validation process described above was to obtain performance level judgments on each item in the draft Korean item bank. A judgmental approach was used based on procedures suggested by Angoff (1971). Before making their independent item performance judgments on the test items, Korean committee members participated in a discussion to help them understand the judgments that they would be making. They were provided with information concerning expectations for educators receiving an initial teaching credential in California. They were encouraged to discuss their perspectives regarding the minimally acceptable level of knowledge and skills required to perform the job of an educator receiving a teaching credential in California.

For each multiple-choice item that panel members independently rated as "valid" as part of the item validation process, they were asked to independently answer the following question:

"Imagine a hypothetical group of individuals who have the minimum amount of content knowledge to perform the job of a California entry-level educator in this content field. What percentage of this group would answer this item correctly?"

0% - 10% = 1	51% - 60% = 6
11% - 20% = 2	61% - 70% = 7
21% - 30% = 3	71% - 80% = 8
31% - 40% = 4	81% - 90% = 9
41% - 50% = 5	91% - 100% = 10

As an example of an item performance rating, if a panelist believed that between 61% and 70% of the individuals described above would answer an item correctly, he or she would record a score of "7" on the item rating response form.

After committee members completed the independent standard setting ratings for the 40 multiple-choice items on the first operational Korean test form, NES staff computed the median initial passing score recommendation for the 30 scorable multiple-choice items on the first Korean test form. Committee members then met as a group to consider the results of their initial ratings for the multiple-choice component of the first form of the test. After some discussion, the committee came to a consensus vote on a passing score recommendation for the multiple-choice component, and determined that the multiple-choice items in test forms 1 and 2 were alike enough in difficulty level to warrant the same passing score recommendation for both test forms. The committee-recommended passing standards for the multiple-choice component of the Korean SSAT are displayed in Table 3 below.

Table 3: Committee-Recommended Passing Standards for the Multiple-Choice Component of the Korean SSAT

Multiple-Choice Component of Korean SSAT	Korean SSAT Test Form 1	Korean SSAT Test Form 2
<i>Highest Possible Multiple-Choice Score: = 30</i>		
Initial Multiple-Choice Ratings (median)	20.4	n/a
Initial Multiple-Choice Ratings as a % Maximum	68%	n/a
Recommended Multiple-Choice Passing Score	19	19
Recommended Multiple-Choice Passing Score as % of Maximum	63%	63%

Performance Level Judgments on the Korean Performance Assessments

Panel members provided their recommendations for the minimum passing standard for the performance assessment components of the Korean test by independently identifying the score point on the four-point scoring scale that would represent the minimally acceptable response to each of the performance assessments. The performance assessment components of the Korean SSAT are:

- (1) Language Structures
- (2) Listening Comprehension
- (3) Reading Comprehension: Literary
- (4) Reading Comprehension: Non-Literary
- (5) Written Expression
- (6) Oral Expression

The four points of each scoring scale describe varying degrees of performance on each of the performance components. The six scoring scales are provided in [Appendix B](#), below. The following are general descriptions of typical responses at each of the four score points:

Score Point	Performance Assessment Score Point Description
4	Reflects a thorough application and command of the performance characteristics for the assignment.
3	Reflects a generally adequate application and command of the performance characteristics for the assignment.
2	Reflects a limited application and command of the performance characteristics for the assignment.
1	Reflects little or no application and command of the performance characteristics for the assignment.
U	The "U" (Unscorable) is assigned to a response that is illegible or not of sufficient length to score.
B	The "B" (Blank) is assigned to a response that is blank.

For each performance assessment component, committee members were asked to determine the level of response, as defined by the applicable scoring scale, that should be required to achieve a passing score on each performance assessment. In relation to each performance assessment component, panelists had to answer the following question:

"Imagine a hypothetical group of individuals who have the minimum amount of content knowledge to perform the job of a California entry-level educator in this content field. Which of the four points on the scoring scale represents the level of response that would be achieved by this group?"

The Korean committee's median recommendations resulting from the process described above are displayed in Table 4 below.

Table 4: Median Committee Recommended Passing Standards for the Performance Assessment Component of the Korean SSAT

Korean SSAT Performance Assessment Component	Committee Median Scoring Scale Recommendation (on 1-4 scale)	Component Weighting in Total Test Score
I. Language Structures	3	15%
II. Listening Comprehension	3	12%
III. Reading Comprehension: Literary	3	12%
IV. Reading Comprehension: Non-Literary	3.5	
V. Written Expression	3	18%
VI. Oral Expression	3	18%

Committee Review of Marker Responses

The Korean Item Validation and Standard Setting Conference concluded with the committee's review of the marker responses assembled during the field test of the following types of Korean performance assessments: Listening Comprehension; Reading Comprehension - Literary Source; Reading Comprehension - Non-Literary Source; Written Expression; and Oral Expression. During the focused holistic scoring of these performance assessments, marker responses representing each point on the score scale are used to help maintain consistent and fair scoring across test administrations.

The review of marker responses was conducted separately for each type of performance assessment. Committee members first reviewed each marker response individually, and then discussed and came to a consensus on which marker response best represented each score point. In some instances, slight changes were made to the actual marker response (e.g., a sentence was added or deleted to a written response) to render a more accurate reflection of a typical response that would warrant, for example, a score of "3".

The Committee reached consensus on marker responses that reflected the score points of "1", "2", "3", and "4" for each of the Korean SSAT performance assessments, with the exception that no "1" response was identified for Oral Expression. During the scoring session for the first administration of the Korean SSAT, scorers will attempt to identify an appropriate "1" response to the Oral Expression component that can be used as a marker response.

Part 3 Staff Recommended Passing Scores

Staff recommends the passing scores in Table 5 below for the Korean SSAT exam. The way the exam is scored makes adopting separate passing standards for the multiple-choice section and each of the performance assessment components necessary. The raw points received by candidates on the multiple-choice section and on the performance assessment components are each transformed separately to a scale ranging from 100 to 300. These scaled scores are then weighted and summed to yield a total scaled score on the exam. Raw scores on the multiple-choice section and on the performance assessment components will each be scaled such that 220 is passing, based on the passing standards adopted by the Commission. Recommended standards are presented in raw points for the multiple-choice section of the exam and in the 1-4 metric of the scoring scales for the performance assessment components.

Table 5: Recommended Passing Standards for the Multiple-Choice and Performance Assessment Components of the Korean SSAT

SSAT Korean Component	Recommended Passing Standard
Multiple-Choice Component	19
Performance Assessment Component:	
I. Language Structures	3
II. Listening Comprehension	3
III. Reading Comprehension: Literary	3
IV. Reading Comprehension: Non-Literary	3
V. Written Expression	3
VI. Oral Expression	3

As discussed in [Part 2](#), the Korean Content Advisory Committee reached a consensus on a passing standard for the multiple-choice section of the exam. The median individual ratings for each component of the performance assessment section were also presented in Part 2 of this report (Table 4). The staff-recommended passing scores in [Table 5](#) are identical to those recommended by the advisory committee with one exception. The median committee rating for the "Reading Comprehension, Non-Literary" component of the constructed response section was 3.5. Staff recommends that the Commission adopt a 3 on this section for the following reasons.

Responses are scored on a 1-4 score scale; therefore, a score of 3.5 is simply not possible. The median committee recommendation of 3.5 resulted from three committee members recommending a 3 and three members recommending a 4. Staff recommends that the Commission adopt the 3 because:

1. On the scoring scale, a 3 is defined as "adequate" performance. Requiring more than adequate performance would be difficult to defend.
2. The committee recommended 3s for all other performance assessments.
3. The passing standard on all of the performance assessment components on the other SSAT language exams (e.g., German, Mandarin) is 3.

Appendix A:

SSAT Test Specifications for Languages Other than English

Single Subject Assessments for Teaching Test Specifications

FIELD 19: MANDARIN
FIELD 20: GERMAN
FIELD 21: JAPANESE
FIELD 22: RUSSIAN
FIELD 23: PUNJABI
FIELD 24: VIETNAMESE
FIELD 25: KOREAN

CULTURAL KNOWLEDGE (15%)

In this section of the assessment, the candidate responds to multiple-choice questions that may address, but are not limited to, the following topics.

- Physical and cultural geography
- Contemporary and historical social structures, and cultural issues, including, but not limited to: political, religious, and economic systems and institutions; social classes; education; family and kinship; social customs; work and leisure patterns; language
- Classical and contemporary literary works and oral traditions.
- Individual variations within the cultures represented by the people who speak the language.
- Classical and folk arts.
- Crosscultural comparisons.

LINGUISTICS (10%)

In this section of the assessment, the candidate responds to multiple-choice questions that address both knowledge of general linguistics and language-specific linguistics.

A. General Linguistics

This section of the assessment contains multiple choice questions that require the candidate to demonstrate his/her knowledge of the nature of language, its acquisition, and its use. Items may address, but are not limited to, the following topics.

- Nature of language, its purposes, uses and misuses, and relation to ways of life.
- The significance of language changes and variations that occur within the contexts of time, place, age, gender, and situation.
- Theories of language acquisition and learning.
- The communication process, with the use of strategies such as pragmatics, discourse analysis, and turn-taking and other conversation conventions; proxemics and kinesics; idioms and humor; debate and negotiations; as well as persuasive and hortatory modes.

B. Language Specific Linguistics

This section of the assessment contains multiple-choice questions that require the candidate to demonstrate his/her knowledge of linguistic components of the target language. Items may address, but are not limited to, the following topics.

- Basic linguistic and paralinguistic components of the language: phonology, morphology, syntax, lexicon, semantics, suprasegmentals, kinesics, proxemics, grammar and words (meaning and usage)
- Use of language components in authentic communication contexts.
- Error analysis and its role in the language learning process.
- Principles of contrastive analysis.
- Dialectal differences, their origins, social implications, and ways to address these differences positively.

LANGUAGE STRUCTURES ASSESSMENT (15%)

In this section of the assessment, the candidate is presented with scorable tasks that require the candidate to complete, transform, and correct sentences in the target language. Tasks for each skill are embedded in a sample of connected discourse consisting of one or more sentences. The candidate is required to apply knowledge of grammar, syntax, and lexicon to achieve clarity, accuracy, and appropriateness of expression.

LISTENING ASSESSMENT (12%)

The candidate is presented with two performance assessments, each based on a recorded sample of speech. One sample is relatively informal (e.g., a brief dialogue overheard on the street), the other relatively formal (e.g., an excerpt from a lecture or radio broadcast). For each sample, the candidate is asked a question testing literal and inferential comprehension of the recorded material, then responds in writing to a series of interrelated questions. The candidate needs to demonstrate the ability to make auditory discriminations (e.g., verb tenses), recognize vocabulary, understand content, and display cultural awareness.

READING ASSESSMENT (12%)

The candidate is presented with two performance assessments, each based on a passage of text. One sample is from a work of literature, the other from a nonliterary source (e.g., a newspaper story, a magazine article, a personal letter). For each text, candidates write an answer to a question testing literal and inferential comprehension of the material. The question on the literary excerpt may address cultural characteristics and references, style, and use of literary devices.

WRITING ASSESSMENT (18%)

The candidate is required to produce two well-organized compositions in the target language in response to two prompts describing different writing tasks (e.g., a memorandum, a letter, a short essay). The candidate needs to demonstrate the ability to communicate in an appropriate register, using a range of vocabulary, idiomatic expressions, and simple and complex linguistic structures, and to display an appropriate level of cultural knowledge and sensitivity.

SPEAKING ASSESSMENT (18%)

Two prompts, presented in written form in the test booklet and also read aloud on tape, require the candidate to speak on tape for up to two minutes in the target language. Both prompts represent tasks classified as advanced according to ACTFL standards (e.g., narrating in past time, hypothesizing on a personal topic). The candidate needs to demonstrate the ability to communicate effectively, using an appropriate range of vocabulary, idiomatic expressions, and simple and complex language structures, displaying an appropriate level of cultural knowledge and understanding.

Appendix B:

Scoring Scales for the Korean SSAT Performance Assessments

Scoring Scale Language Structures Assignments

Score Point	Score Point Description
4	20 to 24 scorable tasks correct
3	15 to 19 scorable tasks correct
2	10 to 14 scorable tasks correct
1	0 to 9 scorable tasks correct
U	The "U" (Unscorable) is assigned to a response that is illegible or not of sufficient length to score.
B	The "B" (Blank) is assigned to a response that is blank.

Scoring Scale Listening Comprehension Assignments

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none">• The candidate demonstrates thorough comprehension of literal content of a sample of spoken language.• The candidate accurately infers information implied in a sample of spoken language, including correctly characterizing tone when tone is a factor in comprehension.• The candidate demonstrates thorough understanding of the sociocultural context of the language sample.
	<p>The "3" response reflects a generally adequate application and command of the performance characteristics for the listening comprehension assignment.</p>

3	<p>The candidate demonstrates good overall comprehension of literal content of a sample of spoken language, though some details may be misunderstood or missed.</p> <ul style="list-style-type: none"> • The candidate shows some ability to infer information implied in a sample of spoken language, though some subtleties may be misinterpreted or missed. • The candidate demonstrates adequate understanding of the sociocultural context of the language sample.
2	<p>The "2" response reflects a limited application and command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate shows partial comprehension of a sample of spoken language, discerning some main ideas but failing to understand other major ideas and details. • The candidate generally fails to infer information or discern tone in a sample of spoken language. • The candidate demonstrates limited understanding of the sociocultural context of the language sample.
1	<p>The "1" response reflects little or no command of the performance characteristics for the listening comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate fails to demonstrate understanding of major points in a sample of spoken language, showing comprehension only of isolated words and phrases. • The candidate fails to infer information or discern tone in a sample of spoken language. • The candidate demonstrates little or no understanding of the sociocultural context of the language sample.
U	The "U" (Unscorable) is assigned to a response that is off topic, illegible, or not of sufficient length to score.
B	The "B" (Blank) is assigned to a response that is blank.

Scoring Scale Reading Comprehension Assignments-Nonliterary Source

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate demonstrates thorough understanding of the literal content of a reading passage, including virtually all significant details. • The candidate accurately infers information implied in a reading passage, even if this is subtly conveyed in the text. • The candidate demonstrates thorough understanding of the sociocultural context of the reading passage.
3	<p>The "3" response reflects a generally adequate application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate demonstrates understanding of the main idea of a reading passage, but misses some details. • The candidate shows some ability to infer information from the text, but may misinterpret some subtleties. • The candidate demonstrates adequate understanding of the sociocultural context of the reading passage.
2	<p>The "2" response reflects a limited application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate shows only partial understanding of the main idea of a reading passage. • The candidate generally fails to make inferences from written text. • The candidate demonstrates limited understanding of the sociocultural context of the reading passage.
	<p>The "1" response reflects little or no command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> • The candidate fails to extract the main idea from a written passage, demonstrating comprehension only

1	<ul style="list-style-type: none"> of isolated words or phrases. The candidate fails to make inferences from written text. The candidate demonstrates little or no understanding of the sociocultural context of the reading passage.
U	The "U" (Unscorable) is assigned to a response that is off topic, illegible, or not of sufficient length to score.
B	The "B" (Blank) is assigned to a response that is blank.

Scoring Scale Reading Comprehension Assignments-Literary Source

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> The candidate demonstrates thorough understanding of the literal content of a reading passage, including virtually all significant details. The candidate accurately infers information implied in a reading passage, even if this is subtly conveyed in the text. The candidate demonstrates thorough understanding of the sociocultural context of the reading passage. The candidate demonstrates a complete understanding of the role of literary form in conveying meaning and the use of literary devices for expressive purposes.
3	<p>The "3" response reflects a generally adequate application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> The candidate demonstrates understanding of the main idea of a reading passage, but misses some details. The candidate shows some ability to infer information from the text, but may misinterpret some subtleties. The candidate demonstrates adequate understanding of the sociocultural context of the reading passage. The candidate demonstrates an adequate understanding of the role of literary form in conveying meaning and the use of literary devices for expressive purposes.
2	<p>The "2" response reflects a limited application and command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> The candidate shows only partial understanding of the main idea of a reading passage. The candidate generally fails to make inferences from written text. The candidate demonstrates limited understanding of the sociocultural context of the reading passage. The candidate demonstrates only partial understanding of the role of literary form in conveying meaning and the use of literary devices for expressive purposes.
1	<p>The "1" response reflects little or no command of the performance characteristics for the reading comprehension assignment.</p> <ul style="list-style-type: none"> The candidate fails to extract the main idea from a written passage, demonstrating comprehension only of isolated words or phrases. The candidate fails to make inferences from written text. The candidate demonstrates little or no understanding of the sociocultural context of the reading passage. The candidate fails to demonstrate an understanding of the role of literary form in conveying meaning and the use of literary devices for expressive purposes.
U	The "U" (Unscorable) is assigned to a response that is off topic, illegible, or not of sufficient length to score.
B	The "B" (Blank) is assigned to a response that is blank.

Scoring Scale

Written Expression Assignments

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> ● The candidate's response thoroughly fulfills the purpose of the written assignment and is wholly appropriate for the intended audience. ● The response is well organized, unified, and coherent throughout. ● There is fullness in the development of the topic, and the ideas are presented clearly with appropriate and comprehensive supporting details. ● The candidate demonstrates extensive command of vocabulary and idiomatic expressions and employs vocabulary appropriate for the audience and purpose. ● The response shows a comprehensive command of syntax and grammar and contains appropriate and effective sentence structures. ● There is accuracy in mechanics applicable to the language of emphasis.
3	<p>The "3" response reflects a generally adequate application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> ● The candidate's response adequately fulfills the purpose of the written assignment and is generally appropriate for the intended audience. ● The response is adequately organized and generally unified and coherent. ● There is adequate development of the topic, and the ideas are generally clear with adequate supporting details. ● The candidate demonstrates adequate command of vocabulary and idiomatic expressions and employs vocabulary generally appropriate for the audience and purpose. ● The response shows an adequate command of syntax and grammar and contains satisfactory sentence structures. ● There are minor errors in mechanics applicable to the language of emphasis, but they do not interfere with comprehension.
2	<p>The "2" response reflects a limited application and command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> ● The candidate's response only partially fulfills the purpose of the written assignment and may not be fully appropriate for the intended audience. ● The response shows limited organization and may not be unified or coherent. ● There is limited development of the topic, the ideas may lack clarity, and there are limited supporting details. ● The candidate demonstrates limited command of vocabulary and idiomatic expressions and may employ vocabulary that is not appropriate for the audience and purpose. ● The response shows a limited command of syntax and grammar and may contain flawed or ineffective sentence structures. ● There are errors in mechanics applicable to the language of emphasis that may interfere with comprehension.
1	<p>The "1" response reflects little or no command of the performance characteristics for the written assignment.</p> <ul style="list-style-type: none"> ● The candidate's response fails to fulfill the purpose of the written assignment and may be inappropriate for the intended audience. ● The response is poorly organized and lacks unity and coherence. ● There is little or no development of the topic, and the ideas and supporting evidence, if present, are inadequate and unclear. ● The candidate demonstrates inadequate command of vocabulary and idiomatic expressions and employs inappropriate vocabulary for the audience and purpose. ● The response shows an inadequate command of syntax and grammar and contains flawed and ineffective sentence structures. ● There are frequent errors in mechanics applicable to the language of emphasis that interferes with comprehension.
U	The "U" (Unscorable) is assigned to a response that is off topic, illegible, not in the language of emphasis, or not of sufficient length to score.
B	The "B" (Blank) is assigned to a response that is completely blank.

Scoring Scale

Oral Expression Assignments

Score Point	Score Point Description
4	<p>The "4" response reflects a thorough application and command of the performance characteristics for the oral assignment.</p> <ul style="list-style-type: none"> ● The candidate thoroughly fulfills the purpose of the oral assignments. ● The candidate presents well-organized messages that are consistent and clear. ● The points of discussion are well developed and elaborated. ● The responses show appropriate register and address and show sensitivity to and an understanding of the sociocultural context. ● The candidate demonstrates extensive command of vocabulary and idiomatic expressions and employs vocabulary appropriate for the audience and purpose. ● The response shows a comprehensive command of syntax and grammar and contains applicable to the language of emphasis. ● The responses are wholly understandable and exhibit clearly appropriate pronunciation, intonation, and pacing. ● The candidate speaks fluently and with ease of expression.
	<p>The "3" response reflects a generally adequate application and command of the performance characteristics for the oral assignment.</p> <ul style="list-style-type: none"> ● The candidate adequately fulfills the purpose of the oral assignments. ● The candidate presents messages that are adequately organized and clear. ● The points of discussion are adequately developed and elaborated.

3	<ul style="list-style-type: none"> • The candidate demonstrates adequate command of vocabulary and idiomatic expressions and employs vocabulary generally appropriate for the audience and purpose. • The responses show an adequate command of syntax and grammar applicable to the language of emphasis. • The responses are generally understandable and exhibit generally appropriate pronunciation, intonations, and pacing. • The candidate speaks with adequate fluency and with satisfactory ease of expression.
2	<p>The "2" response reflects a limited application and command of the performance characteristics for the oral assignment.</p> <ul style="list-style-type: none"> • The candidate only partially fulfills the purposes of the oral assignments. • The candidate delivers messages that show limited organization and clarity. • There is limited development and elaboration of the points of discussion. • The responses show limited understanding of register and address and reflect limited familiarity with the sociocultural context. • The candidate demonstrates limited command of vocabulary and idiomatic expressions and may employ vocabulary that is not appropriate for the audience and purpose. • The responses show a limited command of syntax and grammar applicable to the language of emphasis. • The responses may be difficult to understand and may exhibit inappropriate pronunciation, intonation, and/or pacing. • The candidate speaks with limited fluency, lacking ease of expression.
1	<p>The "1" response reflects little or no command of the performance characteristics for the oral assignment.</p> <ul style="list-style-type: none"> • The candidate fails to fulfill the purposes of the oral assignments. • The candidate presents messages that lack organization and clarity. • There is inadequate development and elaboration of the points of discussion. • The responses who inadequate register and address and indicate a lack of awareness of the sociocultural context. • The candidate demonstrates inadequate command of vocabulary and idiomatic expressions and employs inappropriate vocabulary for the audience and purpose. • The response shows an inadequate command of syntax and grammar applicable to the language of emphasis. • The responses are difficult to understand and exhibit inappropriate pronunciation, intonation, and/or pacing. • The candidate speaks without fluency and may hesitate frequently and make long pauses, rendering the speech choppy and the message fragmented.
U	<p>The "U" (Unscorable) is assigned to a response that are off topic, incomprehensible, not in the language of emphasis, or not of sufficient length to score.</p>
B	<p>The "B" (Blank) is assigned to responses where the candidate is not heard to speak at all.</p>



[Back to the Top](#) |
[Back to June 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: FPPC-1

Committee: Fiscal Planning and Policy

Title: Update on the 1999-2000 Governor's Budget

✓ Information

Prepared by: Helen Lam, Manager
Fiscal and Business Services

BACKGROUND

At the May 1999 Commission meeting, staff provided Commissioners with information on the status of the 1999-2000 Governor's Budget and its impact on the Commission. This information item provides an update on the recent legislative actions taken on the Commission's 1999-2000 budget.

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

Legislative Action on Requested Technical Adjustments

In mid-May 1999, the Assembly Budget Subcommittee No. 2 approved a Spring Finance Letter relating to the funding for the Teaching Performance Assessment and Troops to Teachers programs. These two technical adjustments, which were described in FPPC-2 of the Commission's April 1999 meeting, were also recently approved by the Senate Budget Subcommittee No. 1.

Spring Finance Letter Budget Change Proposals (BCPs)

Unfortunately, none of the three Spring Finance Letter BCPs that were approved by the Commission at its April 1999 meeting (FPPC-2) were included in the Governor's May Revision of the 1999-2000 Budget that was submitted to the Legislature on May 14, 1999.

However, the Senate Budget Subcommittee No. 1 approved augmentations of \$348,000 to fund the database and application upgrade project (BCP No. 9) and \$161,000 to fund the agenda and web management project (BCP No. 10), and adopted Budget Bill language to preclude the expenditure of these funds without the approval of the Department of Finance and the Department of Information Technology. No corresponding action was taken by the Assembly Budget Subcommittee No. 2.

Amendments to Budget Items

The following Department of Finance requests for amendments in the Commission's 1999-2000 budget have been approved by both of the relevant legislative budget subcommittees:

Federal Funds

- The addition of \$152,000 in reimbursement authority for the administration of the Office of Bilingual Education and Minority Languages Affairs grant project.
- The addition of \$2,147,000 in state operations expenditure authority related to the State Teacher Quality Enhancement Grant.
- The addition of \$2,230,000 in local assistance expenditure authority related to the State Teacher Quality Enhancement Grant.

Test Development and Administration Account (0408)

The addition of \$600,000 in expenditure authority related to a projected increase in Reading Instruction Competency Assessment examinees.

General Fund

- The addition of \$500,000 to fund an independent evaluation of the Beginning Teacher Support and Assessment program, although the Senate Budget Subcommittee No. 1 proposed to fund the evaluation with \$250,000 from the General Fund and \$250,000 from the Teacher Credentials Fund. Both of the legislative budget subcommittees adopted modified Budget Bill language to include the California Department of Education in a jointly managed evaluation effort.

Both of the legislative budget subcommittees rejected a proposed funding source shift of \$3,407,000 in reimbursements from Goals 2000 to Proposition 98 General fund related to the Paraprofessional Teacher Training Program.

Attached is a chart that summarizes the Commission-related issues that are currently before the 1999-2000 Budget Bill Conference Committee, which includes three members of the Senate and the Assembly who have been appointed to resolve differences in each house's version of the budget.

Staff is available to answer any questions the Commissioners may have.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
1999-2000 BUDGET BILL CONFERENCE COMMITTEE ITEMS

<i>Issue</i>	<i>Senate Version</i>	<i>Assembly Version</i>
New credential fee waiver as proposed in the January Governor's Budget	Approved \$1.5 million General Fund appropriation and rejected Trailer Bill language; expressed intent that the authority for the fee waiver should be included in separate legislation	Approved \$1.5 million General Fund appropriation and rejected Trailer Bill language
Independent evaluation of the Beginning Teacher Support and Assessment Program as proposed in the Governor's May Revision	Approved \$250,000 from the General Fund and \$250,000 from the Teacher Credentials Fund and adopted modified Budget Bill language to include CDE in a jointly managed evaluation effort	Approved \$500,000 from the General Fund and adopted the same modified Budget Bill language as approved by the Senate
Alternative Certification Program local assistance funding	Approved funding as proposed in the January Governor's Budget	Approved augmentation of \$7.3 million from the General Fund (Prop. 98) to fund an increase of \$1,500 to \$2,500 per intern as provided in AB 309 (Mazzoni)
Pre-Intern Program local assistance funding	Approved funding as proposed in the January Governor's Budget	Approved augmentation of \$3.7 million from the General Fund (Prop. 98) to fund a statewide increase of 1,500 program participants
Information technology projects	Approved augmentations of \$348,000 to fund the database and application upgrade project and \$161,000 to fund the agenda and web management project and adopted Budget Bill language to preclude the expenditure of these funds without the approval of the Department of Finance and the Department of Information Technology	Did not consider funding for these information technology projects
Paraprofessional Teacher Training Program	Approved augmented funding as proposed in the January Governor's Budget [\$6.6 million from the General Fund (Prop. 98) and \$3.4 million from Reimbursements (federal Goals 2000 via CDE)]	Approved augmented funding as follows: \$7.1 million from the General Fund (Prop. 98) and \$2.9 million from Reimbursements (federal Goals 2000 via CDE)
Mathematics Initiative	Adopted Budget Bill language in both state operations and local assistance items to provide that expenditure of funds must conform to legislation enacted during the 1999-2000 Regular Session	Did not adopt the Budget Bill language that was adopted by the Senate



[Back to the Top](#)

[Back to June 1999 Agenda](#) |

[Return to "Agenda Archives"](#) |

[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: C&CA-1

Committee: Credentials and Certificated Assignments

Title: Proposed Regulations Related to Single Subject Credential Authorizations

✓ Action

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

Proposed Amendments and Additions to Title 5 Regulations Concerning Single Subject Teaching Credentials and an Authorization for Subject Areas for Service in Departmentalized Classes

May 19, 1999

Summary

This item proposes amendments and additions to Title 5 Regulations pertaining to the authorization for the Single Subject Teaching Credential and subject areas for service in departmentalized classes.

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

Are the proposed authorizations appropriate for the Single Subject Teaching Credential and subject areas for service in departmentalized classes?

Recommendation

Staff recommends that the Commission approve the proposed additions to the regulations pertaining to the Single Subject Teaching Credential and subject areas for service in departmentalized classes 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 Single Subject Teaching Credential and an authorization for subject areas for service in departmentalized classes.

At the August Commission meeting, staff was directed to meet with a group of educators to discuss proposed changes to regulations. The individuals listed below, who also met concerning the regulations for the Administrative Services Credential, participated in a meeting on January 15 to discuss the Single Subject Teaching Credential authorization.

Name	Job Title	Agency	Representing
Linda Frost	Principal	Manteca USD	ACSA
Kathleen McCreery	Educ. Services Director	Temple City USD	ACSA

Rhonda Kramer	Credential Analyst	Rialto USD	CCAC
Kathy Sloan	Credential Analyst	Ramona USD	CCAC
Cynthia Free	Credentials Supervisor	San Diego County	PASSCo
Merilee Johnson	Personnel Director	Glenn County	PASSCo
Linda Lester	Asst. Supt, Human Resources	West Contra Costa USD	Dist Administrator
Richard Pierucci	Asst. Supt, Human Resources	Woodland Joint USD	Dist Administrator
Kim Breen	Teacher	West Covina High	CTA
Sandra Mack	Teacher	Lowell High	CFT
Betty Gardin	Personnel Director	Los Angeles USD	Los Angeles USD
Albert Koppes	School of Educ. Director	Loyola Marymount Univ	IHE
Carol Riley	Cred. Office Supervisor	CSU Long Beach	IHE

The group did not believe there was a need for a lengthy discussion on the Single Subject Teaching Credential which authorizes service in departmentalized classes. There were two exceptions. The first was to clarify who can teach health science. Prior to 1981, the subject area of physical education authorized both physical education and health science. The health science subject area was added to statute in 1981 and for that reason physical education credentials issued after January 1, 1981 do not authorize teaching health. Clarification of which subject areas authorize teaching health science needed to be added to regulation. In the second area, there was agreement in the group that adding an authorization for holders of credentials in specified subject areas to serve in classes designated as trade, technical, and vocational would allow for easier understanding of the authorization for the Single Subject Teaching Credential by the employing school districts and county offices of education.

After achieving consensus on the authorization of the Single Subject Teaching Credential, the discussion at the January 15th meeting focussed on the authorization for subject areas for service in departmentalized classes. While the Single Subject Teaching Credential authorizes service in a broad subject area, there still remain questions in which broad subject area some classes fall within. Previously in regulation there was a list showing which subjects fell within the broader single subject areas called the subsumption list. The group discussed whether a new "subsumption" list that provides specificity yet allows flexibility at the local level should be added to regulations. There was general agreement that having this type of list would be helpful to employing school districts and county offices of education. After making suggestions for subjects to be added to the list, the group drafted an authorization statement to allow an employing agency to determine that an individual may teach a class directly related in content to one of the broad subject areas if the subject is not already listed under another subject area.

The group then turned their attention to subjects that do not fall within the broad single subject areas. They believed there was a correlation between the list of subjects that fall within the broad single subject areas and the assignment in courses such as study hall, life skills, and leadership. The group suggested wording for an authorization statement to tie the new "subsumption" list and the subjects that do not fall within the statutory single subject areas together.

In February, a draft of the proposed regulations were sent to the group of educators who attended the January 15th meeting as well as to the California Department of Education.

Proposed Amendments for the Single Subject Teaching Credential

The existing content of Title 5 Section 80004 concerning the Single Subject Teaching Credential is either out-of-date or unnecessary. Any reference in this section to the valid period of the credential or dating information is not necessary because it is contained in other sections of regulations (80553, 80413, and 80413.1). The statement currently in Section 80004 does not clearly define the authorization for the Single Subject Teaching Credential.

The proposed amendments to this section would eliminate the existing language and redefine the purpose of the section and propose appropriate content. Staff proposes that Section 80004 be amended to define the authorization of the Single Subject Teaching Credential with the addition of the subject areas authorized to teach health science and classes designated as trade, technical, and vocational.

The proposed amendments to Title 5 §80004 clarify the authorization for the Single Subject Teaching Credential with the elements summarized below:

- Subsection (a) describes the subject areas and grade level in which the holder of a Single Subject Teaching Credential may serve.
- Subsection (b) clarifies which single subject areas authorize teaching health science.

In 1980, the professional organization of health educators sponsored a bill to create a separate Single Subject Teaching Credential in Health Science. Prior to January 1, 1981, holders of a Single Subject Teaching Credential in physical education were authorized to teach health science because the credential programs and examinations in physical education included health standards. Regulations were not revised to reflect the change in the physical education

credential authorization. The life science subject-matter programs and examinations also include health standards to allow for the dual authorization in life and health science. The single subject area of biological science, which was added in 1995, does not authorize teaching health science as the program and examinations do not include health standards.

- Subsection (c) states that the Single Subject Teaching Credentials in specific subject areas authorize teaching classes that are designated as trade, technical, or vocational.

The Commission issues Vocational Designated Subjects Teaching Credentials that authorize service in trade, technical, and vocational classes. These credentials require five years of work experience related to the subject listed on the document. Holders of Single Subject Teaching Credentials in agriculture, business, home economics, and industrial and technology education must complete a teacher preparation program including student teaching, and verify subject-matter competence by completing 45 semester units of course work or passing subject-matter examinations in the subject area. There has been some confusion whether trade, technical, and vocational classes can only be taught by an individual holding a Designated Subjects Vocational Teaching Credential. Credential holders in these five trade, technical, or vocational subject areas have completed requirements beyond what is required for the Designated Subjects Teaching Credential.

The California Department of Education provides special funding for some vocational classes and specific credentials or experience may be a requirement for that funding. The Commission always advises employers to check with the Department before assigning an individual who does not hold a credential that is clearly identified as a vocational credential in a trade, technical, or vocational class. Regardless of the possible funding criteria, these single subject areas authorize serving in a trade, technical, or vocational class.

Title 5 §80004. Single Subject Teaching Credential Authorization for Service.

A Preliminary Single 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).

- (a) Upon completion of the requirements specified in Section 80413(b) and upon satisfying the Commission that the holder is otherwise qualified, the holder of the Preliminary Credential, or other applicant, shall be issued a Clear Single Subject Teaching Credential. The Single Subject Teaching Credential authorizes the holder to teach the subject area(s) listed on the document in grades twelve and below, including preschool, and in classes organized primarily for adults.
- (b) The Clear holder of a Single Subject Teaching Credential shall be issued for five years in the following subject areas are authorized to teach health science.:
 - (1) Health Science,
 - (2) Life Science, and
 - (3) Physical Education if the document was initially issued prior to January 1, 1981.
- (c) A teacher who is authorized for single subject instruction may be assigned to teach any subject in his/her field at any grade level; preschool, kindergarten, grades 1 to 12 or in classes organized primarily for adults. This includes all subjects taught in the authorized field and other courses of which the content and prerequisites are related to the authorized field. The holder of a Single Subject Teaching Credential in Agriculture, Business, Home Economics, Industrial Arts, or Industrial and Technology Education is authorized to teach the subject area listed on the document in classes designated as technical, trade, or vocational by the employing agency.

NOTE: Authority cited: Sections 44225 (b) and 44348 44225(e), Education Code. Reference: Sections 44251, 44252, 44225(q) and 44256, 44282, 44347, and 44348, Education Code.

Proposed Amendments for an Authorization for Subject Areas for Service in Departmentalized Classes

Numerous requests from school districts are received in the Assignment Unit each year asking whether the curriculum of a course falls within one of the statutory single subject areas. Prior to 1982, Title 5 Regulations included a subsumption list of subjects authorized under each single subject category. It served as a helpful guide to employers, but proved to be inadequate as it did not contain all the subjects being taught nor could it be changed to add new courses. Staff is proposing to return the list to regulations and to allow for some flexibility at the local level.

In most cases there is a direct match between the curriculum of the courses to be taught and the authorizations listed on credentials. There are, however, specific types of courses that do not fall neatly under any of the current statutory single subjects. These include courses in life skills, leadership, study skills, conflict management, teen skills, study hall, and others. While some of the courses have a defined curriculum, most are elective and non-academic. The Assignment Unit is often asked what type of credential is required for an individual to serve in such classes.

The proposed amendments to Title 5 §80005 clarify the authorization for the subject areas for service in departmentalized classes with the elements summarized below:

- Subsection (a) describes the manner in which an individual may be assigned to teach a subject that falls within the broad single subject areas. The proposed regulation allows an employing agency to determine that an individual may teach a class directly related in content to one of the broad subject areas if the subject is not already listed under another

subject area.

- Subsections (a)(1) through (16) lists the broad single subject areas and the specific subject areas that may be taught by the holder of a Single Subject Teaching Credential in the broad category.
- Subsection (b) contains the authorization to teach classes that do not fall within the single subject areas. Service is restricted to the grade level of the teaching credential. Requiring a credential based on a bachelor's degree and a teacher preparation program including student teaching eliminates the holder of an emergency permit or waiver from performing this service.

Title 5 §80005. Authorization for Subject Areas for Service in Departmentalized Classes.

- (a) The holder of a Single Subject Teaching Credential may be assigned to teach the subjects which fall within the broad subject area listed on their document as found in 1 through 16. If a subject is listed below, it may only be taught by the holder of a Single Subject Teaching Credential with the broad subject area listed on their document. The holder of a Single Subject Teaching Credential may be assigned to teach a subject not listed below if the employing agency has determined its subject-matter content is directly related to the broad subject area.
- (1) Agriculture: agricultural management, agricultural mechanics, agricultural science, animal science, forestry, horticulture, landscaping, and plant science;
 - (2) Art: art appreciation, art history, arts and crafts, art theory, calligraphy, cartooning, ceramics, commercial art, costume design, crafts, design, drawing, humanities, illustration, interior decoration, jewelry, leathermaking, painting, photography, sculpture, stagecraft, and yearbook;
 - (3) Business: accounting, business communications, business English, business mathematics, business management, business marketing, computer concepts and applications, consumer education, data processing, economics, general office occupations, keyboarding, marketing, shorthand, typewriting, and word processing;
 - (4) English: composition, creative writing, debate, drama, forensics, grammar, humanities, journalism, language arts, language structure, literature, poetry, public speaking, speech, theater arts, and yearbook;
 - (5) Health: child development, family life, human sexuality, nutrition, sexually transmitted disease education, and substance abuse;
 - (6) Home Economics: child development, clothing, consumer education, family life, foods, family economics, housing, human development, interior design, nutrition, parenting, and textiles;
 - (7) Industrial and Technology Education: automotive mechanics, carpentry, computer technology, construction, drafting, electricity, electronics, industrial crafts, industrial design, metals, millwork, photography, plastics, radio and television, technical science/power mechanics, welding, and woods;
 - (8) Languages Other Than English: courses in culture, grammar, composition, language structure, and literature of the language listed on the document;
 - (9) Mathematics: basic or general mathematics, algebra, calculus, computer science, consumer mathematics, geometry, mathematical analysis, statistics and probability, and trigonometry;
 - (10) Music: instrumental music, music appreciation, music theory, and vocal music;
 - (11) Physical Education: aquatics, dance, fundamental and creative movement, gymnastics, interscholastic sports, motor development or learning, physical conditioning, sports, and weightlifting;
 - (12) Science: Biological Science: anatomy, biology, botany, ecology, environmental science, evolution, genetics, physiology, and zoology;
 - (13) Science: Chemistry: chemical reactions, qualitative analysis, quantitative analysis, and structure and stability;
 - (14) Science: Geoscience: astronomy, cosmology, earth science, forestry, geology, meteorology, oceanography, and paleontology;
 - (15) Science: Physics: energy, mechanics, and thermodynamics;
 - (16) Social Science: American government, anthropology, contemporary issues, current events, cultural studies, economics, ethnic studies, geography, government, history, humanities, international government, law, politics, psychology, sociology, United States history, and world history.
- (b) The holder of a teaching credential based on a baccalaureate degree and a teacher preparation program, including student teaching or the equivalent, may be assigned, with his or her consent, to teach subject-matter classes which do not fall within or are not directly related to the broad subject areas listed in (a) if the employing agency has determined the teacher has the requisite knowledge and skills. Verification of this decision must be kept on file in the office of the employing agency for purposes of the monitoring of certificated assignments pursuant to Education Code Section 44258.9(b). Such courses may include, but are not limited to, life skills, conflict management, study skills, leadership, teen skills, and study hall. Service in such assignments is limited to the grade level authorized by the teaching credential.



[Back to the Top](#)

[Back to June 1999 Agenda](#) |

[Return to "Agenda Archives"](#) |

[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: C&CA-2

Committee: Credentials and Certificated Assignments

Title: Proposed Regulations Related to Reading Instruction Competence Assessment

✓ Information

Prepared by: Yvonne Novelli, Program Analyst
Certification, Assignment and Waivers Division

Proposed Addition of Title 5 Regulation, §80071.5 Pertaining to the RICA

May 19, 1999

Summary

The following proposes to add Title 5 Regulation §80071.5 which pertains to individuals required to verify completion of the Reading Instruction Competence Assessment (RICA) requirement. This addition will delineate those individuals who are required to pass RICA before they may obtain the Multiple Subject Teaching Credential or, effective January 1, 2000, the Education Specialist Instruction Credential. Portions of the proposal are contingent upon the passage of Assembly Bill 466 (Mazzoni), which is sponsored by the Commission.

Fiscal Impact Statement

There will be a minor short-term cost to the agency related to holding a public hearing if the recommendation is adopted.

Policy Issues to Be Resolved

Shall the Commission delineate who is required to pass RICA before obtaining the Multiple Subject Teaching Credential or, effective January 1, 2000, the Education Specialist Instruction Credential?

Background

Assembly Bill 1178 (Cunneen), Chaptered September 26, 1996 (Chapter 919), which became effective on January 1, 1997, amended Education Code 44283 to state that "first time credential applicants who are not credentialed in any other state" and are seeking a Multiple Subject Teaching Credential are required to pass the RICA. Since the passage of this bill, the Commission staff has interpreted this to mean the following:

1. "First time credential applicants" are individuals who do not hold a teaching credential based on both a baccalaureate degree and a teacher education program including student teaching, and
2. Individuals "credentialed in any other state" are individuals who hold a valid elementary teaching credential issued by another state.

Assembly Bill 2748 (Mazzoni), Chaptered August 17, 1998 (Chapter 303), which became effective on January 1, 1999, added Education Code 44283.2, which requires individuals seeking the Education Specialist Instruction Credential, January 1, 2000 and after, to pass the RICA. It does exclude applicants for the Early Childhood Special Education Certificate from this requirement.

The current Assembly Bill 466 (Mazzoni), if approved through the Legislature and signed by the Governor, will establish the following amendments to the Multiple Subject Teaching and Education Specialist Instruction Credentials with respect to the RICA.

Multiple Subject Teaching Credential:

1. The proposal will defer the RICA requirement for the two-year preliminary Multiple Subject Teaching

credential for out-of-state trained individuals until they request the three-year extension.

Education Specialist Instruction Credential:

1. The bill will exempt applicants for the Early Childhood Special Education Credential from the RICA requirement.
2. The proposal will create a two-year preliminary Level I Education Specialist Instruction Credential for out-of-state trained special education teachers that will defer the RICA requirement until the three-year extension.
3. The bill will add a comparable "first time credential applicants who are not credentialed in any other state" statement as that found in the Multiple Subject statutes.

Proposed Addition of §80071.5

The following is a detailed discussion of the proposed §80071.5 subsections. These specify the Multiple Subject and Education Specialist Instruction Credential applicants who are **exempt** from the RICA. Those exemptions affected by *AB466* are italicized. Because many of the exemptions are contingent upon the passage of AB466, staff will not be able to begin the rulemaking process until after the bill is signed by the Governor.

§80071.5(a)

The effective date of the RICA requirement for the Multiple Subject Teaching Credential was established by the implementation date of the RICA examination structure, October 1, 1998. This regulation proposal would exempt RICA for individuals who obtained their one-year nonrenewable, preliminary, clear or professional clear Multiple Subject Teaching Credential prior to that date as a renewal requirement.

§80071.5(b)

Education Code 44283.2 does not establish the RICA as a requirement for the Education Specialist Instruction Credential until January 1, 2000. This proposed subsection will allow individuals who obtained the special education credential prior to that date to renew their credential without passing the RICA.

§80071.5(c)

This subsection refers to the RICA exemptions found in Education Code 44283.2(b), currently the Early Childhood Special Education Certificate. *If AB466 becomes law, Education Code 44283.2(b) will also exempt individuals seeking the Early Childhood Special Education Credential.*

§80071.5(d)

The proposed amendments to Education Code 44253, found in AB466, will allow out-of-state individuals seeking a two-year preliminary Multiple Subject Teaching Credential or an Education Specialist Instruction Credential to defer the RICA until they request the three-year extension of their preliminary credential. The CBEST education code, §44252(b)(3), also allows the issuance of the one-year nonrenewable credential without verifying the RICA requirement. The proposed §80071.5(d) reflects these exemptions.

§80071.5(e)

Education Code 44283.2 exempts individuals who are not "first time credential applicants" from the RICA requirement when applying for the Multiple Subject Teaching Credential. *AB466 will also allow the same exemption for Education Specialist Instruction Credential applicants.* This subsection clarifies that the exemption refers to individuals who hold a valid California teaching credential based on a baccalaureate degree and a teacher education program including student teaching, such as Single Subject or Standard Elementary Teaching Credentials. *It also clarifies that individuals who received a two-year preliminary Multiple Subject Teaching Credential or an Education Specialist Instruction Credential, based on §80071.5(d), are not exempt from the RICA requirement if they apply for the three-year extension while holding only the valid two-year preliminary.*

§80071.5(f)

This proposed subsection reflects the RICA exemption, found in Education Code 44283, for individuals "credentialed in any other state" and seeking the Multiple Subject Teaching Credential and *those seeking the Education Specialist Instruction Credential found in AB466.* The wording clarifies that the out of-state credential must be comparable to the California credential sought.

§80071.5(g)

Education Code 44283.2 does not require verification of the RICA examination for the Education Specialist Instruction Credential until January 1, 2000. This is reflected in sub-section (g). Because it is likely that the public hearing regarding these regulations will be held after January 1, 2000, making this subsection unnecessary, it is placed here so it might easily be removed during the rulemaking process.

California Code of Regulations

Section 80071.5 Pertaining to the RICA

PROPOSED REGULATIONS

§80071.5. Reading Instruction Competence Assessment

Every applicant for a Multiple Subject Teaching Credential or an Education Specialist Instruction Credential shall be required to obtain a passing score on the Reading Instruction Competence Assessment (RICA) with the following exceptions.

- (a) Applicants renewing a one-year nonrenewable, preliminary, clear or professional clear Multiple Subject Teaching Credential initially issued prior to October 1, 1998.
- (b) Applicants renewing a preliminary Level I or professional clear Level II Education Specialist Instruction Credential initially issued prior to January 1, 2000.
- (c) Applicants applying for a document exempt by Education Code 44283.2(b).
- (d) Applicants applying for a one-year nonrenewable or a two-year preliminary teaching credential based on 1) a teacher education program including student teaching obtained outside of California and 2) a baccalaureate degree.
- (e) Applicants holding a valid California teaching credential, other than the two-year preliminary credential described in (d), based on a baccalaureate degree and a teacher education program including student teaching.
- (f) Applicants holding a valid teaching credential from another state, with a comparable authorization to the credential sought.
- (g) Applicants applying for an initial preliminary Level I or professional clear Level II Education Specialist Instruction Credential prior to January 1, 2000.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44253, 44283 and 44283.2 Education Code.



[Back to the Top](#) |
[Back to June 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: PREP-1

Committee: Preparation Standards

Title: Approval of Subject Matter Preparation Programs by Colleges and Universities

✓ Action

Prepared by: Larry Birch, Ed.D., Administrator
Professional Services Division

Approval of Subject Matter Preparation Programs by Colleges and Universities Professional Services Division

May 17, 1999

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.

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.

A. 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

- San Francisco State University

Music

- California State University, Northridge
-



[Back to the Top](#) |
[Back to June 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: PREP-2

Committee: Preparation Standards

Title: Report on the Selection of Local Programs to Develop Programs for Teachers that Provide for Subject Matter Preparation Culminating in a Credential or Supplementary Authorization to Teach Mathematics in K-12 Public Schools Pursuant to AB 496

✓ Action

Prepared by: Suzanne Tyson, Ed.D., Consultant
Professional Services Division

Report on the Selection of Local Programs To Develop Programs for Teachers that Provide for Subject Matter Preparation Culminating in a Credential or Supplementary Authorization to Teach Mathematics in K-12 Public Schools Pursuant to AB496.

**Professional Services Division
May 19, 1999**

Executive Summary

The AB 496 program was sponsored by the Commission and established by the Legislature and Governor Wilson as a consequence of a report by the Commission, in 1997 which was entitled *Recruitment and Preparation of Teachers for Mathematics Instruction: Issues of Quantity and Quality in California*. This report documented the existing shortage, growing demand, and declining new supply of fully qualified and credentialed mathematics teachers. This agenda item provides information and recommendations about the distribution of funds allocated to the Commission pursuant to AB 496.

Policy Issue to be Resolved

Shall the Commission disperse the funds allocated to it for the AB 496 program in accordance with the attached recommendations of its Proposal Review Team?

Fiscal Impact Summary

AB 496 appropriated a total of \$1.580 million to fund the grant and loan forgiveness program (\$1.5 million) and the administrative costs of the Commission (\$80,000). The 1999-00 Governor's Budget proposes to continue this level of funding in 1999-00 in addition to a \$49,000 cost-of-living adjustment. Under the provisions of AB 496, the program is intended to be funded through 2003-04, a total of 6 years.

Staff Recommendations

Staff recommends that the Commission approve the attached list of recipients of AB 496 Grants for 1998-99 and that funds be disseminated to the recipients to establish loan forgiveness programs as required in the law.

This agenda item provides information about the AB 496 Proposal Review Process. The agenda item concludes with information about the selection of local programs for funding in accord with the State Budget of 1998-99.

Establishment of the State Program

The AB 496 program was sponsored by the Commission and established by the Legislature and Governor Wilson as a consequence of a report by the Commission, in 1997 which was entitled *Recruitment and Preparation of Teachers for Mathematics Instruction: Issues of Quantity and Quality in California*. This report documented the existing shortage, growing demand, and declining new supply of fully qualified and credentialed mathematics teachers. This agenda item provides information and recommendations about the distribution of funds allocated to the Commission pursuant to AB 496.

Some of the requirements of the new AB496 legislation, as defined by the Legislature, are as follows:

To require the Commission to administer a program of grants to local education agencies to increase the number of teachers who are competent and certified to teach math.

To require the Commission to establish standards for the award of supplementary authorizations, including those in mathematics, while maintaining the "unit and course work" route established in regulation for earning a supplementary authorization in mathematics.

To require the Commission to approve alternative, standards-based routes for candidates to meet the requirements for the supplementary authorization by permitting professional development programs to be approved to offer such preparatory programs.

To require that 2,000 loans be distributed to prospective teachers who agree to earn a credential in either mathematics or science while increasing the authorized number of loans under the Assumption Program of Loans for Education (APLE) program from 500 to 4,500.

Request for Proposals

To initiate the AB 496 Program, the Commission released a *Request for Proposals To Develop Programs for Teachers that Provide for Subject Matter Preparation Culminating in a Credential or Supplementary Authorization to Teach Mathematics in K-12 Public Schools* on March 10, 1999. In this RFP, the Commission encouraged universities, colleges, school districts, county office and professional organizations to collaborate in sponsoring local programs to increase the number of teachers who are qualified and certified to teach mathematics.

Criteria for the Evaluation of AB 496 Proposals. The RFP included criteria for the evaluation of AB 496 Proposals. These criteria were based on the requirements and provisions of state law. The criteria were included in the RFP in order to inform respondents of the factors that would determine the review of their responses, and to guide and assist them in developing their proposals. The RFP required sponsors to organize their proposals around the following headings.

Demonstrated need. Need for the program should be evidenced by the number of fully qualified teachers need to teach mathematics in departmentalized settings for which a single subject credential and a supplementary authorization are needed and the shortage of such teachers as evidenced by

Comprehensive Plan. The comprehensive plan must include strategies to address the shortage of fully qualified mathematics teachers and, preferably, will propose multiple strategies that are organized to create a coherent, credible effort.

Rationale for AB 496 Proposal. The use of the funds aligns with the comprehensive plan.

Quality of Design and Ongoing Support. Plans are in place to recruit, select, and support appropriate candidates for the AB 496 Program. Progress of candidates is assessed and monitored and support is provided.

Budget and Cost Effectiveness. AB 496 funds are used for instruction, textbooks, materials, and administration. In-kind funds are detailed, costs per teacher are defined, and the name of the primary institution that provides instruction is provided.

AB 496 Funding Priorities

AB 496 requires the Commission to articulate a new standards- based model in addition to the current units and course work model of teacher preparation for a credential or supplementary authorization in mathematics. In preparing the RFP, the Commission recognized that standards that state expectations for what mathematics teachers should know and be able to do are not fully developed and that the sponsors of local AB 496 Programs are likely to be at different stages of readiness to implement standards-based programs. Some local sponsors may be ready to use existing course and unit route as the approach to preparing teachers for a credential or a supplementary authorization in mathematics. Other sponsors may be ready to use a standards-based approach. To accommodate both approaches and to fulfill the mandate of articulating a new vision for standard-based teacher preparation, the RFP invited proposals from all potential sponsors regardless of whether their plan was based on standards or on unit and course work. The RFP, however, stated that preference would be given to proposals that provided evidence of commitment to the concept of preparing teachers for a credential or a supplementary authorization in mathematics pursuant to standards or regulations to be adopted by the Commission in 1999.

Additionally, the RFP gave priority to AB 496 Programs that provide evidence of collaboration with institutions of higher education to develop schedules of study which permit assisted teachers to maintain their teaching schedule and take subject matter classes in the evenings, week-ends, interim, and summer on an intensive basis to hasten the acquisition of a credential or supplementary authorization in mathematics and ensure it within four years.

Review of Proposals Submitted by Potential AB 496 Sponsors

The announced deadline for the receipt of proposals was April 28, 1999 (3:00 p.m.). The Commission received 13 proposals in response to the RFP. All proposals were received before the deadline. All proposals met the format requirements of the RFP, so no proposals were declared ineligible for review by the Proposal Review Team.

Selection of the Proposal Review Team

The Proposal Review Team consisted of eight members with specialized expertise in teacher preparation and development.

The reviewers were selected for their knowledge, experience and ability to evaluate proposals professionally and objectively. Commission procedures were followed in the selection of proposal review team members.

The eight-member Proposal Review Team included a high school mathematics teacher, a professor of education, and six reviewers who were permanent members of the state staff. Names of the reviewers are listed below:

- Adrienne Meckel Professor of Education, CSU, Monterey Bay
- Don Houser Fullerton Union High School District
- John Wahlstrom CCTC
- Sarah Swan CCTC
- Ellen Venturino CCTC
- Bethany Brunsman CCTC
- Suzanne Tyson CCTC

Training of the Proposal Review Team

To prepare for the evaluation of proposals, each reviewer examined (1) the Questions and Answers About AB496 Proposals, and (2) the RFP. The Proposal Review Team met in small groups for training in the proposal review process that was provided by a member of the Commission staff. The training focused on applying the stated expectations and requirements of the RFP for each element and included information on objectivity, confidentiality, and conflict of interest.. The reviewers reached a consensus about what to look for in proposals, and how to judge the merit of diverse responses.

The Proposal Review Process

The 13 proposals were randomly assigned to members of the Proposal Review Team. Each proposal was assigned to two reviewers for individual independent evaluations according to the criteria specified in the RFP.

Reviewers used a Proposal Evaluation Form as they examined each proposal, and referred to the RFP, as needed, to recall the stated requirements and criteria. In this way, the reviewers maintained consistency as they proceeded through their assigned proposals.

Each element of the proposal was stated on the Proposal Review Form. Reviewers wrote comments about the strengths and concerns related to the sponsor's response to each element. Finally, the reviewers commented about the overall strengths and weaknesses of the proposal as a whole.

After each proposal was evaluated independently by two reviewers, the reviewers met in pairs to discuss each proposal in depth. If the pair could not come to consensus on the merit of funding the proposal, a third reviewer was available to review the proposal.

After each pair concluded its discussion of a proposal, a display matrix was prepared. The display matrix included basic information about the size and cost of the proposed program and the aggregated amount of funds being requested by the sponsors of all 13 proposals. This information showed that the available funds were sufficient to grant all of the requests for the financial year, 1999-2000.

The team discussed the prospect that all proposals could be funded if they showed capacity to prepare teachers for a credential or a supplementary authorization in mathematics and showed merit by adhering to the elements of the proposal. This discussion led to the next step in the review process.

Following this discussion, proposals that had been evaluated were considered for funding based on their individual merit. The Review Leader asked reviewers to identify any proposal that showed a lack of capacity to provide the assistance to teachers required by the RFP. All proposals were identified as having capacity to fulfill the requirements as described in the RFP.

At the conclusion of the discussion, the Proposal Review Team reached a consensus to recommend that the Executive Director consider awarding grants to the sponsors of all 13 proposals. The team also recommended that the sponsors of each proposal receive the strengths and concerns that were recorded and that the sponsors consider ways in which they could address the concerns. A member of the Commission staff called each finalist and discussed the feedback and requested that the sponsor submit revisions to the budget or to the narrative based on concerns that had been generated by the reviewers.

Recipients of AB 496 Grants for 1998-99.

According to the terms of the Request for Proposals, the following AB 496 programs were designed to meet the requirements by the following sponsors (listed alphabetically with the amount of teachers and the amount of the proposed grant award).

LEA	Teachers	Grant Award
Alameda USD	20	\$ 53,250

Alhambra USD	23	\$ 53,250
Alvord USD	20	\$ 53,250
Antelope Valley	40	\$106,500
Coachella Valley USD	13	\$ 29,489
East Side UHSD	50	\$133,125
Exeter USD	18	\$ 47,925
Fremont USD	30	\$ 79,875
Glendale USD	20	\$ 53,250
Los Angeles USD	125	\$323,876
Marin COE	30	\$ 79,875
San Bernardino City USD	20	\$ 53,250
Santa Cruz City School District	37	\$ 95,512
TOTAL	446	\$1,162,427



[Back to the Top](#) |
[Back to June 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: PREP-3

Committee: Preparation Standards

Title: Pre-Internship Grant Program Expansion Selections Recommended for Funding

✓ Action

Prepared by: Helen Hawley, Assistant Consultant
Professional Services Division

Pre-Internship Grant Program Expansion Selections Recommended for Funding

Professional Services Division
May 14, 1999

Executive Summary

Commission staff released a Request for Proposals in January 1999 to expand the current local pre-intern programs statewide. The mission of the expansion as approved by the Commission in January 1999 is both to increase the size of existing multiple subject programs already in operation where the need exists and to add new programs as well as to include single subject programs for English, mathematics, and science in all programs where the need exists. Proposals were submitted by April 1, 1999. The proposal review panel consisted of Commission staff, Department of Education staff, and local administrators of current pre-intern programs. This agenda item presents the findings of the panel to determine the distribution of funds, detailing the factors involved in the selection process and features of the programs which emerged from the proposals. A complete listing of the agencies which submitted proposals is attached indicating those which were deemed capable of offering quality programs worthy of approval.

Policy Issues to be Resolved by the Commission

Shall the Commission fund the grant proposals found by the review panel to be eligible for the Pre-Internship Program?

Relationship to the Commission's Strategic Goals and Objectives

- Goal one: To promote educational excellence in California schools.
- Goal six: Work with schools of education, the Department of Education, And school districts to assure teacher quality.

Fiscal Impact Statement

The Pre-Internship Teaching Program is being funded this year by state monies through the General Fund. The Legislature approved an increase of \$8 million over the originally proposed \$3.8 million for a total of \$11.8 million. In January 1999 the Commissioners approved the distribution of \$100,000 of these funds to augment current local pre-intern programs which were involved in collaboratively developing program services for the benefit of all pre-intern programs. The balance of the grant funds (\$11.7 million) will be distributed as local assistance to current and new pre-intern programs. No fiscal impact upon the Commission is indicated at this time.

Staff Recommendations

Staff recommends that the Commission approve the funding distributions indicated in this report.

Important Note

Part One: Background Information

The state budget for 1997-98 allocated \$2 million for the support of pre-interns in the 1998-99 school year, with a projected increase to \$3.8 million for the following budget year. The Legislature, at Governor Wilson's request, expanded the 1998-99 pre-intern funding to \$11.8 million. The distribution of these funds is based upon:

- the quality of the programs,
- the ability to serve pre-interns as a special population,
- the sponsor's history with support programs,
- and diverse circumstances of the sponsoring agencies, including geography, demography, need and size.

Each of the districts recommended for funding demonstrated through their proposals a substantial need for the Pre-Intern Program, the resources and/or experience to provide the support system that pre-interns require, an understanding of the unique situation in which Emergency Permit first year teachers find themselves, and evidence of the collaboration of all participants in the program. The enthusiastic response to the Request for Proposals produced 35 new proposals and 17 amendments to existing programs. Only one existing district program opted to discontinue as a sponsoring agency and merge with a county program (the Paramount consortium merged with Los Angeles County Office of Education). To include all proposals that met the quality guidelines, a few programs will receive fewer grants than requested based on their need for Emergency Permit teachers last year.

Staff will report to the Commission in October, 1999 with program evaluation data for the first year of implementation and on the program services developed by the Commission approved augmentation grants.

Part Two: Selection Process

Scoring Process

The panel review of the pre-intern proposals was based on a point score assigned to each of the criterion for the program:

Scoring Key

The following scoring key was used to assign scores to each of the proposals.

Issues	Maximum Points
Demonstrated Need and Rationale for the Program	20
Quality of Preparation, Support and Assistance	20
Cost-Effectiveness and Budget	10
Collaboration With Administrators and Experienced Teachers	10
Collaboration With College/University	10
Content of Preparation Program	20
Role of Personnel, Including Experienced Teachers	10
Evaluation Plan	10
Total Points	110

Each new program proposal was read and scored by two panel members separately. Those proposals with disparate scores of more than 15 points received a third reading. The final scores became composites of the separate reading scores. Composite scores ranged from 52 - 98. Any questions or concerns about the proposed programs that arose during the readings were recorded and addressed to the sponsoring agencies for clarification. Only five proposals were not found to meet the quality guidelines. Among the recommended proposals that represent the comprehensive nature of this program is the inclusion of Los Angeles Unified School District, Imperial County, and a statewide collaborative consortium with the California State University System and five regional local education sponsors as an extension of the CalStateTeach Program.

The largest program recommended is Los Angeles Unified School District with 2,000 grants which represents only about half of their eligible teachers. A number of small school districts will operate programs with as few as 25 pre-interns. County offices of education, school districts, and colleges of all kinds are engaged in meaningful partnerships to insure that all California teachers provide the best educational services possible and to increase the number of fully prepared teachers in the classrooms. All of the programs have been involved in some form of teacher support program (Mentor, Internship, or BTSA). Many have also applied for Internship and BTSA programs concurrently with applying for a pre-internship program.

Program Characteristics

Acceptable pre-internship program proposals must share common elements which suggest a basic structure for the individual programs but still allow for local differences based on resources. These characteristics over the last year have taken on more specific features as Commission staff and local program directors have worked with and studied the needs of this unique population of teachers. The programs must begin with a pre-service component of at least 40 hours followed by regular pedagogical reinforcement throughout the school year which focuses on classroom management and instructional strategies. In the first year pre-interns also focus on *California Standards for the Teaching Profession* I, II and IV, while in the second year they focus on *California Standards for the Teaching Profession* III, V and VI. In some cases this training is provided by the LEA and in some cases by an IHE. Occasionally, it is even the entry course into internship. However, after this time pre-interns and interns part ways.

Additionally, colleges and universities collaborate with program sponsors to analyze pre-interns' subject matter knowledge levels. From this analysis, a pre-intern is assisted in developing an individual plan for completing subject matter requirements, thus enabling entry to a formal preparation program. Pre-interns fall into three categories in relation to subject matter:

1. *Those who lack only a few courses to complete a subject matter equivalency.* Their best options are to complete their equivalency by course work, or they may be able to pass the subject matter exam(s) with a simple test preparation workshop.
2. *Those who have completed over half of their courses for an equivalency.* They will need test preparation and content-rich modular preparation to fill the specific areas they lack.
3. *Those who barely meet the requirement for an emergency assignment.* They will probably need to take some full-fledged subject matter courses as foundational knowledge and content-rich modular preparation and test preparation.

Colleges and universities can assist with any or all of the preparations suggested by this classification system. Several have already designed new course work and programs especially for pre-interns. In addition *Educational Testing Service* and *Jerry Bobrow Test Services* have both just made on-line diagnostic pre-tests available. Many programs integrate their pedagogy with their subject matter preparation as modeled by the California Subject Matter Projects who also collaborate locally. This program has become the catalyst for new education partnerships since the inception of the Pre-Internship Program.

The local programs in collaboration with the Commission have also created a coaching guide for support providers which includes support training for site administrators and coaches alike to strengthen that partnership. The coaching guide reinforces the pre-requisite pedagogy provided by the program and allows the pre-intern and coach to document and formatively assess the pre-intern's progress through the year. This instrument allows site administrator's and coaches to hold pre-interns specifically responsible for what the program provides but prevents them from being evaluated by the same criteria as fully trained teachers which would inevitably mean their failure.

In short these program measures build in the assurance of a high degree of success for both pre-interns and their students with solid support and instruction that transfers to their classrooms immediately. Followup support insures that even these teachers reflect regularly on the effectiveness of their teaching.

Selection and Criteria

The following tables indicate the programs which the review panel decided to recommend for funding. **Table 1** lists the current programs which were given priority to meet their needs. For some, the size of their programs remained the same, indicating that though some pre-interns would remain in the program for a second year, they would be retained, but the number of emergency permit teachers would not increase. In effect they are only replacing those pre-interns who moved on to internships. For others, their grant numbers will increase since they were not funded at capacity last year due to the limited pre-intern funds from the federal Goals 2000 Grant. These programs will now be able to serve every eligible pre-intern. The total increase for current program amounts to approximately 55%. With the exception of The Los Angeles Unified School District and the California State University consortium which were addressed earlier in this report, the largest number of pre-interns to be served within the new Pre-Intern programs is in the Riverside County Office of Education consortium, which is serving 200 pre-interns. The total of pre-interns in new programs for the 1999-2000 year is 4,234.

Table 1
New Pre-Intern Grant Proposals Recommended
1999-2000

	Program	Requested Pre-Interns Served	Requested Grant Award	Actual Pre-Interns Served	Actual Grant Award
1.	Alhambra School District	25	50,000	25	50,000
2.	Alum Rock Union Elementary School District	140	280,000	75	150,000
3.	Azusa Unified School District	32	64,000	32	64,000

4.	Baldwin Park Unified School District	40	80,000	40	80,000
5.	California State University System	500	1,000,000	500	1,000,000
6.	Claremont Unified School District	130	260,000	50	100,000
7.	Clovis Unified School District	40	80,000	25	50,000
8.	Contra Costa County Office of Education	150	300,000	130	260,000
9.	Downey Unified School District	20	40,000	20	40,000
10.	El Rancho Unified School District	100	200,000	75	150,000
11.	Glendale Unified School District	30	60,000	30	60,000
12.	Imperial County Office of Education	50	100,000	50	100,000
13.	Los Angeles Unified School District	2,000	4,000,000	2,000	4,000,000
14.	Madera Unified School District	50	100,000	40	80,000
15.	Merced County Office of Education	40	80,000	50	100,000
16.	Milpitas Unified School District	150	300,000	75	150,000
17.	Montebello Unified School District	40	80,000	75	150,000
18.	Norwalk-La Mirada Unified School District	30	60,000	30	60,000
19.	Palmdale School District	50	100,000	50	100,000
20.	Pasadena Unified School District	60	120,000	60	120,000
21.	Pomona Unified School District	50	100,000	50	100,000
22.	Riverside County Office of Education	452	904,000	452	904,000
23.	Sacramento City Unified School District	50	100,000	40	80,000
24.	Sacramento County Office of Education	40	80,000	40	80,000
25.	Santa Clara County Office of Education	100	200,000	100	200,000
26.	Stanislaus County Office of Education	50	100,000	50	100,000
26.	Walnut Valley Unified School District	110	220,000	30	60,000
27.	Yuba County Office of Education	40	800,000	40	80,000
Total		4,759	\$9,518,000	4,234	\$8,468,000

Table 2 lists the new proposed programs recommended for approval. Staff received 33 new proposals, of which 27 were deemed to meet the criteria established by SB 351 and the Commission. Several programs requested more grants than Commission data indicated they could use based on 1997-98 data. They are recommended for the dollar amounts shown based on that data. All others are recommended for funding at the requested amounts. Altogether these total \$11.6 million dollars. Commission staff is recommending the encumbrance of the balance (\$100,000) for continuing program development, particularly to aid new programs in implementation and training service providers. If the Commission approves the encumbrance, staff will present a detailed request for augmentation to local programs at the July Commission meeting. Of those pre-intern programs which are continuing on to their second year, the largest cohort of pre-interns numbers 200, sponsored by the Long Beach Unified School District, followed by the Los Angeles County Office of Education which is serving 170 pre-interns. The total of pre-interns in continuing programs for the 1999-2000 year is 1,566.

Table 2
Continuing Pre-Intern Grant Proposals Recommended
1999-2000

	Program	1998-99 Pre-Interns Served	1998-99 Grant Award	1999-00 Pre-Interns Served	1999-00 Grant Award
1.	Alameda County Office of Education	50	100,000	150	300,000
2.	Alisal Union School District	25	50,000	40	80,000
3.	Hawthorne School District	100	200,000	100	200,000

4.	Kings County Office of Education	40	80,000	40	80,000
5.	Long Beach Unified School District	50	100,000	200	400,000
6.	Los Angeles County Office of Education	100	200,000	170	340,000
7.	Monterey County Office of Education	25	50,000	50	100,000
8.	Oakland Unified School District	50	100,000	150	300,000
9.	Ontario-Montclair School District	50	100,000	50	100,000
10.	Orange County Office of Education	100	200,000	125	250,000
11.	San Diego City Schools	25	50,000	35	70,000
12.	San Francisco Unified School District	25	50,000	40	80,000
13.	San Joaquin County Office of Education	100	200,000	100	200,000
14.	Santa Cruz County Office of Education	35	70,000	50	100,000
15.	Tulare County Office of Education	50	100,000	75	150,000
16.	Ventura County Office of Education	50	100,000	101	202,000
17.	West Contra Costa Unified School District	50	100,000	75	150,000
18.	Paramount Unified School District	50	100,000	--	--
	Total	975	\$1,950,000	1,566	\$3,132,000

Total Continuing Pre-Intern Grant Proposals Recommended 1999-2000	1,566	\$3,132,000
Total New Pre-Intern Grant Proposals Recommended 1999-2000	4,234	\$8,468,000
Total All Pre-Intern Grant Proposal Recommendations 1999-2000	5,800	\$11,600,000

The total of pre-interns being served by both new and continuing programs is 5,800. At grants of \$2000 per pre-intern, the grant award total is \$11.6 million.

Table 3 lists each of the proposed program sponsors, their co-sponsoring LEAs and their collaborating IHEs. The Commission continues to support a wide variety of types of programs including single small and large districts, district consortia, and single and multiple county programs. These demonstrate the high degree of collaboration and partnership involved in successful pre-intern programs, which not only significantly improve California education but also provide a vehicle for all education entities to engage in dialogue that improves the articulation of curriculum content and teacher preparation.

Table 3

Collaboration Between Pre-Intern Program Sponsors and Co-Sponsors

Alameda County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Berkeley Unified School District	
2.	Hayward Unified School District	

Alhambra School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		Point Loma Nazarene University

Alisal Union School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		California State University, Monterey Bay

2.	Chapman University
----	--------------------

Alum Rock Union Elementary School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		National Hispanic University

Azusa Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		Azusa Pacific University
2.		California Polytechnic State University, Pomona
3.		California State University, Fullerton
4.		California State University, Los Angeles
5.		Claremont Graduate School
6.		University of La Verne

Baldwin Park Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		Azusa Pacific University
2.		University of Southern California

California State University System

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Capistrano Unified School District	Not identified as of 5/17/99
2.	Delano Union School District	
3.	Fremont Unified School District	
4.	Imperial County Office of Education	
5.	Kern County Office of Education	
6.	Lamont School District	
7.	Lodi Unified School District	
8.	McFarland Unified School District	
9.	Oakland Unified School District	
10.	Orange County Office of Education	
11.	San Diego County Office of Education	
12.	Santa Ana Unified School District	

Claremont Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Charter Oak Unified School District	California State Polytechnic University, Pomona
2.	West Covina Unified School District	Charter Oaks Educators Association
3.		Claremont Faculty Association
4.		University of LaVerne

Clovis Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
-----------------------	--	-------------------

1.		California State University, Fresno
2.		Fresno Pacific University

Contra Costa County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		Contra Costa Community College
2.		Saint Mary's College

Downey Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Los Angeles County Office of Education	Azusa Pacific University
2.		University of La Verne

El Rancho Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		Whittier College

Glendale Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Los Angeles County Office of Education	California State University, Los Angeles
2.		Occidental College
3.		University of Southern California

Hawthorne School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Inglewood Unified School District	California State University, Dominguez Hills
2.	Lennox School District	
3.	Lynwood Unified School District	
4.	Whittier City School District	

Imperial County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Brawley Elementary School District	Imperial Valley College
2.	Brawley Union High School District	San Diego State University (Imperial Valley Campus)
3.	Calexico Unified School District	
4.	Calipatria Unified School District	
5.	Central Union High School District	
6.	El Centro School District	
7.	Herber School District	
8.	Holtville Unified School District	
9.	Imperial Unified School District	
10.	Magnolia Union School District	
11.	McCabe Union School District	
12.	Meadows Union School District	

13.	Mulberry School District	
14.	San Pasqual Valley Unified School District	
15.	Seeley Union School District	
16.	Westmorland Union School District	

Kings County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Armona Union School District	California State University, Fresno
2.	Central Union School District	Chapman University
3.	Corcoran Joint Union School District	Fresno Pacific University
4.	Delta View Joint Union School District	
5.	Hanford Elementary School District	
6.	Hanford Joint Union High School District	
7.	Island Union School District	
8.	Kit Carson Union School District	
9.	Lemoore Union Elementary School District	
10.	Lemoore Union High School District	
11.	Pioneer Union School District	
12.	Reef-Sunset Unified School District	

Long Beach Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		California State University, Dominguez Hills
2.		California State University, Long Beach

Los Angeles County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	California Youth Authority	California State University, Long Beach
2.	El Monte Union High School District	California State University, Los Angeles
3.	Garvey School District	
4.	Mountain View School District	
5.	Rosemead School District	
6.	Temple City Unified School District	
7.	Whittier Union High School District	

Los Angeles Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		California State University, Dominguez Hills
2.		California State University, Long Beach
3.		California State University, Los Angeles
4.		California State University, Northridge
5.		Pepperdine University Graduate School of Education and Psychology

Madera Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		California State University, Fresno
2.		Fresno Pacific University

Merced County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Atwater Elementary School District	California State University, Stanislaus
2.	Delhi Unified School District	
3.	Dos Palos Unified School District	
4.	El Nido School District	
5.	Hilmar Unified School District	
6.	Le Grand Unified School District	
7.	Livingston School District	
8.	Los Banos Unified School District	
9.	Merced River School District	
10.	Plainsburg School District	
11.	Winton Elementary School District	

Milpitas Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Campbell Union High School District	San Jose State University
2.	East Side Union High School District	
3.	Fremont Union High School District	
4.	Santa Clara Unified School District	

Montebello Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		Whittier College

Monterey County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Chualar Union School District	California State University, Monterey Bay
2.	Greenfield Union School District	Chapman University
3.	King City Union School District	
4.	North Monterey County Unified School District	
5.	San Lucas Union School District	
6.	Soledad Unified School District	

Norwalk-La Mirada Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		Teachers Association of Norwalk-La Mirada

Oakland Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		

Ontario-Montclair School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		Inland Area History/Social Science Project
2.		Inland Area Mathematics Project
3.		Inland Area Science Project
4.		Inland Area Writing Project
5.		University of California, Riverside

Orange County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Anaheim City School District	California School Leadership Academy
2.	Garden Grove Unified School District	California State University, Fullerton
3.	Orange Unified School District	California State University, Long Beach
4.	Placentia-Yorba Linda Unified School District	California Technology Assistant Project
5.	Santa Ana Unified School District	University of California, Irvine

Palmdale School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Keppel Union School District	Chapman University

Pasadena Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		California State University, Dominguez Hills
2.		Pasadena City College
3.		Point Loma Nazarene University, Pasadena Campus

Pomona Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
		Azusa Pacific University
1.		California Polytechnic State University, Pomona
2.		California State University, San Bernardino
		Chapman University
		Mount San Antonio Community College
3.		University of La Verne

Riverside County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Alta Loma School District	California State University, San Bernardino
2.	Alvord Unified School District	California Youth Authority

3.	Apple Valley Unified School District	
4.	Barstow Unified School District	
5.	Beaumont Unified School District	
6.	Coachella Valley Unified School District	
7.	Desert Sands Unified School District	
8.	Hesperia Unified School District	
9.	Lake Elsinore Unified School District	
10.	Menifee Union School District	
11.	Moreno Valley Unified School District	
12.	Murietta Valley Unified School District	
13.	Perris Elementary School District	
14.	Rialto Unified School District	
15.	San Bernardino County Office of Education	
16.	San Jacinto Unified School District	
17.	Snowline Joint Unified School District	
18.	Upland Unified School District	
19.	Victor Valley Union High School District	

Sacramento City Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		California State University, Sacramento
2.		Chapman University
3.		University of California, Davis

Sacramento County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Del Paso Heights School District	

San Diego Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		San Diego State University

San Francisco Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		San Francisco State University
2.		United Educators of San Francisco

San Joaquin County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Colusa County Office of Education	California Baptist College
2.	Riverside County Office of Education	California State University, Sacramento
3.	San Bernardino County Office of Education	California State University, San Bernardino
4.	Sutter County Office of Education	University of California, Riverside
5.	Yuba County Office of Education	University of the Pacific

Santa Clara County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Berryessa Union School District	City University
2.	Morgan Hill Unified School District	National Hispanic University
3.	San Jose Unified School District	National University
4.		San Jose State University
5.		Santa Clara University
6.		University of California, Santa Cruz
7.		University of San Francisco

Santa Cruz County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Live Oak School District	Bethany College
2.	Pajaro Valley Unified School District	Cabrillo College
3.	Santa Cruz City Schools	California State University, Monterey Bay
4.	Soquel Union Elementary School District	Chapman University
5.		San Jose State University
6.		University of California, Santa Cruz

Stanislaus County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Ceres Unified School District	California State University, Stanislaus
2.	Chalom Union School District	Chapman University
3.	Hickman School District	National University
4.	Hughson Unified School District	
5.	Keyes Union School District	
6.	Knights Ferry Elementary School District	
7.	Newman-Crows Landing Unified School District	
8.	Paradise Elementary School District	
9.	Patterson Unified School District	
10.	Riverbank Unified School District	
11.	Roberta Perry Union School District	
12.	Salida Union School District	
13.	Sonora Union High School District	
14.	Sylvan Union High School District	
15.	Valley Home Joint School District	
16.	Waterford Unified School District	

Tulare County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Alta Vista Unified School District	California State University, Fresno
2.	Buena Vista Elementary School District	Chapman University

3.	Burton Elementary School District	Fresno Pacific University
4.	Cutler Orosi Joint Unified School District	
5.	Dinuba Unified School District	
6.	Earlimart School District	
7.	Exeter Union Elementary School District	
8.	Exeter Union High School District	
9.	Farmerville Unified School District	
10.	Liberty Elementary School District	
11.	Lindsay Unified School District	
12.	Pixley Union School District	
13.	Porterville Unified School District	
14.	Woodlake Union High School District	
15.	Woodlake Union School District	
16.	Woodville Union School District	

Ventura County Office of Education

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Fillmore Unified School District	California Lutheran University
2.	Hueneme Elementary School District	California State University, Northridge (Ventura Campus)
3.	Moorpark Unified School District	
4.	Ocean View School District	
5.	Oxnard Elementary School District	
6.	Oxnard Union High School District	
7.	Pleasant Valley School District	
8.	Rio School District	
9.	Santa Paula Elementary School District	
10.	Simi Unified School District	
11.	Ventura Unified School District	

Walnut Valley Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.	Bonita Unified School District	California State Polytechnic University, Pomona
2.	Colton Joint Unified School District	Mount San Antonio College
3.		Walnut Valley Educators' Association

West Contra Costa Unified School District

<i>Districts/COEs</i>		<i>IHEs, etc.</i>
1.		California State University, Hayward

Yuba County Office of Education

<i>Districts/COEs</i>		<i>IHEs</i>
1.	Browns School District	California State University, Chico
2.	Colusa County Office of Education	Yuba Community College
3.	Colusa Unified School District	

4.	Marcum-Illinois Union School District	
5.	Marysville Joint Unified School District	
6.	Maxwell Unified School District	
7.	Meridan Elementary School District	
8.	Nuestro Elementary School District	
9.	Pierce Joint Unified School District	
10.	Placer County Office of Education	
11.	Pleasant Grove Joint Unified School District	
12.	Plumas Elementary School District	
13.	Sutter County Office of Education	
14.	Wheatland School District	
15.	Yuba City Unified School District	



[Back to the Top](#) |
[Back to June 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: PREP-4

Committee: Preparation Standards

Title: Request for Temporary Waiver of Regional Accreditation from InterAmerican College

✓ Action

Prepared by: Dennis S. Tierney, Ph.D., Director
Professional Services Division

A Request from InterAmerican College for a Temporary Waiver from the Commission's Requirement of Regional Accreditation

May 19, 1999

Executive Summary

This report summarizes previous Commission action on a similar request for a temporary waiver of regional accreditation, provides an overview of the previous request for a waiver of regional accreditation from InterAmerican College, provides new information submitted by the college for this agenda item, and presents four options for Commission consideration.

Policy Issues to be Resolved

Given the principles adopted previously by the Commission regarding waivers of its policies, should the Commission grant a temporary waiver of regional accreditation to InterAmerican College?

Fiscal Impact Statement

Should the Commission grant the waiver as requested by InterAmerican College, the cost of conducting an accreditation visit three years from now must be added to the overall budget for the Professional Services Division. This cost can be borne without the need for any augmentation. There will also be minor additional staff costs to monitor the waiver as granted.

Staff Recommendation

Staff recommends that the Commission adopt Option One.

Background Information

In November, 1994, the Commission on Teacher Credentialing, granted to National Hispanic University of San Jose, CA a limited-term waiver of the legal requirement that a California college or university be regionally accredited by the Western Association of Schools and Colleges (WASC) as a condition of eligibility to offer programs leading to teacher certification in California. The legal requirement of regional accreditation appears in several sections of the Education Code, most prominently Section 44259, which states in part:

44259. (b) The minimum requirements for the preliminary multiple or single subject teaching credential are all of the following:

- (1) A baccalaureate degree . . . from a regionally accredited institution of postsecondary education.

For California, the regional accrediting body for institutions of postsecondary education is the Western Association of Schools and Colleges (WASC).

In addition to the restrictions imposed by state law, the Commission has previously adopted policies regarding regional accreditation. The following paragraph is transcribed from the *Policy Manual*, Commission on Teacher Credentialing, Part II,

1120. Approval Limited to WASC Accredited Institutions Except Designated Subjects.

Except for Designated Subjects Credentials, the Commission shall accept preparation program applications only from institutions granting baccalaureate and/or graduate level academic credit and that are accredited by the Western Association of Schools and Colleges (WASC), the latter which has been approved by the Council on Postsecondary Accreditation and the United States Department of Education.

On February 4, 1994, the Commission adopted the following additional policy, as recommended by the Preparation Standards Committee.

Credentials which require the completion of a baccalaureate or higher degree will be granted only to individuals who have attained the baccalaureate degree or higher degree from a regionally accredited college or university.

In sum, postsecondary education institutions in California must have achieved accreditation from the Western Association of Schools and Colleges (the re-gional accrediting body for California) for (1) the acceptance of baccalaureate or higher degrees that are required for the award of professional credentials, and (2) the evaluation and accreditation of preparation programs that must be completed to qualify for professional credentials.

In November, 1994, the Commission also reviewed and adopted policies on future requests to waive the regional accreditation requirement. The adopted policy consists of the following four principles.

- (1) Waivers are temporary and are intended to mitigate the adverse impact of credential requirements by providing additional time for individuals to meet those requirements, and;
- (2) Waivers are granted to enable educational institutions to achieve goals established by the state, and;
- (3) Waivers are permissible if the outcome of such a waiver will provide significant help in addressing identified critical needs of schools and school children, and;
- (4) Waivers are permissible if there are accompanying mechanisms for assuring that Commission standards are not lowered and that quality of preparation is maintained under the waiver provisions.

In addition, the Commission decided to adopt, as expected elements of any future request, the seven conditions that were suggested by National Hispanic University in its request for a temporary waiver of regional accreditation. The seven conditions were as follows.

- (1) All baccalaureate degree graduates from NHU who seek Multiple Subject Credentials will take and pass the Multiple Subjects Assessment for Teaching before being admitted to the BCLAD program. NHU will submit its Liberal Studies program for review by the Commission. Should it receive approval, only those NHU graduates in Liberal Studies will be exempt from the MSAT.
- (2) Candidates pursuing Single Subject Teaching Credentials will take and pass the appropriate subject matter examinations before being admitted to the BCLAD credential program.
- (3) For admission to the BCLAD program, all candidates will be required to have a satisfactory grade-point average of 3.0 in undergraduate studies.
- (4) All courses that are prerequisite to admission to the BCLAD program must be completed before candidates enroll in the program.
- (5) To be admitted to the BCLAD program, all candidates will be required to pass a bilingual entrance examination at the 2.0 level of language proficiency on the Foreign Service Institute (FSI) scale. To be recommended for BCLAD credentials, all candidates must achieve an FSI level of 3.0 in Spanish language proficiency.
- (6) The Commission will appoint a visiting team to review the teacher preparation programs at NHU after the second year of the waiver. The team will submit a written report of its findings to the Commission and the Committee on Accreditation. An extension of the waiver beyond three years will be considered only if the team finds that all applicable standards are fully met.
- (7) Within the three-year period, NHU will have achieved candidate status under the WASC standards, as a condition for any consideration of a waiver extension.

Based on the four principles and seven conditions noted above, the Commission granted to National Hispanic University a three-year limited-term waiver of the requirement that colleges and universities hold WASC accreditation or have approval from WASC before they can submit programs of professional preparation or academic degree programs leading to teacher certification. It should be noted that, at the time it requested this waiver, National Hispanic University held accreditation through a national accreditation body, Accrediting Council for Independent Colleges and Schools, based in Washington, D.C. and had been in operation for several years.

At its October, 1997 meeting, the Commission heard a progress report regarding NHU and its progress toward meeting the accreditation goals it had promised to meet as a condition of receiving a waiver of regional accreditation from the Commission. That report noted that National Hispanic University had made significant progress toward meeting the seven conditions that it proposed -- and the Commission accepted -- in its initial waiver request. The University's key

accomplishments included the following.

- (1) The University's professional preparation programs for Multiple Subject BCLAD Teaching Credentials and Multiple Subject BCLAD Internship Credentials were reviewed in relation to the current standards of the Commission, and were approved by the Commission in August, 1995.
- (2) The University's Subject Matter (Liberal Studies) Program for Multiple Subject Credentials was initially reviewed in February, 1996, and was recommended for approval at the Commission's October, 1997, meeting.
- (3) National Hispanic University was currently scheduled for its first site visit for professional accreditation by the Committee on Accreditation in the Spring of 1998. Preliminary discussions with the institution regarding this visit took place in March of 1996.
- (4) The Western Association of Schools and Colleges (WASC) conducted its evaluation visit at National Hispanic University in October, 1996. Following is a factual summary of WASC's findings in October, 1996.
 - (4- WASC decided to request an additional report by NHU regarding seven areas of concern that were brought to A) WASC's attention by the evaluation team.
 - (4- The WASC evaluation team also recommended that the University be reviewed by a small visiting team during a B) follow-up visit to the University in the Spring of 1998, after the University responds to the evaluation team's original concerns.
 - (4- WASC deferred action on the University's application for candidacy until June 30, 1998, in order to provide C) additional time for NHU to develop the information that WASC requested.
 - (4- WASC reported its evaluation findings to National Hispanic University on June 27, 1997. After reviewing these D) findings, WASC's Executive Director indicated that WASC believes candidacy for accreditation (and eventual accreditation) are attainable by National Hispanic University.

After discussion, the Commission voted to provide one additional year of the initial waiver of regional accreditation to National Hispanic University to permit it a full opportunity to address the remaining concerns expressed by WASC and to await the decision of WASC regarding candidacy for National Hispanic University, as expected by June 30, 1998. In addition, the Commission delayed its planned professional program accreditation visit until National Hispanic had completed the WASC process successfully.

In the 1997-98 Legislative Session, AB 2730 was proposed as a means of addressing the critical shortage of teachers in California. This bill, subsequently signed into law by then Governor Wilson, created a three-year pilot program for institutions of postsecondary education accredited by one of the other five regional accrediting bodies to offer professional preparation programs in California. The Commission had heard previous agenda items regarding the comparability of standards among the six regional accrediting bodies for postsecondary education. AB 2730 adhered to the intent of the Commission's earlier four principles regarding regional accreditation by limiting the pilot program to three years, and by requiring participating institutions to offer programs in shortage areas and in hard-to-staff regions of the state. That program is currently underway with four institutions approved by the Commission to prepare specific credential program documents, and one of those four institutions now accredited by the Committee on Accreditation to offer a teaching credential program. The remainder of the Commission-approved institutions are expected to submit formal credential program documents to the Committee on Accreditation in the coming months. At its April, 1999 meeting, the Commission took action to delay accepting any more applications from out-of-state, regionally accredited institutions until staff is certain that the adopted design principles will not be compromised.

Original Request from InterAmerican College

On March 10, 1998, staff received a formal request from InterAmerican College of National City, California for a waiver of regional accreditation similar to the waiver granted to National Hispanic University. In order to prepare this agenda item, the College was asked to submit explanatory materials about its organization, history, and experiences to date. The materials were received on April 22, 1998, one day before agenda cut-off for the May, 1998 meeting. Staff prepared the following information from the set of materials prepared by the College.

InterAmerican College was incorporated under the laws of California on June 24, 1996 as a nonprofit public benefit corporation. It is considered a tax-exempt organization by the Internal Revenue Service.

During the Spring of 1996, the college conducted local area need studies and determined that it would seek to offer baccalaureate degrees in Liberal Studies, Interdisciplinary Studies, Science, and Spanish. These degree programs were to be phased in over a two year period with the degree in Science being phased in during 2000. The College also planned to offer an Associate of Arts degree in Library Science to train bilingual clerks for local elementary schools. As a part of its investigation, representatives of the College conferred with five local school districts as a part of the need survey.

On December 9, 1997, the College received a letter from the Council for Private Postsecondary and Vocational Education indicating that its functions were to be taken over by the Department of Consumer Affairs as of January 1, 1998. The letter stated that InterAmerican College had a temporary approval through December 31, 1998 unless action is taken before that date by the Department of Consumer Affairs.

The College mission statement was stated as follows:

"The mission of The InterAmerican College (IAC) is to provide educational opportunities to returning adult students,

especially Latinos, ethnic and cultural minorities, women and others; to give students access to a coherent and articulated academic program through flexible scheduling, to foster the transmission of the American diverse cultural heritage; and to prepare graduates to function in a pluralistic, interdependent and changing world."

Representatives of the College at the time of the original request had met with administrators at local community colleges, CSU, San Marcos, and Point Loma Nazarene College. A meeting with administrators from San Diego State University had been requested. Conversations had taken place about providing library privileges for IAC students at local colleges.

The College's operational plan indicated that it would enroll 80 students by the end of the first full year of operation, and enroll 400 students by the end of the fifth year. The academic program proposed follows the "one course per month" plan with 45 hours of instruction equaling three semester units. The intent was to make the program available for adult, working students. The College reported that it had interviewed over 200 candidates for admission to its first year class.

Although the current staff was quite small (a full-time President, and a Vice-President and Executive Secretary who are part-time), the College did show a pool of 52 individuals who had expressed an interest in teaching for the College. The College submitted the vitas/resumes of over twenty individuals as a part of its documentation packet.

InterAmerican College is currently housed in the Metropolitan Area Advisory Council office building. The College planned to use the facility during evenings and weekends when it was not used for MAAC purposes. The building has three classrooms, two conference rooms, and several offices. It has adequate classroom space for 120 students.

Outcome of Original Request from InterAmerican College

The formal staff recommendation regarding the May, 1998 agenda item was to direct staff to develop a more detailed preparation plan for addressing the policy issues raised in the agenda item. The Commission took no formal action on this agenda item. The information shown below was taken from a letter dated April 21, 1999 to Vice-President de Marin prepared by the Director of Professional Services. The purpose of the letter was to review the entire case in preparation for the June, 1999 Commission meeting, and to point out several errors in the record. This excerpt begins after an introductory paragraph.

"I received a series of e-mail messages from InterAmerican College in the weeks that followed the Commission meeting. On June 19, 1998, I wrote to you that my analysis of your request for a temporary waiver of regional accreditation revealed a significant difference between the case presented by InterAmerican College and the case presented by National Hispanic University. In that letter, I noted some of the Accrediting Commission for Independent Colleges and Schools (ACICS) standards. These standards provided evidence that the college was a viable educational institution. I further noted that, although InterAmerican College had agreed to several conditions, I still felt that your case was weaker than the case presented by National Hispanic University, and I was concerned that the Commission would deny your request.

During the month of July, 1998, I received a number of letters of support for your institution from various organizations and individuals, including your Congressional Representative. I also received letters from you and President Marin asking that your petition for a waiver be placed on the August, 1998 agenda. In one of your e-mails to me, you indicated that the College was not interested in pursuing ACICS accreditation. On August 13, 1998, I wrote to you indicating that, due to the press of other matters within the Division, it would not be possible to place your request for a waiver of regional accreditation on the August Commission agenda. In that letter, I noted that you had said you were not interested in seeking ACICS accreditation. I accepted that decision, but indicated that, for reasons of comparability, I thought it important for InterAmerican College to be able to show that it could meet ACICS standards by submitting documentation to the Commission about how InterAmerican College was meeting or exceeding the ACICS standards.

I did not hear from you in September, October, or November. Our next correspondence took place in December when I received a letter from President Marin inviting me to campus and an e-mail from you asking what materials I needed from you before placing your request on the Commission agenda. You also kindly invited me to visit your campus. I heard from you again in January, 1999. You indicated that you were beginning the process of writing your application for eligibility for accreditation from the Western Association of Schools and Colleges.

Our most recent correspondence dates from April, 1999 when you wrote a letter to accompany the WASC materials you have prepared for their process. In that letter, you make the claim that the Commission acted on your original request. It did not. You claim that my last request of you was to write up a document to ensure the Commission that InterAmerican College will "do a superb job of preparing teachers and especially bilingual teachers for the local classrooms." My last request was for InterAmerican College to prepare documentation to show that it could meet ACICS standards. That was my request last June, and was repeated in my August, 1998 letter to you. You also outlined six conditions that InterAmerican College would offer as additional assurances to the Commission.

On April 14, 1999, I received an e-mail message from you indicating that you were preparing to attend the June Commission meeting to, presumably, hear the Commission's decision about your request for a waiver of regional accreditation. You also kindly asked me to participate in some workshops you are planning. You indicated that you and your husband would be out of the country from April 15th to May 10th.

Although you have not responded to my suggestion that showing how InterAmerican College could meet the ACICS standards would show comparability to the case of National Hispanic University, but have sent me your eligibility document for WASC instead, I will attempt to make a judgment based on the information you have provided. I also intend to write to Dr. Erwin Seibel to obtain any information he might provide about your application for eligibility. I will attempt to prepare an agenda item for the June, 1999 Commission meeting.

I apologize for the length of this letter, but I want to try to clarify our communications about this matter prior to your meeting with the Commission. While I believe your request for a waiver of regional accreditation could have been resolved much sooner and with greater clarity, I will take the materials you have provided and make my best professional judgment as to the comparability of your request and the original request from National Hispanic University. In addition, I will note the conditions you have proposed in earlier correspondence. You may wish to prepare some very brief remarks for delivery at the Commission meeting. I would urge that you keep them brief and to the point as the Commission's agenda is always full. If you have any questions about this letter or your impending appearance before the Commission, please contact me. I look forward to a resolution of this long-standing matter."

New Information Presented by InterAmerican College

The information presented in this section of the report is drawn from the *Eligibility Report for the InterAmerican College* submitted to the Western Association of Schools and Colleges, dated April 5, 1999. This document consists of fifteen sections and covers a variety of items ranging from the By-Laws of the College to vitas of the full and part-time faculty. Course syllabi are included in the appendix. The College appears to have six staff members -- President, Vice-President, Counselor, and three Administrative Assistants. The College lists ten faculty members and the President as its instructors. It is not clear if any of these individuals are full-time faculty at the college. InterAmerican College follows the one course per month format as almost all of its students are fully employed. The College claims a student body of 26 students of whom nine are in extended education classes. The College plans to graduate eight students in June, 1999. This will be its first graduating class. The College charges a per course tuition of \$475.00 (per unit tuition is \$158.33). Fifty percent of its operating revenues come from tuition. The total annual operating budget is \$250,000. The College appears to have a library of 1200 volumes on campus. In addition, all students can obtain library privileges from Point Loma Nazarene University which is located on the Point Loma peninsula, west of San Diego. The Board of Trustees consists of eight members and is self-perpetuating.

On October 22-23, 1998, the Bureau for Private Postsecondary and Vocational Education conducted a site visit to InterAmerican College. The purpose of this visit was to comply with state regulations found in the California Education Code, Title 3, Division 10, Part 59, Chapter 7. The visit was conducted by Dr. Terry Sereno, Interim President of Huron International University, San Diego, CA. The report is divided into ten sections -- Governance and Administration, Curriculum and Instruction for Degree, Diploma, and Certificates, Admission Standards, Scholastic Regulations and Graduation Requirements, Educational Records, Tuition and Fees Schedule and Refund Policy, Student Activities, Service and Financial Aid, Faculty Qualifications, Physical Facilities and Library, Financial Statements and Records.

At the time of the visit, the College had 15 student enrolled and eight adjunct faculty. While there were a few items missing or inadequately addressed, the College was judged compliant on seven items and substantially compliant on two items. The last item, Financial Statements and Records, was not judged because notification was still pending from the Financial Review Team of the Bureau. The document submitted to WASC and to Commission staff provided no new information about the findings of the Financial Review Team.

On page 12 of the narrative report submitted to the Western Association of Schools and Colleges (WASC), the College makes a claim that is not correct. The statement reads as follows. "IAC understands that if WASC gives the approval for Eligibility, the California Commission on Teacher Credentialing will grant IAC a temporary waiver from WASC accreditation. In May of 1998, the full CTC Commission approved the waiver and directed Dr. Dennis Tierney to work with Dr. Marin on the waiver. Dr. Tierney requested documentation to support the quality of instruction of IAC faculty. If IAC were accredited, IAC will send the WASC eligibility report to the CTC Commission in April of 1999, per CTC's request."

In point of fact, the Commission took no action on the original request for a waiver of regional accreditation by InterAmerican College. Staff was directed to work with the College to obtain additional information that could help the Commission make a fair determination of the merits of this particular request for a temporary waiver of regional accreditation. The information presented in the background section of this report details the efforts of staff to obtain sufficient and appropriate information before bringing the case back to the Commission. In light of this error, staff has contacted WASC to inform them of the actual Commission action in May of 1998. To date, staff has received no response from WASC regarding this matter.

Also on page 12 of the narrative report, the College reports that it competed for a Title VII grant from the United States Department of Education. The amount of the grant application was \$149,000 per year for five years. There is no indication in the narrative report that the grant was received, although in the cover letter addressed to staff, the Vice-President indicates that the College did receive this grant. While this is, in some ways, a minor issue, the fiscal stability of a fledgling institution is quite critical and the infusion of grant funds can do much to help bring about a financial "cushion."

In that same cover letter, the College lists six conditions it will accept if the temporary waiver is granted by the Commission. These conditions are not exactly the same as the conditions accepted by National Hispanic University in its 1994 request. InterAmerican College states that it will require a 2.0 grade point average from undergraduate studies for admission to the BCLAD program. National Hispanic University accepted a 3.0 grade point average for admission to their BCLAD program. Secondly, InterAmerican College proposes requiring a higher score on the Foreign Service Institute scale of language proficiency for both admissions and exit to their BCLAD program than National Hispanic University proposed for its program. Thirdly, InterAmerican College proposes that their credential programs be visited after three years of operation. National Hispanic University accepted, originally, that their programs be visited after two years of operation. Fourthly, InterAmerican College requests a three-year waiver of regional accreditation beginning when both the credential program and the Liberal Studies program are approved by the Commission and the Committee on Accreditation. National Hispanic University's temporary three-year waiver began upon Commission approval of the temporary waiver of regional accreditation. Lastly, on May 19, 1999, staff placed a telephone call to WASC attempting to determine InterAmerican

College's eligibility status. Dr. Seibel's assistant indicated, over the telephone, that WASC had no knowledge of the institution or its application as of May 19, 1999.

Policy Issues Facing the Commission

There are several policy issues facing the Commission with regard to this request. The first issue is whether the Commission believes it has sufficient information now to make a determination about the request for a waiver. The second issue is whether the Commission wants to set additional or different conditions on the granting of this waiver for InterAmerican College as compared to the conditions imposed on National Hispanic University, the only other institution to request such a waiver. For example, National Hispanic University possessed accreditation from a national accrediting body when it approached the Commission; InterAmerican College does not possess such national accreditation and does not wish to do so. If the Commission elected to maintain comparability in the two waiver requests it has received in this area, it might well require InterAmerican to obtain national accreditation before the Commission would consider a waiver of regional accreditation or, at least, provide equal information. Conversely, the Commission might elect to treat the two requests separately.

The Commission, once it granted the waiver request from National Hispanic University imposed no special reporting requirements on the institution during the time of the waiver. The Commission may wish to impose special reporting requirements at this time, to ensure that the students enrolled in this new college will receive a high quality education. The Commission may wish to have its staff function in an inspectorate role during the time of the waiver. Finally, the six conditions accepted by InterAmerican College are slightly different from those accepted by National Hispanic University. The Commission may choose to accept the conditions proposed by InterAmerican College or may choose to require the exact same conditions it accepted from the previous request.

Commission Options

Staff suggests four options for Commission consideration at this time. They are as follows.

Option One

In this option, the Commission denies the request for a temporary waiver of regional accreditation. This institution is much newer than the previous institution that received a temporary waiver of regional accreditation, has not yet met the standards of any accrediting body recognized by the United States Department of Education, and does not operate in a region under-served by institutions of postsecondary education (the San Diego area is served by two public postsecondary institutions and three private postsecondary institutions). The College does offer a higher standard in one of the six additional conditions it proposes, but offers lower standards in three other areas. The College has not, apparently, begun its application process with WASC according to Dr. Erwin Seibel's assistant.

Option Two

In this option, the Commission would defer taking action on the request for a temporary waiver of regional accreditation until official action was taken by the Western Association of Schools and Colleges regarding the eligibility of InterAmerican College. On the basis of the official action taken by WASC, the Commission could approve or deny the request for a temporary waiver of regional accreditation. It should be noted that eligibility means that the institution can formally begin the process of seeking candidacy for accreditation. At the very least, actual accreditation by WASC would not occur for another six years after eligibility has been earned.

Option Three

In this option, the Commission would grant the request for a temporary waiver of regional accreditation based on the information available at this time. The waiver would be for at least three years, the minimum time to earn candidacy. Assuming that the College did achieve candidacy in three years, the College would apply to the Commission for an additional three-year waiver in order to earn full accreditation. In this option, the Commission would also accept the six conditions proposed by the College, or it could require the College to accept some combination of conditions drawn from the earlier request and this request.

Option Four

In this option, the Commission would grant the request for a temporary waiver of regional accreditation based on the information available at this time. The Commission would accept a combination of the most stringent conditions contained in the two proposals for waivers of regional accreditation it has considered to date. The Commission would also impose additional conditions to ensure that the institution operated its programs in accordance with Commission policy and procedures. One of these new conditions could be the requirement of annual reviews of the programs offered by the institution. The institutions participating in the AB 2730 pilot program will be reviewed each year of the three-year project. Thus, requiring annual reviews for the request from InterAmerican College does not appear inappropriate. In its deliberations on this agenda item, the Commission may wish to add additional new conditions.



[Back to the Top](#) |
[Back to June 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: PREP-5

Committee: Preparation Standards

Title: U. S. Office of Education, Preparing Tomorrow's Teachers to Use Technology Grant Proposal

✓ Action

Prepared by: Phyllis Jacobson Ed.D., Consultant, and Lee Huddy, Consultant
Professional Services Division

U. S. Office of Education, Preparing Tomorrow's Teachers to Use Technology Grant Proposal

Professional Services Division
May 30, 1999

Executive Summary

The U. S. Office of Education, through its Preparing Tomorrow's Teachers to Use Technology Office, is making available competitive grant funding to support programs leading to the preparation of future teachers who are well-qualified to use technology. The proposed project, "STAR-TEC," (Students, Teachers, and Restructured Technology Education Consortium) would represent the efforts and commitment of an extended collaborative partnership of the Commission on Teacher Credentialing, three Institutions of Higher Education (University of California, Riverside; California State University, Fresno, and College of Notre Dame), three school districts (Riverside, Parlier, and Redwood City), five business partners (Apple, IBM, Xerox, Teacher Universe and Educational Systems Planning, and two professional organizations (ACSA plus the ACSA-Xerox Alliance, and Association of Computer Using Educators/CUE) to respond to the statewide need for technology-qualified K-12 teachers. The grant category for our application would be the "Catalyst" area, particularly in the "development of standards for the use of new technologies to improve teaching and learning" and in the "development of strong learning content and instructional strategies that help future educators to infuse high-quality modern technology into the curriculum." If funded, the grant would be for a three year period, at an average yearly funding base of \$600,000.

Policy Issues to be Resolved

Does the Commission wish to authorize the Executive Director to cosponsor a grant application to the U.S. Office of Education, Preparing Tomorrow's Teachers to Use Technology Office, which would enhance the implementation of the Commission's Standards of Program Quality and Effectiveness for the Effective Use of Computer-Based Technology in the Classroom?

Relationship to the Commission's Strategic Goals and Objectives

- Goal: Promote educational excellence in California schools
- Goal: Improve the Commission's communication with its stakeholders

Fiscal Impact Statement

If the grant is awarded, the grant would cover the cost of a project director, clerical assistance, evaluation activities, and all project activities. Additional human resources for accreditation processes and reviews, and standards validation processes which are part of the ongoing work of the Commission staff would be supported by the agency's base budget resources.

Recommendation

That the Commission authorize the Executive Director to cosponsor a grant Proposal to the U.S. Office of Education, Preparing Tomorrow's Teachers to Use Technology Office, to assist in the implementation of the Standards of Program

Important Note

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

PROJECT OVERVIEW

The **goal** of this project is that all future teachers prepared by the Consortium's IHE partners will meet the new State Standards in Technology required for the California Preliminary Teaching Credential and/or the Professional Clear Credential, thereby demonstrating teacher candidates' effective use of technology to improve K-12 student achievement.

In accordance with the grant criteria, the Consortium we have formed to address this goal includes, in addition to the **Commission on Teacher Credentialing, three IHE partners** (University of California, Riverside; California State University, Fresno; and College of Notre Dame, Belmont); **three local school districts located in Empowerment Zones, Enterprise or Low Income Communities** that work with these IHEs for preservice teacher preparation (Riverside, Parlier, and Redwood City); **five business partners** (Xerox, Apple, IBM, Teacher Universe, and Educational Systems Planning), and **two professional organizations** (Association of California Administrators; Association of Computer Using Educators).

In order to meet our goal, five project objectives will be carried out:

Objective 1: The technology education provided by the Consortium's teacher preparation programs will meet or exceed California's new "Program Quality and Effectiveness Standards" in the area of Technology.

Major strategy to accomplish this objective: Assist Consortium IHEs to revise their preparation program coursework to meet the Commission's recently adopted Standards of Program Quality and Effectiveness in the area of Technology.

Objective 2: IHE faculty (Education and Arts and Sciences) will increase the use of technology modeled within the teacher preparation courses.

Major strategy to accomplish this objective: Provide extensive faculty training in the area of technology use, using technology-proficient faculty peers and services provided by our business partners Apple and Teacher Universe.

Objective 3: IHE faculty members will demonstrate "future think" approaches and future technologies knowledge in their teacher preparation coursework.

Major strategy to accomplish this objective: Provide intensive field experiences and other connections to visionary strategists and developers from Apple and IBM, and to Xerox's PARC Internship program through ACSA.

Objective 4: Preservice teacher candidates, IHE teacher preparation faculty, and collaborating K-12 educators will, by applying technology effectively in the classroom in accordance with the Standards, improve the academic achievement of the identified group of below grade level K-12 students who participate in the project's technology-enriched summer school program by at least 5 National Percentile points in Reading/Language Arts and Mathematics on standardized tests.

Major strategy to accomplish this objective: Provide hands-on K-12 experiences for preservice teachers and IHE faculty in a technology-rich environment by offering a Summer School program on the IHE campus to low-achieving students from collaborating school districts.

Objective 5: Effective models for teacher preparation programs within California to meet the new Program Quality and Effectiveness Standards in the area of Technology will be disseminated statewide.

Major strategy to accomplish this objective: Presentations at CUE conferences twice yearly during the first two years of the grant and full-day CUE pre-conference workshops during the third year of the grant, as well as regular updates provided to the Commission and to the California Postsecondary Education Commission (CPEC).



[Back to the Top](#) |
[Back to June 1999 Agenda](#) |
[Return to "Agenda Archives"](#) |
[Return to "About CTC"](#) |





California Commission on Teacher Credentialing

Meeting of: June 2-3, 1999

Agenda Item Number: PUB-1

Title: Proposed Addition of Section 80014.3 and Amendment to Section 80066 of Title 5 Regulations Concerning Teaching Reading as a Separate Subject on a Basic Teaching Credential and the Reading and Language Arts Specialist Credential

✓ Action

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

PUBLIC HEARING

June 3, 1999

Proposed Addition of Section 80014.3 and Amendment to Section 80066 of Title 5, California Code of Regulations, Concerning Teaching of Reading as a Separate Subject on a Basic Teaching Credential and the Reading and Language Arts Specialist Teaching Credential

Introduction

The proposed addition of Section 80014.3 and amendment to Section 80066 pertaining to the Teaching of Reading as a Separate Subject on a Basic Teaching Credential and the Reading and Language Arts Specialist Teaching Credential is being presented for public hearing. Included in this item is the background of the proposed regulations, a brief discussion of the proposed changes, and the financial impact. Also included are the responses to the notification of the public hearing and a copy of the notification distributed in Coded Correspondence 99-9910 dated April 16, 1999.

Background of the Proposed Regulations

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. These regulations were presented as an information item at the February 1999 Commission meeting.

The ability to read, comprehend, and interpret all manner of texts is integral to the education of children. Reading and language arts includes the ability to communicate effectively through written and spoken word, study skills, and critical thinking and analysis. A student's success in school, and often later in the work world, depends greatly on the mastery of reading and language arts skills. A comparison of the course work or examinations needed for the various credentials and certificates that authorize teaching reading is found in the chart on the following page.

Comparison of Reading Requirements

Teaching reading is part of every elementary classroom. Reading in these self-contained classrooms is being taught by holders of credentials authorizing elementary level teaching: Multiple Subject, Standard Elementary, or General Elementary Teaching Credentials as well as the Single Subject Teaching Credential in English. In addition, holders of these credentials, the Reading Certificate, the Restricted Reading Credential, and the Reading and Language Arts Specialist Teaching Credential are authorized to teach reading as a specific subject.

Type of Credential or Certificate	Reading Course Work or Examination Requirement
Multiple Subject Credential	One course; effective 10/98 RICA added for California trained teachers
Single Subject in English Credential	One course

Restricted Reading Credential	Basic teaching credential, three years of teaching experience, and specific course work in elementary school reading, elementary school language, diagnosis and remediation of reading of reading disabilities, and directed reading clinical practice
Reading Certificate	Basic teaching credential and three years of teaching experience AND either (1) twelve semester units in specified areas (sunsets June 30, 2000) OR (2) passage of the RICA and six semester units of course work in specified areas (sunsets in 2000) OR (3) completion of an approved Reading Certificate program (12 - 16 semester units of course work)
Reading and Language Arts Specialist Credential	Basic teaching credential and completion of an approved Reading and Language Arts Specialist Credential Program (approximately 30 semester units of course work)

Teaching of Reading Requirement for the Multiple and Single Subject Credential

A reading course or examination has been required for the Multiple Subject Teaching Credential since 1974. Education Code §44259 requires each Multiple and Single Subject Teaching Credential program to include the study of reading and §44227 requires the same for the out-of-state trained teacher. Prior to 1998, the *Reading Standard* for the Multiple Subject Teaching Credential Program directed a college or university to address communication including reading, but did not go into depth regarding the content of the reading course.

In 1996, the Commission and the California Department of Education collaborated on a statewide effort to improve reading achievement entitled *The California Reading Initiative*. The Commission's role included the work of the Commission-appointed Technical Advisory Task Force on Teacher Preparation for Reading Instruction. One outcome of this task force was a new *Standard for the Preparation of Multiple Subject Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English* which is more detailed than the previous standard. The *Standard* outlines the elements of a thorough preparation program in reading instruction that provides . . . "substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject Teaching Credential to deliver a balanced, comprehensive program of instruction in reading, writing and related language arts, including explicit instruction in basic reading skills and comprehension strategies for all students, including students with varied reading levels and language background." Beginning in the fall of 1998, all colleges and universities with Multiple Subject Teaching Credential programs updated their reading course to the new standard.

Another change was the addition of the Reading Instruction Competence Assessment (RICA) as a requirement for the initial issuance of a Multiple Subject Teaching Credential effective October 1, 1998. The requirement does not apply to applicants who hold a valid elementary credential from outside California.

Even though the teaching of reading requirement has been recently improved, individuals who are currently issued a Multiple Subject Teaching Credential may still have as little as one reading course. For this reason, the Restricted Reading Specialist Credential, the Reading Certificate, and the Reading and Language Arts Specialist Credential were created to support classroom teachers and to provide essential help in reading to students in California's public schools.

Restricted Reading Specialist Credential

The Miller-Unruh Reading Program was designed to help young children to correct early reading difficulties. The specific provisions of law that governed the Miller-Unruh Program "sunset" in 1987. However, under the sunset laws, funding continues to flow to school districts that provide programs consistent with the intent of the law -- to "provide a reading instruction program directed to the prevention of, and the correction of, reading disabilities at the earliest possible time in the educational career of the pupil" (Education Code Section 54101). The Commission-sponsored legislative effort resulted in authorizing the Commission to issue a Restricted Reading Specialist Credential. This credential is available only to individuals who held the extinct Miller-Unruh Reading Specialist Certificate and requires possession of a basic teaching credential, three years of teaching experience, and specific course work in elementary school reading, elementary school language, diagnosis and remediation of reading disabilities, and directed reading clinical practice.

Reading Certificate

In February of 1995 the Commission sponsored legislation to reinstate a reading certificate modeled after the Miller-Unruh Reading Certificate to allow classroom teachers and teachers serving in other categorically funded state or federal programs who were interested in voluntarily pursuing a separate reading authorization to serve students who are struggling with basic reading skills and strategies. In 1997, the Reading Certificate was established which authorizes the holder to assess students reading, provide elementary level teaching instruction, develop, implement, and adapt reading content curriculum, and assist classroom teachers in the area of reading at one or more school sites. To qualify for the Certificate, the individual must hold a basic teaching credential, verify three years of teaching experience, and complete a specific course of study in reading.

Reading and Language Arts Specialist Credential

The Reading and Language Arts Specialist Credential Program, approximately thirty semester units of course work, prepares individuals to play a leadership role at the school site, the school district, or the county office of education. There is an emphasis on working with students experiencing serious difficulties with reading and on offering decision-making and research skills and abilities that affect programmatic decisions. A basic teaching credential is a prerequisite to the specialist credential.

Reading and Language Arts Specialists are prepared to work with students in multiple settings and to perform multiple roles

including developing and coordinating school site, district, or county level reading programs, providing assistance and support for the classroom teacher, selecting and adapting instructional programs, planning and conducting staff development, and assessing student progress and monitoring achievement.

The Commission's Advisory Task Force developed *Standards of Program Quality and Effectiveness for the Reading Certificate and for the Reading and Language Arts Specialist Credential*. The Reading Certificate portion of the Standards was designed to comprise the first half of a full Reading and Language Arts Specialist Credential Program. This "nesting" of standards allows individuals to apply course work obtained in pursuit of a Certificate toward completion of the specialist credential.

The Task Force on Reading Instruction also examined relationships between the roles of individuals who obtain the Reading Certificate and those who earn the Reading and Language Arts Credential. Some distinct differences in role and authorization emerged.

- The holder of the Reading and Language Arts Specialist Credential may design and coordinate reading programs and provide staff development at the school, school district, or county level. The holder of the Reading Certificate may coordinate and adapt reading instruction and assist teachers at one or more school sites.
- The holder of the Reading and Language Arts Specialist Credential may play a leadership role in materials and program selection at the school, school district, and county level. The holder of the Reading Certificate may play a consultative role in materials and program selection at the district and county level and may take leadership responsibility within the more limited realm of the school site.

Financial Impact

California Commission on Teacher Credentialing: None

State Colleges and Universities: None

Private Person: None

Mandated Costs: None

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

- Members of the California Commission on Teacher Credentialing
- California County Superintendents of Schools
- Credential Analysts at the California County Superintendents of Schools Offices
- Superintendents of Selected California School Districts
- Deans and Directors at the California Institutions of Higher Education with Commission-approved programs
- Credential Analysts at the California Institutions of Higher Education with Commission-approved program
- Presidents of Selected Professional Educational Associations

Also placed on the Internet at <http://www.ctc.ca.gov>.

As of May 19, 1999, the Commission had received the following 31 written responses to the public announcement:

<i>In Support</i>		<i>In Opposition</i>	
5	organizational opinions	1	organizational opinion
17	personal opinions	8	personal opinion

Responses Representing Organizations in Support

1. El Rancho Unified School District: Alfred L. Ogas, Director of Personnel
2. Diocese of Santa Rosa: Ann P. O'Connor, CSJ, Superintendent of Catholic Schools
3. Hot Springs School District: Alan Wilkinson, Superintendent.
4. Point Loma Nazarene University: Jo Birdsall, Dean of Education
5. Sierra County Office of Education: Marsha Ludwig, SELPA Director

Responses Representing Individuals in Support

1. Carol Sue Adams, President, Reading Specialists of California

Comment: Reading Specialists of California is very supportive of these Title 5 Regulations. It is important that all teachers of reading be highly qualified to teach struggling and/or beginning readers. It is also important to allow current

teachers to pursue a reading specialist credential under the grandfather clause.

2. Tammy L. Alves, Payroll/Personnel Assistant, Laton Unified School District
3. Hector Alvarez, Administrator/Principal, Jameson School
4. Bruce Barron, Educational Director/Severely Handicapped Teacher, Family Life Center
5. Don Beilke, Chair of Kinesiology Department, California Lutheran University
6. Alice P. Chen, TLP-R Teacher, Moreno Valley Unified School District
7. Eilen M. Davis, BECA Resource Teacher, San Diego Unified School District Intern Program
8. Douglas L. Decker, Educator, El Segundo Unified School District
9. Karen Ensor, Director of Credential Program, Patten College
10. Marcia Goodwin, Conf. Assistant, Anderson Valley Unified School District
11. Michael Kotar, Chair of Education, CSU Chico
12. Jeanie Milliken, Director of Teacher Education, Point Loma Nazarene University
13. Henry W. Page, Principal, Palo Alto Unified School District
14. Gloria Simmons, Principal, Oak Grove Institute - Jack Weaver School
15. Kathy Sloan, Personnel Analyst, Ramona Unified School District
16. Ray Stephens, Director, Challenge Charter School
17. Janet H. Towell, Associate Professor/Reading and Language Arts Specialist Credential Coordinator, CSU Stanislaus Teacher Education Department

Responses Representing Individuals in Opposition

Comments made by the following individuals in opposition expressed common concerns. Staff is presenting those concerns with a list of the organizations that expressed the concern.

1. Jenifer S. Ahlstrand, Principal, Farmersville Unified School District
2. Maryann Boylan, Principal, Farmersville Unified School District
3. Janet Jones, Superintendent, Farmersville Unified School District

Comment: There are not enough certificated reading specialists to staff a summer school - should not apply to newly enacted legislation regarding retention/summer school.

Commission Response: If the summer school program is designed to include reading as one of the subjects in a self-contained classroom setting, the holder of a Multiple Subject Credential is appropriate to serve in the assignment. If reading will be taught in a pull-out program or as a separate subject in summer school, after July 1, 2000, the holder of a Multiple Subject Teaching Credential would either need to have the three years of reading experience, hold a Reading Certificate or Reading Specialist Credential, or request a Variable Term Waiver in reading.

4. Michael J. Dutra, Education Director, Children's Home of Stockton

Comment: With a Clear Multiple-Subject Teaching Credential, Specialist LH & SH and a clear Resource Certificate I don't believe I should be required to obtain additional credentialing to teach reading and/or Lang. Arts as a Separate subject. Feel I have received adequate College coursework in preparation to teach these subjects, even though I am currently in an administrative position.

Commission Response: Individuals who hold a Multiple Subject Teaching Credential may have as little as one reading course. The Commission believes that an individual who will be providing intervention to struggling readers should have specialized training and hold an authorization to perform those services. Either the Reading Certificate or the Reading Specialist will authorize these services.

5. Robert W. Kuehl, Associate - Principal, Beaumont Unified School District

Comment: In a time of teacher shortages, you are proposing regulations which further restrict who can teach what. Congratulations on your foresight (sic). Is this more of the Education Professors Tenure Act (as Tier Two has been)?

Commission Response: The Commission believes that an individual who will be providing intervention to struggling readers should have specialized training and hold an authorization to perform those services. Either the Reading Certificate or the Reading Specialist will authorize these services. These regulations do not relate to tenure or Tier II for the Administrative Services Credential.

6. Mark Richmond, Principal, Farmersville Unified School District

Comment: This would create a tremendous burden on our programs. We are doing everything we can to teach reading but Title 5 would not help us out in our effort.

Commission Response: These regulations include a grandparenting clause to allow individuals with three years of experience teaching reading to continue in their positions. Employing agencies may request a Variable Term Reading

Waiver to allow an individual time to complete the requirements for the Reading Certificate.

7. Peter Ruggles, Principal, Target Schools

Comment: Yet another example of a credential which has no purpose other than to reduce administrative flexibility and to increase the number of _____ specialists.

Commission Response: The Commission believe that an individual who will be providing intervention to struggling readers should have the training and hold an authorization to perform those services. Either the Reading Certificate or the Reading Specialist will authorize these services.

8. Doris Z. Salter, Reading Specialist, Arvin Union School District

Comment: I agree w/ACSA's opposition for the same reasons.

Commission Response: The Commission has not received a response from the Association of California School Administrators (ACSA) so staff cannot respond to this statement.

Responses Representing Organizations in Opposition

1. Simi Valley Unified School District: Cary Dritz, Ed. D., Assistant Superintendent, Personnel Services

Comment: We at the Simi Valley Unified School District are opposed to the proposed addition of Section 80014.3 and the Amendment to Section 80066 for the following reasons:

1. All new elementary teachers are already required to pass the Reading Instruction Competence Assessment test. The requirement of an additional credential to teach reading is redundant given the new requirements under RICA.
2. The majority of our teachers have a strong background in language arts.
3. Staff development in language arts is a major priority in our District.
4. This would restrict the pool from which to hire reading intervention teachers creating another shortage area.

Please take these objections into consideration at the June 3, 1999 public hearing.

Commission Response:

1. Not all new elementary teachers are required to pass RICA. The RICA requirement applies to candidates who completes any of the requirements for his or her initial Multiple Subject Teaching Credential on or after October 1, 1998. Applicants who hold a valid elementary teaching credential from another state are exempt. In addition, the RICA examination is designed to ensure that candidates for the Multiple Subject Teaching Credential possess the knowledge and skills important for the beginning reading teacher in basic reading instruction. The RICA examination does not train teachers to provide assistance to students who are struggling with basic reading skills and strategies.
2. A strong background in language arts does not ensure that the teacher has the necessary knowledge and skills to teach reading to students who are struggling with basic reading skills and strategies.
3. The Commission has no authority over the content or quality of staff development.
4. These regulations include a grandparenting clause to allow individual's with three years of experience teaching reading to continue in their positions. Employing agencies may request a Variable Term Reading Waiver to allow an individual time to complete the requirements for the Reading Certificate.

Staff Recommendation

Staff recommends that the Commission adopt the proposed addition of Section 80014.3 and amendment to Section 80066 concerning the Teaching of Reading as a Separate Subject on a Basic Teaching Credential and the Reading and Language Arts Specialist Teaching Credential.

California Commission on Teacher Credentialing

Division VIII of Title 5 of the California Code of Regulations

**Proposed Addition of Section 80014.3 and Amendment to
Section 80066 Concerning Teaching Reading as a Separate Subject
on a Basic Teaching Credential and the Reading and
Language Arts Specialist Teaching Credential**

Title 5 Section 80014.3. Teaching Reading as a Separate Subject on a Basic Teaching Credential.

- (a) Notwithstanding any other section of regulation, nothing shall prohibit an individual who has taught reading full-time as a separate subject for three years prior to July 1, 2000 on the basis of their non-emergency Multiple Subject, General Elementary, Standard Elementary, or Single Subject in English Teaching Credential from continuing in such assignment. Verification of this teaching experience must be kept on file in the office of the employing agency for purposes of the

monitoring of certificated assignments pursuant to Education Code Section 44258.9(b).

- (b) After July 1, 2000, individuals who do not meet the requirements in (a) must hold a separate authorization to teach elementary level reading instruction as a separate subject to students other than those in their self-contained classroom.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b) 44225(e), and 44258.9(b). Education Code.

Title 5 Section 80066. Specific Requirements for the Professional Clear Reading and Language Arts Specialist Credential.

- (a) The minimum requirements for the professional clear Reading and Language Arts Specialist Credential for applicants who complete a professional preparation program in California shall include (1) through (3):
- (1) possession of a valid basic California teaching credential as defined in Education Code Section 44203(e);
 - (2) completion of a post baccalaureate professional preparation program accredited by the Committee on Accreditation for the Reading and Language Arts Specialist Credential, including successful completion of supervised student teaching; and
 - (3) the recommendation from a regionally accredited institution of higher education that has a Reading and Language Arts Specialist program accredited by the Committee on Accreditation.
- (b) The minimum requirements for the professional clear Reading and Language Arts Specialist Credential for applicants who complete a professional preparation program outside California shall include (1) and (2). Applicants may apply directly to the Commission for the professional clear Reading and Language Arts Specialist Credential under this section:
- (1) possession of a valid basic California teaching credential as defined in Education Code Section 44203(e); and
 - (2) completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation for the Reading and Language Arts Specialist Credential, including successful completion of supervised student teaching, but taken outside California. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed.
- (c) The professional clear Reading and Language Arts Specialist Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.
- (d) The Reading and Language Arts Specialist Credential authorizes the holder to assist and support the classroom teacher in reading instruction and teaching strategies, select and adapt reading instruction materials, plan and conduct reading staff development, assess student progress and monitor student achievement in reading, provide direct reading intervention work with students, and develop and coordinate reading programs at the school site, school district, or county level in grades twelve and below, including preschool, and in classes organized primarily for adults.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44203(e), 44225(d), 44225(e), and 44265, Education Code.



(916) 445-0184

OFFICE OF THE EXECUTIVE DIRECTOR

99-9910

DATE: April 16, 1999

TO: All Individuals and Groups Interested in the Activities of the California Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed.D.
Executive Director

SUBJECT: Proposed Addition of Section 80014.3 and Amendment to Section 80066 of Title 5, California Code of Regulations, Concerning Teaching Reading as a Separate Subject on a Basic Teaching Credential and the Reading and Language Arts Specialist Teaching Credential

Notice of Public Hearing is Hereby Given

In accordance with Commission policy, the following Title 5 Regulation is being distributed prior to the public hearing. A copy of the proposed regulations is attached:

Proposed Addition of Section 80014.3 and Amendment to Section 80066

The public hearing is scheduled for:

June 3, 1999
1:30 p.m.
California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California

Statement of Reasons

Purpose /Effect of Proposed Action

The proposed additions of Title 5 §80014.3 clarifies which individuals are authorized to teach reading as a separate subject on the basis of their basic teaching credential including a grandparenting clause for those individuals who have been teaching reading on a basic teaching credential.

The proposed amendments to Title 5 §80066 clarify the requirements, the valid period, and the authorization for the professional clear Reading and Language Arts Specialist Credential which are not currently in regulation.

Documents Relied Upon in Preparing Regulations

Standard for the Preparation of Multiple Subject Teaching Credential Candidates for Reading, Writing and Related Language Instruction in English.

Documents Incorporated by Reference

No documents were incorporated by reference.

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments on the proposed actions. The written comment period closes at 5:00 p.m. on June 2, 1999. Comments must be received by that time at the California Commission on Teacher Credentialing, attn. Executive Office, 1900 Capitol Avenue, Sacramento, California 95814-4213.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Public Hearing

Oral comments on the proposed action will also be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda for all speakers. Please contact the Certification Division Director's Office at (916) 445-0234 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide fifty copies to be distributed to the Commissioners and interested members of the public. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

Modification of Proposed Action

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

Contact Person/Further Information

Inquiries concerning the proposed action may be directed to Terri H. Fesperman by telephone at (916) 323-5777 or by electronic mail at [tfesperman@ctc.ca.gov]. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. In addition, all the information upon which this proposal is based is available for inspection and copying.

California Commission on Teacher Credentialing

Division VIII of Title 5 of the California Code of Regulations

Proposed Addition of Section 80014.3 and Amendment to Section 80066 Concerning Teaching Reading as a Separate Subject on a Basic Teaching Credential and the Reading and Language Arts Specialist Teaching Credential

Title 5 Section 80014.3. Teaching Reading as a Separate Subject on a Basic Teaching Credential.

(a) Notwithstanding any other section of regulation, nothing shall prohibit an individual who has taught reading full-time

as a separate subject for three years prior to July 1, 2000 on the basis of their non-emergency Multiple Subject, General Elementary, Standard Elementary, or Single Subject in English Teaching Credential from continuing in such assignment. Verification of this teaching experience must be kept on file in the office of the employing agency for purposes of the monitoring of certificated assignments pursuant to Education Code Section 44258.9(b).

- (b) After July 1, 2000, individuals who do not meet the requirements in (a) must hold a separate authorization to teach elementary level reading instruction as a separate subject to students other than those in their self-contained classroom.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b) 44225(e), and 44258.9(b). Education Code.

Title 5 Section 80066. Specific Requirements for the Professional Clear Reading and Language Arts Specialist Credential.

- (a) The minimum requirements for the professional clear Reading and Language Arts Specialist Credential for applicants who complete a professional preparation program in California shall include (1) through (3):
- (1) possession of a valid basic California teaching credential as defined in Education Code Section 44203(e);
 - (2) completion of a post baccalaureate professional preparation program accredited by the Committee on Accreditation for the Reading and Language Arts Specialist Credential, including successful completion of supervised student teaching; and
 - (3) the recommendation from a regionally accredited institution of higher education that has a Reading and Language Arts Specialist program accredited by the Committee on Accreditation.
- (b) The minimum requirements for the professional clear Reading and Language Arts Specialist Credential for applicants who complete a professional preparation program outside California shall include (1) and (2). Applicants may apply directly to the Commission for the professional clear Reading and Language Arts Specialist Credential under this section:
- (1) possession of a valid basic California teaching credential as defined in Education Code Section 44203(e); and
 - (2) completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation for the Reading and Language Arts Specialist Credential, including successful completion of supervised student teaching, but taken outside California. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed.
- (c) The professional clear Reading and Language Arts Specialist Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.
- (d) The Reading and Language Arts Specialist Credential authorizes the holder to assist and support the classroom teacher in reading instruction and teaching strategies, select and adapt reading instruction materials, plan and conduct reading staff development, assess student progress and monitor student achievement in reading, provide direct reading intervention work with students, and develop and coordinate reading programs at the school site, school district, or county level in grades twelve and below, including preschool, and in classes organized primarily for adults.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44203(e), 44225(d), 44225(e), and 44265, Education Code.

STATE OF CALIFORNIA

GRAY DAVIS, Governor

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

1900 Capitol Avenue
Sacramento, California 95814-4213
(916) 445-0184



OFFICE OF THE EXECUTIVE DIRECTOR

Attn: Sam W. Swofford, Ed.D., Executive Director

Title: **Teaching Reading as a Separate Subject
on a Basic Teaching Credential and the
Reading and Language Arts Specialist
Teaching Credential**

Section No.: Proposed Addition of Section
80014.3 and Amendment to Section 80066

Response to the Attached Title 5 Regulations

So that the California Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 Regulations, please return this response form to the Commission office, attention Executive Office, at the above address by 5:00 pm on June 2, 1999 in order that the material can be presented at the June 3, 1999 public hearing.

1. **Yes**, I agree with the proposed Title 5 regulations. Please count me in favor of these regulations.
2. **No**, I do not agree with the proposed Title 5 Regulations for the following reasons:
(If additional space is needed, use the reverse of this sheet.)

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

Signature: _____ Date: _____

Printed Name: _____

Title: _____ Phone: _____

Employer/Organization: _____

Mailing Address: _____

Route to THF



- | [Back to the Top](#) |
- | [Back to June 1999 Agenda](#) |
- | [Return to "Agenda Archives"](#) |
- | [Return to "About CTC"](#) |

