



CODED CORRESPONDENCE

DATE: July 23, 2009	NUMBER: 09-15
TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	FROM: Dale A. Janssen Executive Director Commission on Teacher Credentialing
SUBJECT: Approval of Amendments to Title 5 Regulations Pertaining to General and Special Education Limited Assignment Teaching Permits (5 Cal Code Regulations §§80027 and 80027.1)	

Summary:

The amendments and additions to Title 5 of the California Code of Regulations pertaining to General and Special Education Limited Assignment Teaching Permits have been approved by the Office of Administrative Law. The regulations, which may be found starting on page 6, have an immediate effective date of July 3, 2009. A separate correspondence will be distributed on the addition of regulations concerning Added Authorizations in Special Education which were included in the same regulatory package.

Key Provisions:

General Education Multiple and Single Subject Limited Assignment Teaching Permits
The Commission has issued a Limited Assignment Multiple and Single Subject Teaching Permit for general education teaching assignments for many years. To distinguish this permit from the new Special Education Limited Assignment Teaching Permit, the name is changed to General Education Multiple and Single Subject Limited Assignment Teaching Permit.

Initial Issuance

Submission of the application packet for a General Education Multiple or Single Subject Limited Assignment Teaching Permit is a joint effort between the local employing agency and the applicant to submit all required materials to the Commission for initial issuance or renewal of the permit. For initial issuance, an individual must be currently employed by the local employing agency and hold a valid prerequisite general education teaching credential. The employing agency must have a current Declaration of Need (DON) on file at the Commission and assign an experienced educator in the subject

area(s) of the limited assignment permit if the teacher does not have permanent status. A completed application and appropriate fee are required and the application packet is submitted through the employing agency. There is a restriction of three years for a teacher to serve on a General Education Limited Assignment Permit in a specific subject area.

The experienced educator provides assistance and guidance to the permit holder. The experienced educator must have three years of teaching experience within each subject area requested by the non-permanent status teacher as determined by the employing agency. For example, if the permit is requested in English, the experienced educator must have three years of teaching experience in English. If requested in English and social science, the experienced educator must have a minimum of three years of teaching experience in both English and social science. However, the local employing agency may assign more than one experienced educator to meet this requirement.

Renewal Requirements

To renew a General Education Limited Assignment Teaching Permit, current employment and the appropriate prerequisite are required for the applicant and the employing agency must have a current DON on file and continue to assign an experienced educator, as appropriate. A completed application and appropriate fee are required and the application packet is submitted through the employing agency.

The renewal requirement is expanded to allow either completion of coursework or passage of examinations. If more than one subject is requested, the individual must meet the coursework or examination renewal requirement for each subject. To use the examination option, the individual must take all examinations appropriate to the type of permit requested (multiple or single subject) and must pass two sections. The number of examination sections required to meet subject-matter competence for Multiple and Single Teaching Subject Credentials varies from two to four sections. If one or more sections have been previously passed, the individual must pass the remaining one or two sections, as appropriate. See examples below.

If an individual has not passed any of the three required multiple subject examination sections prior to issuance of the initial limited assignment permit, all three sections must be taken and two sections passed for the first renewal of the permit. The individual must then take and pass the final multiple subject examination section to meet the subject-matter competence for a preliminary credential during the second year of the limited assignment permit.

Passage of four examination sections is required to meet the subject-matter competence for a single subject credential in English. If an individual has passed one of the four required sections prior to issuance of a limited assignment permit, the remaining three sections must be taken and two sections passed for the first renewal of the permit. The individual must take and pass the one remaining English

examination section to meet subject-matter competence for a preliminary credential during the second year of the limited assignment permit.

One renewal option, the validation of professional development plan, was deleted from the regulations. Individuals issued a Multiple or Single Subject Limited Assignment Permit with an issuance date prior to July 3, 2009, may use this option to renew their permit. Holders of General Education Limited Assignment Permits with an issuance date on or after July 3, 2009 will not be able to use the professional development plan as a renewal option.

Special Education Limited Assignment Teaching Permit

The Special Education Limited Assignment Teaching Permit has similar requirements to the General Education Limited Assignment Teaching Permit. The permit may be issued in any of the current Education Specialist Teaching Credential specialty areas. An individual holding this permit may be assigned to serve outside the specialty area of their special education credential while they are completing the coursework for an Added Authorization in Special Education. See the Reference section for a link to the correspondence for information on the added authorization.

Initial Issuance

For initial issuance, the teacher must be currently employed and hold an appropriate prerequisite special education credential including currently issued Education Specialist and previously issued special education credentials. The Speech-Language Pathology or Clinical or Rehabilitative Services Credential is also an appropriate prerequisite only if the credential includes a Special Class Authorization. A completed application and appropriate fee are required and the application packet is submitted through the employing agency.

The employing agency must have a current DON on file at the Commission and assign an experienced educator with three years of teaching experience in the special education specialty area requested for the limited assignment if the permit holder does not have permanent status. The DON has been updated to include the new limited assignment permit. There is a restriction of three years for a teacher to serve on a Special Education Limited Assignment Permit in a specific specialty area.

One major difference from the General Education Limited Assignment Permit is for initial issuance of the Special Education Limited Assignment Permit, a minimum of three semester units or one year of experience in the specialty area(s) requested is required.

Renewal Requirements

For renewal, current employment and the appropriate special education prerequisite credential are required for the applicant. The employing agency must have a current DON on file and continue to assign an experienced educator, as appropriate. A completed application and appropriate fee are required and the application packet is submitted

though the employing agency. Six semester units of coursework appropriate to each special education specialty area are required for renewal. There is no examination option to renew the Special Education Limited Assignment Permit.

Currently, the Education Specialist Short-Term Staff Permit (STSP) is the only route for a credentialed special education teacher to earn a document to serve in another special education area. This remains an option but the STSP may only be issued once while the Special Education Limited Assignment Permit may be issued for a total of three years in a specialty area.

Important Date:

Provisions related to this correspondence became effective on July 3, 2009.

Background:

The Limited Assignment Teaching Permit process was designed to allow fully credentialed general education teachers to teach outside of their authorized area while completing the requirement to earn an additional authorization. A Limited Assignment Teaching Permit is issued at the request of a local employing agency to fill a staffing vacancy or need. In addition, it allows flexibility for local employing agencies, especially in rural and remote areas of the state, to assign an individual to teach in more than one subject area.

A Special Education Limited Assignment Teaching Permit is designed for use in special education for the same purpose as the current Limited Assignment Teaching Permit is used for general education assignments. Creating a Special Education Limited Assignment Permit allows individuals the opportunity and the time to complete the coursework necessary to enroll in a special education internship program or to earn an Added Authorization in Special Education. In addition, it allows flexibility for the local employing agencies to assign a teacher to serve students in more than one special education specialty area.

Source:

5 California Code of Regulations sections 80027 and 80027.1.

References:

General Education Limited Assignment Teaching Permits Information Leaflet:
<http://www.ctc.ca.gov/credentials/leaflets/cl828.pdf>

Special Education Limited Assignment Teaching Permits Information Leaflet:
<http://www.ctc.ca.gov/credentials/leaflets/cl889.pdf>

Declaration of Need:

<http://www.ctc.ca.gov/credentials/cig/CIG-LEAFLETS/CIG-LEAFLETS/cl1500.pdf>

Coded 09-16: Adding Authorization in Special Education:
<http://www.ctc.ca.gov/notices/coded/2009/0916.pdf>

Contact Information:

Commission's Information Services Unit by telephone at 1-888-921-2682, Monday through Friday between 1:00 pm to 4:45 pm or by email at credentials@ctc.ca.gov.



5 California Code of Regulations Section 80027 Pertaining to the General Education Limited Assignment Multiple or Single Subject Teaching Permits and Section 80027.1 Pertaining to the Special Education Limited Assignment Teaching Permit

§80027. General Education Limited Assignment Multiple or Single Subject Teaching Permit.

(a) Requirements for the initial issuance of General Education Limited Assignment Multiple or Single Subject Teaching Permits include all of the following:

- (1) If an employing agency elects to request a General Education Limited Assignment Teaching Permit, the employing agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.
- (2) Applicant is currently employed by the local governing board requesting such assignment.
- (3) Applicant holds a valid California general education teaching credential based on a baccalaureate degree and a professional teacher preparation program, including student teaching or the equivalent.
- (4) If an employing agency elects to assign an applicant who has not obtained permanent status as defined in Education Code 44929.21 or 44929.22 or 44929.23, the employing agency shall assign an experienced educator in the subject area of the General Education Limited Assignment Multiple or Single Subject Teaching Permit who has completed 3 years of full-time general education elementary or secondary classroom teaching experience in the subject area(s) requested. If more than one subject area is requested, the experienced educator(s) must have a minimum of three years of teaching experience in each area requested. The local employing agency may assign more than one experienced educator to the permit holder to meet this requirement.
- (5) The General Education Limited Assignment Single Subject Teaching Permit may be issued in the subject areas listed in Education Code Section 44257 and the General Education Limited Assignment Multiple Subject Teaching Permit may be issued in the subject area of General Subjects.
- (6) If an employing agency elects to request a General Education Limited Assignment Teaching Permit, the employing agency must keep on file a written statement verifying consent of the teacher to serve on the General Education Limited Assignment Multiple or Single Subject Teaching Permit.
- (7) For initial issuance of a General Education Limited Assignment Multiple or Single Subject Permit, the employing agency may assist the applicant in submitting the following to the Commission:
 - (A) A completed Application for Credential Authorizing Public School Service (form 41-4, rev. 9/08) available on the Commission's website and hereby

incorporated by reference, together with its related Instruction and Information Sheet (rev. 9/08) and Form 41-ECC (Explanation of Criminal Conviction or Pending Criminal Charge) (rev. 7/08), and

(B) The fee as specified in Section 80487(a)(1).

(b) Requirements for the renewal of General Education Limited Assignment Multiple or Single Subject Teaching Permit if an employing agency elects to request the renewal of the permit.

(1) Applicant is currently employed by the local governing board requesting such assignment.

(2) Applicant holds a valid California general education teaching credential based on a baccalaureate degree and a professional teacher preparation program, including student teaching or the equivalent.

(3) For the renewal of a General Education Limited Assignment Multiple or Single Subject Teaching Permit, the employing agency may assist the applicant in submitting the following to the Commission:

(A) A completed Application for Credential Authorizing Public School Service (form 41-4, rev. 9/08) available on the Commission's website and hereby incorporated by reference, together with its related Instruction and Information Sheet (rev. 9/08) and Form 41-ECC (Explanation of Criminal Conviction or Pending Criminal Charge) (rev. 7/08).

(B) The fee as specified in Section 80487(a)(1).

(C) Verification of the completion of one of the following:

1. At least six semester units, or the equivalent quarter units, of course work required for issuance of the related credential or

2. Take all sections of the examination appropriate to the type of permit requested, multiple or single subject, as provided in Education Code sections 44280, 44281 and 44282 and pass two sections. If one or more sections have been previously passed, the individual must pass the one or two sections of the examination, as appropriate.

(4) If an employing agency elects to request a General Education Limited Assignment Teaching Permit, the employing agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.

(5) An individual may renew a General Education Limited Assignment Multiple or Single Subject Teaching Permit in any one specific subject only twice during his or her lifetime.

- (6) If an employing agency elects to request a General Education Limited Assignment Teaching Permit, the employing agency must keep on file a written statement verifying consent of the teacher to serve on the General Education Limited Assignment Multiple or Single Subject Teaching Permit.

(c) Authorization:

- (1) A General Education Limited Assignment Multiple Subject Teaching Permit authorizes the same service as a Multiple Subject Teaching Credential in the authorized field listed on the permit.
- (2) A General Education Limited Assignment Single Subject Teaching Permit authorizes the same service as a Single Subject Teaching Credential in the authorized field(s) listed on the permit.

- (d) The General Education Limited Assignment Multiple or Single Subject Teaching Permit is valid for one calendar year from the first day of the month immediately following the date of issuance but is limited to the expiration date of the prerequisite teaching credential held.

- (1) A permit issued for less than one calendar year may be extended for the remainder of the calendar year as long as the prerequisite teaching credential has been renewed. An application and fee as found in (b)(3)(A) and (B) must be submitted. Verification of requirements as found in (b)(3)(C) are not required to extend the permit for the remainder of the calendar year.

Note: Authority cited: Sections 44225(d), (g) and (q) and 44300, Education Code.
Reference: Sections 44280, 44281, 44282, and 44300, Education Code.

§80027.1. Special Education Limited Assignment Teaching Permit.

- (a) Requirements for the initial issuance of a Special Education Limited Assignment Teaching Permit include all of the following if an employing agency elects to request the permit:

- (1) If an employing agency elects to request a Special Education Limited Assignment Teaching Permit, the employing agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.
- (2) Applicant is currently employed by the local governing board requesting such assignment.
- (3) Applicant holds a valid California special education teaching credential based on a baccalaureate degree and a professional preparation program, including student teaching or the equivalent or a services credential with a special class authorization listed in sections 80047 through 80047.9.
- (4) If an employing agency elects to assign an applicant who has not obtained permanent status as defined in Education Code 44929.21 or 44929.22 or

44929.23 the employing agency shall assign an experienced educator in the subject area of the Special Education Limited Assignment Teaching Permit who has completed three years of full-time special education teaching experience in the special education specialty area(s) requested. If more than one specialty area is requested for the permit, the experienced educator(s) must have a minimum of three years of teaching experience in each area requested. The local employing agency may assign more than one experienced educator to the permit holder to meet this requirement.

- (5) The Special Education Limited Assignment Teaching Permit may be issued in the special education specialty area aligned with the preliminary and clear Education Specialist Instruction Credentials.
- (6) If an employing agency elects to request a Special Education Limited Assignment Teaching Permit, the employing agency must keep on file a written statement verifying consent of the teacher to serve on the Special Education Limited Assignment Teaching Permit.
- (7) For initial issuance of a Special Education Limited Assignment Teaching Permit, the employing agency may assist the applicant in submitting the following to the Commission:
 - (A) A completed Application for Credential Authorizing Public School Service (form 41-4, rev. 9/08) available on the Commission's website and hereby incorporated by reference, together with its related Instruction and Information Sheet (rev. 9/08) and Form 41-ECC (Explanation of Criminal Conviction or Pending Criminal Charge) (rev. 7/08).
 - (B) The fee as specified in Section 80487(a)(1).
 - (C) One of the following:
 1. Three semester, or the equivalent quarter, units of course work in each special education specialty area requested, or
 2. One year of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students in each of the special education specialty area requested and has received a favorable evaluation or recommendation by the local employing agency.
- (b) Requirements for the renewal of a Special Education Limited Assignment Teaching Permit if an employing agency elects to request the permit.
 - (1) Applicant is currently employed by the local governing board requesting such assignment.

- (2) Applicant holds a valid California special education teaching credential based on a baccalaureate degree and a professional preparation program, including student teaching or the equivalent or a services credentials with a special class authorization listed in sections 80047 through 80047.9.
 - (3) For renewal of a Special Education Limited Assignment Teaching Permit, the employing agency may assist the applicant in submitting the following to the Commission:
 - (A) A completed Application for Credential Authorizing Public School Service (form 41-4, rev. 9/08) available on the Commission's website and hereby incorporated by reference, together with its related Instruction and Information Sheet (rev. 9/08) and Form 41-ECC (Explanation of Criminal Conviction or Pending Criminal Charge) (rev. 7/08).
 - (B) The fee as specified in Section 80487(a)(1).
 - (C) Verification of the completion of at least six semester units, or the equivalent quarter units, of course work required for issuance of the related credential.
 - (4) If an employing agency elects to request a Special Education Limited Assignment Teaching Permit, the employing agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.
 - (5) An individual may renew a Special Education Limited Assignment Teaching Permit in any one special education specialty area only twice during his or her lifetime.
 - (6) If an employing agency elects to request a Special Education Limited Assignment Teaching Permit, the employing agency must keep on file a written statement verifying consent of the teacher to serve on the Special Education Limited Assignment Teaching Permit.
- (c) Authorization:
- (1) A Special Education Limited Assignment Teaching Permit authorizes the same service as an Education Specialist Teaching Instruction Credential.
- (d) The Special Education Limited Assignment Teaching Permit shall be valid for one calendar year and expires one calendar year from the first day of the month immediately following the date of issuance but is limited to the expiration date of the prerequisite credential held.
- (1) A permit issued for less than one calendar year may be extended for the remainder of the calendar year as long as the prerequisite credential has been renewed. An application and fee as found in (b)(3)(A) and (B) must be submitted.

Verification of requirements as found in (b)(3)(C) are not required to extend the permit for the remainder of the calendar year.

Note: Authority cited: Sections 44225(d), (g), (l) and (q) and 44300, Education Code.
Reference: Sections 44225(b) and (e) and 44300, Education Code.

COMMISSION FOR TEACHER PREPARATION AND LICENSING

220 O STREET
SACRAMENTO 95814

November 30, 1982

82-8308

TO: All Individuals and Groups Interested in the Activities of
the Commission for Teacher Preparation and Licensing

FROM: John F. Brown, Executive Secretary

SUBJECT: Proposed Title 5 Regulations to Extend the Temporary County
Certificate (T.C.C.)

In accordance with Commission policy and administrative regulations, the above cited Title 5 Regulations are being distributed prior to a public hearing. The public hearing to adopt regulations to extend the temporary county certificate, pursuant to Chapter 471 of 1982, has been scheduled as follows:

Thursday, February 3, 1983
2:00 p.m.
Mansion Inn
16th & "H" Streets
Sacramento, California

Background

Existing law authorizes each California county board of education to issue a temporary county certificate (T.C.C.), valid for 120 school days, for the purpose of authorizing salary payments to certified employees whose credential applications are being processed. The applicant for a T.C.C. is required to make a statement under oath that he or she has duly filed an application and knows of no reason why the credential should not be issued. Under current law, these temporary county certificates are valid for a maximum of 120 school days and only until the credential or permit originally requested is either issued or denied by the Commission for Teacher Preparation and Licensing.

Assembly Bill 2390 (Chapter 471 of 1982) will, on January 1, 1983, authorize the temporary county certificate to be extended once for a period of not more than 60 school days due to delays in processing a credential application, except when the Commission certifies in writing that the applicant does not possess adequate academic qualifications or apparently has a criminal record which would disqualify the application. Chapter 471 specifies that failure of the Commission to so certify shall be construed to mean that the applicant possesses adequate qualifications and does not have a criminal record which would disqualify the application.

Proposed Regulations

Proposed regulation Section 80441 is necessary for the purposes and reasons cited below.

- Subsection (a) requires the agency submitting applications to identify those applications that are for individuals serving on a temporary county certificate (T.C.C.). This information is essential in order for the Commission to provide notification of the status of an application to the employers of T.C.C. holders prior to the 120 day expiration date of the T.C.C.
- Subsection (b) describes the means by which the Commission is obligated to provide information to the appropriate county superintendent of schools as to the status of applications for individuals serving on a temporary county certificate.
- Subsection (c) requires the county superintendent of schools office to provide the Commission with a listing of all applicants serving on a T.C.C. While it is anticipated that almost all information provided by the Commission to county superintendents will be based on procedures cited in subsections (a) & (b), there will be some applicants who will fall within the provisions of subsection (c). This population would include many of those applications the Commission would not identify as belonging to T.C.C. holders because the application was filed through an Institution of Higher Education, Local Education Agency or submitted directly to the Commission office. The Commission cannot guarantee the county will get a report on the status of these applications without the information provided by the listing in subsection (c).

The information required by subsection (c) is essential in order for the Commission to provide notification of the status of an application to the employers of T.C.C. holders prior to the 120 day expiration date of the T.C.C.

- Subsection (d) clarifies the conditions in which the T.C.C. may be extended once for not more than 60 school days. Subsection (d) (2) makes clear the responsibility of the Commission to respond quickly to the listing of applicants serving on a T.C.C. specified in subsection (c). The absence of a response from the Commission to the listing of applicants authorizes the extension of the T.C.C. for sixty (60) days or until the response is received by the county superintendent of schools.

Please feel free to duplicate and distribute these proposed Title 5 Regulations to anyone you believe might be interested in responding.

If you wish to make a presentation regarding the above to the Commission, please bring 30 copies of your material for distribution to the Commissioners and staff. If you can provide your statement to the Commission office 15 days before the public hearing, sufficient copies of the material will be duplicated

and distributed for Commission and staff use. We would also appreciate a call to the Commission office if you plan to make a presentation in order to schedule sufficient time on the agenda for people who wish to address the Commission.

If you do not want to make a presentation or submit a statement regarding the proposed Title 5 regulations, you can reply on the Response Form found on the last page.

PROPOSED TITLE 5 REGULATIONS

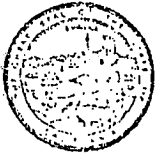
80441 Notification to the Employers of Temporary County Certificate (T.C.C.) Holders

- (a) It is the intent of Education Code Section 44332 that the Commission provide notification of the status of an application for a credential, certificate, or permit to the employers of temporary county certificate holders prior to the 120 day expiration date of the T.C.C. In order for the Commission to provide such notification the school district or county superintendent of schools office shall specify T.C.C. and the expiration date of the T.C.C. in the space provided on the application form when the application is filed with them.
- (b) The Commission will provide the following information on the status of an application for a credential, certificate, or permit to the appropriate county superintendent of schools office:
- (1) notification that a credential, certificate or permit document has been issued;
 - (2) notification that all requirements, for each credential, certificate, or permit have been met and the appropriate document will be issued;
 - (3) notification that all requirements for the credential, certificate, or permit have been met except that the fingerprint cards, required by Education Code Sections 44340 and 44341, have not been processed and returned by the California Department of Justice and/or the Federal Bureau of Investigation;
 - (4) notification that an application has been returned for additional information;
 - (5) notification that an application has been denied.
- (c) The county superintendent of schools shall provide the Commission with a listing of all applicants serving on a T.C.C. for whom notification, pursuant to subsection (b), has not been received as of ten (10) school days prior to the expiration date of the T.C.C. This listing shall be forwarded to the Commission immediately and shall include all of the following information for each applicant:
- (1) the full name;
 - (2) the social security number;

- (3) the birthdate;
 - (4) the type of credential, certificate, or permit for which application was made, when available;
 - (5) the date of filing of the application, when available;
 - (6) the date the application was submitted to the Commission, when available;
 - (7) the effective date of the temporary county certificate;
 - (8) the expiration date of the temporary county certificate.
- (d) The temporary county certificate may be extended once for a period of not more than sixty (60) school days for applicants for a credential, certificate, or permit when one of the following conditions exist:
- (1) The county superintendent of schools has been notified that all requirements for the credential, certificate or permit have been met pursuant to subsections (b)(2) or (c);
 - (2) The county superintendent of schools has provided the listing pursuant to subsection (c) and has not received a response from the Commission as of the expiration date of the T.C.C.

NOTE: Authority cited: Section 44225(b), Education Code.
Reference: Section 44332, Education Code.

COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET
SACRAMENTO, CALIFORNIA 95814

OFFICE OF THE EXECUTIVE SECRETARY

Section(s) 80441RESPONSE TO ATTACHED TITLE 5 REGULATIONS

So that the Commission for Teacher Preparation and Licensing can more clearly estimate the general field response to the attached Title 5 Regulations which are coming up for Public Hearing, please return this response to the Commission Office at the above address by January 21, 1982 in order that the material can be presented at the February 3, 1982 Commission meeting.

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 side of this sheet.)
3. Personal opinion of the undersigned only.
- Organizational opinion. (Please specify) _____
4. I shall be at the Public Hearing, place my name on the list for making a presentation to the Commission.
- No, I will not make a presentation to the Commission at the Public Hearing.

Date _____

(Print or type name)

Title: _____

Representing: _____

(Circle One: School District, College, University, Professional Organization, Private Citizen, Other)

COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET
SACRAMENTO 95814
(916)445-0184



December 29, 1982

82-8314

TO: All Individuals and Groups Interested in the Activities
of the Commission for Teacher Preparation and Licensing

FROM: John F. Brown, Executive Secretary

SUBJECT: Proposed Title 5 Regulations: Official Transcripts

In accordance with Commission Policy and Administrative Regulations, the above cited Title 5 Regulations are being distributed prior to a public hearing. The public hearing to adopt regulations for Official Transcripts has been scheduled as follows:

Thursday, March 3, 1982
Capitol Plaza Holiday Inn
300 J Street
Sacramento, California 95814
2:15 p.m.

Background

The specific purpose for establishing this regulation is to avoid the possibility of an applicant obtaining a credential, certificate, or permit on the basis of information taken from an altered or fraudulent transcript. An official transcript, as defined in proposed section 80435(e), is one that bears the signature in ink of the registrar and/or the impressed seal of the institution. It is much more difficult to make undetectable alterations on an official transcript than it is to make them on photocopies and student copies of the same transcript. A secondary reason for establishing this regulation is to emphasize for our constituent agencies and to the public that the standards that have been established by law and regulation are to be strictly observed and that the Commission expects verification of meeting those standards, by means of official transcripts, to be accurate.

While considering and writing these regulations, the Commission contacted a number of people and groups for advice. The question of whether or not to request official transcripts was first put to the Certification Officers and Technicians in the Commission office who overwhelmingly supported the idea. It was then discussed with the 200 members of the Credential Counselors and Analysts of California organization at their annual conference in October, 1981; with the county personnel directors at their meeting in May, 1982; and with the 500 participants of the eight annual credential workshops held by the Commission office throughout the state in April and May, 1982. In addition, a questionnaire was sent to all colleges with Commission-approved programs, all county offices of education, and 318 district superintendents of schools. The results of these discussions and the responses to the questionnaire are reflected in the proposed regulation.

Proposed section 80435 clarifies the purpose of the regulation and sets an implementation date of July 1, 1983; establishes procedures for ensuring that the Commission or one of its constituent agencies will receive or review the official transcript; requires applicants applying directly to the Commission to submit official transcripts; and defines the term "official transcript".

Proposed Adoption

80435. OFFICIAL TRANSCRIPT.

- (a) For purposes of authenticity and legibility, official transcripts or verification-of-true-copy will be required with each application, for a credential, certificate or permit, submitted on and after July 1, 1983;
- (b) California colleges with approved programs, school districts, county offices, and other state agencies shall meet this requirement either by submitting official transcripts with the application or by verification of the copy as a true-copy of the official transcripts by one of the following means:
 - (1) a recommendation by the college for the credential;
 - (2) a statement submitted to the Commission, on a one-time basis, by the college, school district, county office or other state agency describing their internal procedure or policy verifying the authenticity of the transcript;
 - (3) a statement or stamp signed or initialed by the designated agency representative verifying each set of transcripts, that the copy is an authentic duplicate of the official transcript;
- (c) Applicants applying directly to the Commission, for a credential, certificate, or permit shall be required to submit official transcripts with the credential application;
- (d) Applications submitted with illegible transcripts, or submitted by colleges, school districts, county offices or other state agencies who have not met the requirements specified in Section (b) shall be returned to the sender for official transcripts;
- (e) An official transcript is defined as one that bears the signature in ink of the registrar and/or the impressed seal of the institution.

Note: Authority Cited: Section 44225, Education Code.
Reference: Section 44252, Education Code.

COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET
SACRAMENTO, CALIFORNIA 95814



OFFICE OF THE EXECUTIVE SECRETARY

Section(s) 80435

RESPONSE TO ATTACHED TITLE 5 REGULATIONS

So that the Commission for Teacher Preparation and Licensing can more clearly estimate the general field response to the attached Title 5 Regulations which are coming up for Public Hearing, please return this response to the Commission Office at the above address by February 19, 1982 in order that the material can be presented at the March 3, 1982 Commission meeting.

- 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 side of this sheet.)
- 3. Personal opinion of the undersigned only.
- Organizational opinion. (Please specify) _____
- 4. I shall be at the Public Hearing, place my name on the list for making a presentation to the Commission.
- No, I will not make a presentation to the Commission at the Public Hearing.

_____ Date _____
(Print or type name)

Title: _____

Representing: _____
(Circle One: School District, College, University, Professional Organization, Private Citizen, Other)

COMMISSION ON TEACHER CREDENTIALING

20 O STREET
SACRAMENTO, CALIFORNIA 95814
916/445-0184

83-8415



OFFICE OF THE EXECUTIVE SECRETARY
3 November 1983

TO: All Individuals and Groups Interested in the Activities of
the Commission on Teacher Credentialing
FROM: John F. Brown, Executive Secretary
SUBJECT: Title 5 Regulations for the One-Time-Only Sixty Day
Extension of the Temporary County Certificate

Chapter 471, Statutes of 1982, authorized county offices to extend the 120 day period of a Temporary County Certificate once for a period of not more than sixty (60) days under certain conditions. The Commission approved Title 5 regulations (Section 80441) on February 3, 1983 that specify the functions that the Commission, the county office, and the employing school district will need to perform to implement Chapter 471 effectively. Title 5 Section 80441, shown on the reverse side, became effective on October 27, 1983 and is designed to fulfill the following purposes:

1. Subsection (a) describes the responsibility of the district or county superintendent of schools office to specify T.C.C. and the expiration date of the T.C.C. (as illustrated) in the space provided in the right hand bottom corner of the application form. This information will enable the Commission staff to act expeditiously on all applications that have a pending T.C.C. expiration;
2. Subsection (b) describes the responsibilities of the Commission to provide information on the status of an application for a credential to the appropriate county superintendent of schools before the expiration of the 120 day period of the T.C.C.; and
3. Subsection (c) describes the responsibilities of each county superintendent of schools to provide the Commission with specific information ten school days prior to the expiration date of the T.C.C. This information enables the Commission staff to identify and report on the status of all T.C.C. applications (including those not previously identified as noted in section a) before the T.C.C. Expires.

(Lower right corner 41-4)

T.C.C. expiration date 3-24-84
for institution and Licensing Branch use
Return to:

The procedures outlined in the above three Title 5 subsections have been in operation since last February on an informal basis. Thanks to the excellent staff work at the district and county level these procedures worked well during the past six months. There are some continuing problems in situations where an individual has difficulty in getting a readable set of fingerprint cards. In those isolated (but very frustrating) cases the decision to extend beyond the 120 day period the T.C.C. rests with the employing agency.

For more information on the implementation of these regulations see Handbook pages XI-A-7 to XI-A-8a. On page XI-A-8a is the form for you to use when submitting a list. We ask that districts coordinate with their counties before submitting a list so we do not process duplicate lists.

Any questions regarding this section of the regulations or its implementation can be directed to our Information Services Offices at 916/445-7254 between 12:30 and 4:30 P.M.

TITLE 5 REGULATIONS SECTION 80441

80441 Notification to the Employers of Temporary County Certificate (T.C.C.)
Holders

- (a) It is the intent of Education Code Section 44332 that the Commission provide notification of the status of an application for a credential, certificate, or permit to the employers of temporary county certificate holders prior to the 120 day expiration date of the T.C.C. In order for the Commission to provide such notification the school district or county superintendent of schools office shall specify T.C.C. and the expiration date of the T.C.C. in the space provided on the application form when the application is filed with them.
- (b) In situations where the statutory certifications of Education Code Section 44332 do not apply the Commission shall provide the following information on the status of an application for a credential, certificate, or permit to the appropriate county superintendent of schools office before the expiration of the 120 day period:
- (1) notification that a credential, certificate or permit document has been issued;
 - (2) notification that all requirements, for each credential, certificate, or permit have been met and the appropriate document will be issued;
 - (3) notification that all requirements for the credential, certificate, or permit have been met except that the fingerprint cards required by Education Code Section 44340 and 44341, have not been processed and returned by the California Department of Justice and/or the Federal Bureau of Investigation.
 - (4) notification that an application has been returned because application information initially required was not properly provided; or
 - (5) notification that an application has been denied.
- (c) The county superintendent of schools shall provide the Commission with a listing of all applicants serving on a T.C.C. for whom notification, pursuant to subsection (b), has not been received as of ten (10) school days prior to the expiration date of the T.C.C. This listing shall be forwarded to the Commission immediately and shall include all of the following information for each applicant:
- (1) the full name;
 - (2) the social security number;
 - (3) the birthdate;
 - (4) the type of credential, certificate, or permit for which application was made, when available;
 - (5) the date of filing of the application, when available;
 - (6) the date the application was submitted to the Commission, when available;
 - (7) the effective date of the temporary county certificate;
 - (8) the expiration date of the temporary county certificate.

NOTE: Authority cited: Section 44225(b), Education Code.
Reference: Section 44332, Education Code.

COMMISSION ON TEACHER CREDENTIALING

1812 9TH STREET
SACRAMENTO, CA 94244-2700

(916) 445-7254

OFFICE OF THE EXECUTIVE SECRETARY



86-8710

January 30, 1987

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

FROM: *Richard Mastain*
Richard K. Mastain, Executive Secretary

SUBJECT: California Administrative Code, Title 5 Regulations, to Clarify the Authorization of All Special Education Credentials (Sections 80046.5 - 80047.9) Effective 1-1-87

The attached Title 5 Regulations Sections 80046.5 to 80047.9, effective 1-1-87, are a result of a two year joint effort by the Commission on Teacher Credentialing with the great help of staff of the State Department of Education; Mrs. Jeannie King, representing the California Neurologically Handicapped Council; Mr. Claude Rashid, a program specialist; Dr. Alice Watkins, Chairperson of the Commission on Special Education (1985); Dr. Dick Stravelli, Director of Special Education in the Sacramento Unified School District; and Dr. William Wilson, Vice-President of the California Association of Professors of Special Education (1985), to clarify the authorizations of all special education credentials and make it easier for employers to make staffing decisions for special education classes. The credentials listed in these regulations include all credentials issued under prior credential statutes and current credential statutes, as well as accommodating credential program changes the Commission will be making for some specialized areas such as the seriously emotionally disturbed (80047.2) and the autistic (80047.4). We will notify you when program changes occur.

Prior to the full implementation of the Master Plan for Special Education, 1973 - 1979, there was a fairly direct relationship between the credentials the Commission issued (Learning Handicapped, Severely Handicapped, Communication Handicapped, Physically Handicapped and Visually Handicapped), the college programs approved by the Commission, and the delivery of services to individuals with exceptional needs in special education programs. Since the full implementation of the Master Plan for Special Education, the match between the credential authorization, the college program, and the public school program no longer exists.

In keeping with the requirement to place individuals with exceptional needs in the least restrictive environment, as mandated in the California Master Plan for Special Education and in Federal Statutes, students are placed in educational programs according to need as determined by their Individualized Education Program (I.E.P.). The results of this practice is that individuals with different handicapping conditions may be served in the same special class. However, the majority of individuals in a given special class will, in most cases, be students with the same primary disability as defined in Title 34 of the Code of Federal Regulations. On the basis of the primary disability of the majority of pupils in a given class, these regulations specify the Ryan and Pre-Ryan credentials which authorize service in that special class. Section 80046.5 states that when there is conflict between the placement of a handicapped child on the basis of Sections 80047.1 - 80047.9 and the Individual Education Program, the I.E.P. will take precedence.

CALIFORNIA ADMINISTRATIVE CODE TITLE 5 REGULATIONS, SECTION 80046.5, 80047, 80047.1, 80047.2, 80047.3, 80047.4, 80047.5, 80047.6, 80047.7, 80047.8, 80047.9 - AUTHORIZATION OF ALL SPECIAL EDUCATION CREDENTIALS (EFFECTIVE 1-1-87)

80046.5 Handicapped Children With Specific Learning Disabilities Who May Be Served by Holders of Special Education Credentials

(a) The two criteria for determining the placement of handicapped children with specific learning disabilities who may be served by holders of Special Education Credentials are as follows:

- (1) The primary handicapping condition, as defined in Title 34 of the Code of Federal Regulations, of the majority of pupils within the special education class, and
- (2) The program placement recommendation contained within the Individualized Education Program

(b) When there is conflict between criteria (a)(1) and (a)(2), the recommendation contained in the Individualized Education Program will take precedence.

Authority Cited: Section 22, 44225, and 56342 of Education Code

Reference Cited: Sections 44265, 44265.5, 44343, 44349, 53640-56347 of the Education Code; 20 USC 1401(1)(15)

80047 Authorization for Special Class With Primary Disabilities: Specific Learning Disability or Mentally Retarded (Mild)

Holders of the listed credentials are authorized to teach handicapped children with specific learning disabilities in a special class in which the primary disability is "specific learning disability" as defined in subsection 300.5(b)(9) of Title 34 Code of Federal Regulations, Subpart A: or "mentally retarded" as defined in subsection 300.5(b)(4) of Title 34, Code of Federal Regulations; Subpart A.

- (a) Special Education Specialist Instruction Credential for the Learning Handicapped
- (b) Standard Teaching Credential with the Minor - Mentally Retarded
- (c) Restricted Special Education Credential - Educable Mentally Retarded
- (d) Limited Specialized Preparation Credential - Mentally Retarded
- (e) Special Secondary Credential - Mentally Retarded
- (f) Exceptional Children Credential - Mentally Retarded.

Authority Cited: Section 44224, Education Code

Reference Cited: Section 44265, 44343, Education Code; 20 USC 1401(1)(15)

80047.1 Authorization for Special Class With Primary Disability: Mentally Retarded (Severely)

Holders of the listed credentials are authorized to teach handicapped children with specific learning disabilities in a special class in which the primary disability is "mentally retarded" as defined in subsection 300.5(b)(4) of Title 34 Code of Federal Regulations, Subpart A:

- (a) Special Education Specialist Instruction Credential for the Severely Handicapped
- (b) Standard Teaching Credential with the Minor - Mentally Retarded
- (c) Restricted Special Education Credential - Trainable Mentally Retarded
- (d) Limited Specialized Preparation Credential - Mentally Retarded
- (e) Special Secondary Credential - Mentally Retarded
- (f) Exceptional Children Credential - Mentally Retarded.

Authority Cited: Section 44225, Education Code

Reference Cited: Sections 44265, 44343, Education Code; 20 USC 1401(1)(15)

80047.2 Authorization for Special Class With Primary Disability: Seriously Emotionally Disturbed

(a) Holders of the listed credentials are authorized to teach handicapped children with specific learning disabilities in a special class in which the primary disability is "seriously emotionally

disturbed" as defined in subsection 300.5(b)(8) of Title 34 Code of Federal Regulations, Subpart A:

(1) The Special Education Specialist Instruction Credential for the Severely Handicapped
(2) The special education credentials other than the Special Education Specialist Instruction Credential for the severely handicapped, listed in Sections 80047 and 80047.1, provided the following conditions have been met:

(A) The holder of the Special Education Credential has taught full-time for at least one year prior to September 1, 1988 in a special class in which the primary disability was seriously emotionally disturbed, and has completed either (i) or (ii) below:

(i) A Commission-approved program for the seriously emotionally disturbed authorization; or
(ii) Receives a favorable evaluation or recommendation to teach a special class with the primary disability, seriously emotionally disturbed, by the local employing agency.

(b) The holder of one of the special education credentials listed in Sections 80047 and 80047.1 who do not meet the requirements of (a) above shall be authorized to teach in a special class in which the primary disability is seriously emotionally disturbed provided the following requirement is met: Completion of a Commission-approved program for the seriously emotionally disturbed.

Authority Cited: Section 44225, Education Code

Reference Cited: Sections 44265, 44343, Education Code; 20 USC 1401(1)(15)

80047.3 Authorization for Special Class With Primary Disability: Multi-Handicapped
Holders of the listed credentials are authorized to teach handicapped children with specific learning disabilities in a special class in which the primary disability is "multi-handicapped" as defined in subsection 300.5(b)(5) of Title 34 Code of Federal Regulations, Subpart A:

- (a) Special Education Specialist Instruction Credential for the Severely Handicapped
- (b) Standard Teaching Credential with the Minor - Mentally Retarded
- (c) Restricted Special Education Credential - Trainable Mentally Retarded
- (d) Limited Specialized Preparation Credential - Mentally Retarded
- (e) Special Secondary Credential - Mentally Retarded
- (f) Exceptional Children Credential - Mentally Retarded
- (g) Special Education Specialist Instruction Credential for the Physically Handicapped
- (h) Standard Teaching Credential with the Minor - Orthopedically Handicapped, including Cerebral Palsied
- (i) Restricted Special Education Credential - Orthopedically Handicapped, including the Cerebral Palsied
- (j) Limited Specialized Preparation Credential - Orthopedically Handicapped, including the Cerebral Palsied
- (k) Exceptional Children Credential - Orthopedically Handicapped, including the Cerebral Palsied.

Authority Cited: Section 44225, Education Code

Reference Cited: Sections 44256, 44343, Education Code; 20 USC 1401(1)(15)

80047.4 Authorization for Special Class With Primary Disability: Other Health Impaired (Autistic)

(a) Holders of the below-cited credential are authorized to teach handicapped children with specific learning disabilities in a special class in which the primary disability is "other health impaired" as defined in subsection 300.5(b)(7)(1) (autistic) of Title 34 Code of Federal Regulations, Subpart A:

- (1) The Special Education Specialist Instruction Credential for the Severely Handicapped;
- (2) The Special Education Specialist Credential for the Communication Handicapped or the Clinical Rehabilitative Services Credential in Language, Speech and Hearing, with a Special Class Authorization, provided the following conditions have been met:

(A) The holder of one of these credentials has taught full-time for at least one year prior to September 1, 1988 and a special class in which the primary disability was other health impaired (autistic), and has completed either (i) or (ii) below:

(i) A Commission-approved program for the other health impaired (autistic) authorization; or
(ii) Received a favorable evaluation or recommendation to teach a special class with the primary disability, other health impaired (autistic), by the local employing agency.

(b) The holder of one of the special education credentials listed in Sections 80047 and 80047.1 who do not meet the requirements of (a) above shall be authorized to teach in a special class in which the primary disability is other health impaired (autistic) provided the following requirement is met: Completion of a Commission-approved program for the other health impaired (autistic).

Authority Cited: Section 44225, Education Code

Reference Cited: Sections 44265, 44343, Education Code; 20 USC 1401(1)(15)

80047.5 Authorization for Special Class With Primary Disability: Speech and Language Impaired

Holders of the listed credentials are authorized to teach handicapped children with special learning disabilities in a special class in which the primary disability is "speech and language impaired" as defined in subsection 300.5(b)(10) of Title 34 Code of Federal Regulations, Subpart A:

- (a) Special Education Specialist Instruction Credential for the Communication Handicapped
- (b) Clinical Rehabilitative Services Credential in Language, Speech and Hearing with the Special Class Authorization
- (c) Standard Teaching Credential with the Minor - Speech and Hearing Handicapped
- (d) Restricted Special Education Credential - Speech and Hearing Therapy
- (e) Limited Specialized Preparation Credential - Speech and Hearing Handicapped
- (f) Special Secondary Credential - Correction of Speech Defects
- (g) Exceptional Children Credential - Speech Correction and Lip Reading.

Authority Cited: Section 44225, Education Code

Reference Cited: Sections 44265, 44343, Education Code; 20 USC 1401(1)(15)

80047.6 Authorization for Special Class With Primary Disability: Deaf or Hard-of-Hearing

Holders of the listed credentials are authorized to teach handicapped children with specific learning disabilities in a special class in which the primary disability is "deaf" or "hard-of-hearing", as defined in subsections 300.5(b)(1) and 300.5(b)(3) of Title 34 Code of Federal Regulations, Subpart A:

- (a) Special Education Specialist Credential for the Communication Handicapped
- (b) Standard Teaching Credential with the Minor - Deaf and Severely Hard-of-Hearing
- (c) Restricted Special Education Credential - Deaf and Severely Hard-of-Hearing
- (d) Limited Specialized Preparation Credential - Deaf and Severely Hard-of-Hearing
- (e) Special Secondary Credential - Deaf
- (f) Special Secondary Credential - Lip Reading
- (g) Exceptional Children Credential - Deaf or Hard-of-Hearing.

Authority Cited: Section 44265, Education Code

Reference Cited: Section 44265, 44265.5(b), 44343, Education Code; 20 USC 1401(1)(15)

80047.7 Authorization for Special Class With Primary Disability: Deaf-Blind

Holders of the listed credentials are authorized to teach handicapped children with specific learning disabilities in a special class in which the primary disability is "deaf-blind" as defined in subsection 300.5(b)(2) of Title 34 Code of Federal Regulations, Subpart A:

- (a) Special Education Specialist Instruction Credential for the Communication Handicapped
- (b) Special Education Specialist Instruction Credential for the Visually Handicapped

- (c) Special Education Specialist Instruction Credential for the Severely Handicapped
- (d) Restricted Special Education - Deaf-Blind, and Severely Hard-of-Hearing.

Authority Cited: Section 44225, Education Code

Reference Cited: Sections 44265, 44265.5(a)(b), 44243, 44244, Education code; 20 USC 1401(1)(15)

- 80047.8 Authorization for Special Class With Primary Disability: Visually Handicapped**
Holders of the listed credentials are authorized to teach handicapped children with specific learning disabilities in a special class in which the primary disability is "visually handicapped" as defined in subsection 300.5(b)(11) of Title 34 Code of Federal Regulations, Subpart A:
- (a) Special Education Specialist Instruction Credential for the Visually Handicapped
 - (b) Special Education Specialist Instruction Credential for the Physically Handicapped that was issued prior to January 1, 1981, on the basis of completing a Commission-approved program in which the focus was the Visually Handicapped
 - (c) Standard Teaching Credential With the Minor - Visually Handicapped
 - (d) Restricted Special Education Credential - Visually Handicapped
 - (e) Limited Specialized Preparation Credential - Visually Handicapped
 - (f) Special Secondary Credential - Partially Sighted Child
 - (g) Special Secondary Credential - Blind
 - (h) Exceptional Children Credential - Visually Handicapped.

Authority Cited: Section 44225, Education Code

Reference Cited: Sections 44265, 44265.5(a), 44343, Education Code; 20 USC 1401(1)(15)

- 80047.9 Authorization for Special Class With Primary Disability: Orthopedically Impaired or Other Health Impaired (Having Limited Strength, Vitality or Alertness)**
Holders of the listed credentials are authorized to teach handicapped children with specific learning disabilities in a special class in which the primary disability is "orthopedically impaired", as defined in subsection 300.5(b)(6) of Title 34 Code of Federal Regulations Subpart A, or "other health impaired" as defined in subsection 300.5(b)(7)(ii) having limited strength, vitality or alertness, of Title 34 Code of Federal Regulations, Subpart A:
- (a) Special Education Specialist Instruction Credential for the Physically Handicapped
 - (b) Standard Teaching Credential with the Minor - Orthopedically Handicapped, including the Cerebral Palsied
 - (c) Restricted Special Education Credential - Orthopedically Handicapped, including the Cerebral Palsied
 - (d) Limited Specialized Preparation Credential - Orthopedically Handicapped, including the Cerebral Palsied
 - (e) Exceptional Children Credential - Orthopedically Handicapped, including the Cerebral Palsied.

Authority Cited: Section 44225, Education Code

Reference Cited: Sections 44265, 44265.5(c), 44343, Education Code; 20 USC 1401(1)(15)

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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Sacramento, California 94244-2700
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credentials@ctc.ca.gov



OFFICE OF THE EXECUTIVE DIRECTOR

Date: June 16, 2004 04-0004

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

From: Dr. Sam W. Swofford, Executive Director

Subject: Repeal of Title 5 of the California Code of Regulations sections 80032.3, 80058.2, 80466 and 80523.3

The Office of Administrative Law has approved the repeal of Title 5 of the California Code of Regulations sections 80032.2, 80058.2, 80466 and 80523.3 pertaining to special education coursework for the clear teaching credential, continuance and extension of service, teaching experience in lieu of professional preparation and administrative services experience. These sections will be repealed on July 1, 2004.

The rationale for repealing these sections follows:

Section 80032.2 Special Education Coursework for the Clear Teaching Credential

This section outlined the specific elements required for special education training for teachers and administrators. This section became effective on November 6, 1978. Senate Bill 2042 (Statutes of 1998, Chapter 548, Alpert-Mazzoni) changed the special education training in Education Code Section 44259 to be a requirement in both the preliminary and professional clear credentials and became a part of the standards approved by the Commission implementing SB 2042. The special education requirement has changed and is now included in the teacher preparation program standards.

Section 80058.2 Continuance and Extension of Service

This section of Title 5 became effective on November 29, 1978. The Education Code reference for this section is 44344. This section of the Education Code refers to the transition from the Standard credentials to the Ryan credentials. Consequently this section of Title 5 is obsolete. School districts continue to use the provisions of this section, which now are in conflict with AB 2859 (Statutes of 2002, Chapter 1069, Aroner), which requires all certificated staff to hold a credential issued by the Commission on Teacher Credentialing. If an audit finds that a teacher is serving without

a credential both the school district and the county office of education are subject to a fine. AB 2859 does not allow a lapse in a credential as provided for in this section.

Section 80466 Teaching Experience in Lieu of Professional Preparation

AB 877 (Statutes of 2000, Chapter 703, Scott) required that the Commission review standards from other states and determine if they are equivalent to the ones established by the Commission. The Commission has approved 37 states as equivalent states. If an individual completes a program in a state that has been determined to be equivalent, the Commission accepts that program even if student teaching was met through experience. Rather than the Commission staff determining if three years of teaching experience is equal to student teaching, Commission staff now relies solely upon the credentialing requirements from other states, consequently this section is no longer necessary

Section 80523.3 Administrative Services Experience

Commission staff no longer uses this section of Title 5. Institutions of higher education that offer Commission-accredited administrative services preparation programs now have the authority to determine whether experience is administrative in nature, rather than the Commission staff, consequently this section is no longer necessary.

If you have any questions, please contact the Commission's Information Services Unit toll-free at (888) 921-2682 or (916) 445-7254 between 12 noon and 4:45 p.m., weekdays or e-mail at credentials@ctc.ca.gov.

COMMISSION ON TEACHER CREDENTIALING

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



OFFICE OF THE EXECUTIVE DIRECTOR

November 14, 2006

06-0017

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

From: Dale A. Janssen,
Interim Executive Director

Subject: Senate Bill 1209 Changes in Professional Growth Requirements for Credential
Renewal

Senate Bill 1209 (Chapter 517, Statutes of 2006) was signed by the Governor on September 28, 2006. One of the provisions in the bill shifts the professional growth requirements from a state requirement for credential renewal to local employing agencies.

Beginning January 1, 2007, verification of professional growth requirements will no longer be a requirement for the renewal of professional clear credentials. This includes both the 150 clock hours of activities and the experience requirement. This change affects all teaching and service credentials, including the designated subjects teaching credentials, except Child Development Permits.

Because child development permits were not included in the provisions of the bill, professional growth requirements for renewal of child development permits will continue to be required to be submitted as part of the renewal process. Information about child development professional growth requirements may be found at the following link on the Commission's website: http://www.etc.ca.gov/credentials/manuals-handbooks/PG_Manual_ChildDev.pdf.

Currently, requirements for all professional clear credentials require that the documents have the same expiration dates. For example, if an individual held a professional clear multiple subject teaching credential and a pupil personnel services credential, the documents had the same expiration date. This will no longer be necessary after January 1, 2007. However, if a credential serves as a prerequisite for another credential, such as a single subject credential for an administrative services credential, the documents will continue to be 'tied' together with the same expiration dates. The Commission will be returning to the term 'clear' on credentials issued after January 1, 2007.

As a result of the changes outlined above, the Commission will no longer issue the two-year extension for individuals who did not complete their professional growth requirements.

Online Renewal Process

By January 1, 2007, the Commission's online renewal process will be changed to remove the need to verify professional growth requirements for all types of credentials except the child development permits (Teacher, Master Teacher, Site Supervisor, and Program Director).

Questions

For further questions about professional growth, contact the Commission's Information Services Unit at 1-888-921-2682, Monday through Friday between 1:00 PM to 4:45 PM or by email at credentials@ctc.ca.gov.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814-7000
(916)445-7254



97-9703

DATE: February 14, 1997

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

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

SUBJECT: Proposed Amendments of Sections 80023, 80024.3, 80046.5, 80047, 80047.1, 80047.2, 80047.3, 80047.4, 80047.5, 80047.6, 80047.7, 80047.8, 80047.9, and 80048.2 and Proposed Addition of Sections 80024.3.2, 80048.3, 80048.4, 80048.5, and 80048.6 of Title 5, California Code of Regulations, Pertaining to Special Education

NOTICE OF PUBLIC HEARING IS HEREBY GIVEN:

In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulations is attached. The added text is underlined, while the ~~deleted~~ is lined-through. The public hearing is scheduled on:

April 3, 1997
1:30
Hilton Hotel
2200 Harvard Street
Sacramento, California

STATEMENT OF REASONS

The proposed regulations will do the following:

- update special education authorizations to more closely match current practice and needs found in California public schools;
- remove the basic (prerequisite) teaching credential requirement from the special education teaching credentials, yet retain those requirements that would assist the special education teacher to integrate students into general education classes;
- incorporate resource specialist competencies into all basic special education preparation programs;
- establish a professional level II component that includes some advanced level training and on-the-job support beyond that of an entry-level teacher; and
- require institutions and employers to work with teachers to develop individualized preparation program plans as part of the professional clear Level II component;
- offer more alternative ways to qualify for initial emergency special education teaching permits;
- create an early childhood special education authorization to complement the mandates in federal and state law;
- incorporate special education terms consistent with those used in federal regulation.

Proposed Changes

The proposed amendments and additions to the special education regulations are based on the recommendations from task forces and advisory panels working with the Commission since 1989. The regulations will make major changes to the special education credentialing structure while continuing to meet state and federal mandates for serving students with disabilities. These changes include updating special education authorizations to meet the current needs and practices found in California public schools, re-structuring the regulations to help alleviate the special education teacher shortage, including a professional level preparation for special education teachers, and establishing an early childhood special education authorization. These changes are discussed below.

** Specific changes are outlined in detail on the side column of the attached text of the regulations.

Updating Authorizations to Current Needs and Practice in Schools

For some years it has been apparent that the authorizations of current special education credentials do not meet the needs and practices of California schools. This has been due, in part, to the placement of special education children based on the results of their Individual Education Plans (IEPs) as opposed to "fitting" them into the available programs. This disconnection between needs and credentials is also exemplified by both the need for early intervention for pre-kindergarten children with disabilities and the increased focus on including children with special needs in regular education programs.

Under the current structure, employers and IEP teams are often forced, out of necessity, to choose one disability category over another when determining student placement under either the Learning Handicapped or Severely Handicapped authorizations. However, many students with disabilities have needs that cross these categories. The recommendation to establish the Mild/Moderate Disabilities and Moderate/Severe Disabilities authorizations acknowledges the diverse group of learners served by the public school special education programs and allows the IEP team to recommend the most appropriate placement for each child.

Re-structuring of the Authorized Age Range/Grades

All current special education credentials authorize service in preschool, grades kindergarten, first through twelfth and in adult programs. However, credential programs focus on the school-age population rather than the need for services available to young children who are developmentally delayed or who have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay. These proposed regulations will establish an Early Childhood Special Education authorization for children from birth through pre-kindergarten that will parallel the Mild/Moderate Disabilities and Moderate/Severe Disabilities authorizations. The Mild/Moderate Disabilities and Moderate/Severe Disabilities authorizations will be restricted to grades kindergarten, grades 1 through 12, and classes organized primarily for adults.

The authorizations for service in the "low incidence disabilities" (defined as visually impaired, deaf and hard-of-hearing, deaf-blind, and orthopedically handicapped) will remain the same as under the current structure: preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults. The needs of students with low incidence disabilities or "sensory impairments" are specialized and unique, and require early access to teachers with specialized preparation.

Eliminating the Prerequisite Credential

The current special education credential requires that an individual also hold a prerequisite teaching credential for the general classroom. The prerequisite credential requirement means the individual interested in teaching special education children must first complete a year-long professional program, including student teaching, in general education before completing another year or more of preparation for the specialist credential. This commitment of time and resources results in many individuals leaving the field before reaching their special education credential goal. By eliminating the prerequisite credential, yet retaining important components of the general education preparation, the proposed regulations will induce more individuals into the field while providing a more realistic training sequence.

Data from the Commission and the California Department of Education over the last ten years confirms that there is a severe shortage of special education teachers in California. During the 1994-95 school year, nearly 5,000 less-than-fully-qualified teachers were working in special education settings in the public schools on emergency permits and waivers. In the same year, new Special Education Specialist Credentials were issued to only 2,176 fully prepared and qualified teachers. It is reasonable to expect that this trend will continue, given the continued growth in special education enrollments in the public schools unless some changes are made. Elimination of the prerequisite credential and new teacher support discussed below would aid in relieving the shortage.

Infusing Resource Specialist Competencies in New Credentials

All the proposed special education credentials will include the resource specialist competencies and authorization so a separate certificate will not be needed as with the current Resource Specialist Certificate of Competence. The new credentials will authorize individuals to provide instruction and services to special education students both in a special day class and on a pull-out basis with students who are assigned to general classrooms. This change will not affect the validity of existing resource specialist certificates.

Including General Education Component

The Commission and its advisory panels agreed that eliminating the prerequisite credential meant there must be non-special education components in the proposed special education structure. The federal legislative mandate for "least restrictive environment" calls for states to consider different ways of accommodating the needs of all students. With special education students often placed in general education classrooms, special education teachers must be able to support this process, by collaborating with the general classroom teacher and by integrating the core curriculum into the special education studies to prepare these students for the general education setting.

In order for special education teachers to understand and work within the methodology and curriculum of the general education classroom, competencies have been incorporated into the proposed special education structure to meet this need. Some of the requirements are statutory requirements for all teaching credentials and must be included. Others, required for the Multiple and Single Subject Teaching Credentials, are believed to be beneficial to both teachers of special education and general education students.

Supporting New Teachers within Professional Level II Preparation

Based on the information provided by the Beginning Teacher Support and Assessment (BTSA) Program, one of the main reasons newly trained teachers leave the profession is lack of support once they are in their own classroom. Level I preparation program would include courses and experiences that emphasize the skills and knowledge needed by all special educators, and a cross section of unique competencies needed to serve students with specific disabilities authorized by the credential. The collaboration of employers and institutions of higher education in the development of individualized preparation program under professional Level II along with elimination of the general education credential will encourage larger numbers of individuals to pursue and continue their careers in special education. As part of Level II requirements, teachers will need to have at least two years of successful special education experience while holding the preliminary Level I Credential.

The proposed requirements for the professional clear Level II Education Specialist Instruction Credential are designed to provide advanced skills and knowledge for the new educator. The professional level preparation includes an individualized preparation program plan including university coursework and an option to satisfy a quarter of the program with alternative training. The individualized preparation program plan will be developed in collaboration with the teacher, the approved institution and the employer. This will give the educators an opportunity to discuss their needs and goals with individuals who have expertise in the field of special education. The current professional growth requirements will continue to be required for renewal of the professional clear Level II credential.

Expanding Options for the Emergency Permit

Under the existing structure, only individuals who have passed the California Basic Educational Skills Test (CBEST), and have either 1) a valid California teaching credential requiring a baccalaureate degree and a professional preparation program, including student teaching, or 2) an out-of-state special education credential requiring a baccalaureate degree are eligible for an emergency special education permit. Because of the shortage of special education teachers, the number of those eligible for the current emergency permit are insufficient so many employers are forced to seek waivers of special education credential. Maintaining only these two options in the proposed structure would ignore two valid sources of prospective special education teachers. One source is among paraprofessionals who have at least three years of successful experience in the special education classroom and have completed a baccalaureate degree and passed the CBEST. These individuals have practical experience working with children with disabilities in a learning environment. They are familiar with the curriculum, the learning processes, and the other unique needs of these students. The other source of potential educators are those individuals who have baccalaureate degrees, have passed the CBEST, and have completed at least nine semester units either in special education or in a combination of special education and general teacher education coursework. The new regulations will allow individuals enrolled in a special education program to be placed in the classroom while completing their credential requirements, similar to those seeking general education teaching credentials.

Establishing an Early Childhood Special Education Authorization

California Department of Education special education enrollment data for 1996 show that 63,727 children from birth to age 5 were served in special education programs across the state. As service demands for young children continue to grow and California implements the federal law under Public Law 99-457, Part H, the need for qualified early childhood special education teachers and a more appropriate and flexible credentialing system will continue to grow.

The existing Ryan credential structure does not provide adequate preparation for special education teachers to work with children under the age of five. The curricula and service delivery practices used in early childhood special education are qualitatively different from those used in general early childhood programs and from those used in school age programs. Obtaining the Early Childhood Special Education authorization will give individuals the appropriate experience and an understanding of the unique needs of these young children and their families.

DOCUMENTS RELIED UPON IN PREPARING REGULATIONS

A Study of Competencies Needed by Beginning Special Education Teachers, 1991

A Report of the Special Education Competency Study Advisory Committee

Report of the Public Forums on Results of the Special Education Competency Study and Draft Recommendations

Recommendations of the Collaborative Task Force to Restructure Special Education Credentials, August and December 1992

Individuals with Disabilities Education Act (IDEA) 20 USC Chapter 33 (PL 94-142)

Individuals with Disabilities Education Act (IDEA) Part B Regulations (34 CFR Parts 300 and 301)

California Department of Education Special Education Enrollment Data, April 1996 including cumulative data from 1987 to 1996.

Collaborative Task Force to Restructure Special Education Credentials, presented to the Commission in August, 1992

Public Comment on the Recommendations of the Collaborative Task Force to Restructure Special Education Credentials, January 1993

A Special Report on Special Education Personnel Preparation and Credentialing for the 1990s--Ad Hoc Committee on Special Education Personnel Availability, February 1990

Staff Analysis of the Recommendations of the Advisory Panel on Ways to Streamline the Credentialing System, October 1992

Statistical Reports from the Credential Automation System

IHE Tuition

List of Commission-Approved Special Education and Clinical Rehabilitative Services Credential Programs in California

Success for Beginning Teachers -- The California New Teacher Project, Commission on Teacher Credentialing and California Department of Education, 1988-92, 1992

Report on the Implementation of the Beginning Teacher Support and Assessment Program (1992-94), Commission on Teacher Credentialing and California Department of Education, December 1994

Winners All: A Call For Inclusive Schools (1992), National Association of State Boards of Education

Early Childhood Special Education Competencies (2/21/94) Division for Early Childhood (DEC), Council for Exceptional Children

Final Report California Early Intervention Personnel Model, Personnel Standards, and Personnel Preparation Plan, February 1990

DOCUMENTS INCORPORATED BY REFERENCE

None.

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 April 2, 1997.

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.

SUBMISSION OF WRITTEN COMMENTS

A response form is attached for your use when submitting written comments to the Commission. Please send it to the Commission at 1812 9th Street, Sacramento, CA 95814-7000, so it is received at least one day prior to the date of the public hearing,

PUBLIC HEARING

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda. Please contact the Executive Director's office at (916)445-0184 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 twenty-five copies. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

MODIFICATION OF PROPOSED ACTIONS

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 Marie Schrup at (916)327-2966. 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 on which this proposal is based is available for inspection and copying.

Attachments

PROPOSED TITLE 5 REGULATIONS: SPECIAL EDUCATION

80023. Types of Emergency Permits.

The following types of emergency permits are governed by the provisions of Sections 80023.1 through 80026.6, except 80025.

- (a) Emergency Multiple Subject Teaching Permit.
- (b) Emergency Multiple Subject Teaching Permit with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis.
- (c) Emergency Multiple Subject Teaching Permit with a Crosscultural, Language and Academic Development (CLAD) Emphasis.
- (d) Emergency Single Subject Teaching Permit with an authorization to teach one or more of the subjects identified in Education Code Section 44282.
- (e) Emergency Single Subject Teaching Permit with a Bilingual, Crosscultural Language and Academic Development (BCLAD) Emphasis with an authority to teach one or more subjects identified in Education Code Section 44282.
- (f) Emergency Single Subject Teaching Permit with a Crosscultural, Language and Academic Development (CLAD) Emphasis with an authority to teach one or more subjects identified in Education Code Section 44282.
- (g) Emergency Specialist Instruction Permit for Teaching the Learning Handicapped.
- (h) Emergency Specialist Instruction Permit for Teaching the Severely Handicapped.
- (i) Emergency Specialist Instruction Permit for Teaching the Physically Handicapped.
- (j) Emergency Specialist Instruction Permit for Teaching the Communication Handicapped.
- (k) Emergency Specialist Instruction Permit for Teaching the Visually Handicapped.
- (l) Emergency Resource Specialist Permit.
- (m) Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing
- (n) Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, including the Special Class Authorization.
- (o) Emergency Library Media Teacher Services Permit.
- (p) Emergency Bilingual, Crosscultural, Language and Academic Development (BCLAD) Permit.
- (q) Emergency Crosscultural, Language and Academic Development (CLAD) Permit.
- (r) Emergency Education Specialist Instruction Permit: Mild/Moderate Disabilities.
- (s) Emergency Education Specialist Instruction Permit: Moderate/Severe Disabilities.
- (t) Emergency Education Specialist Instruction Permit: Physical and Health Impairments.
- (u) Emergency Education Specialist Instruction Permit: Deaf and Hard-of-Hearing.
- (v) Emergency Education Specialist Instruction Permit: Visual Impairments.
- (w) Emergency Education Specialist Instruction Permit: Early Childhood Special Education.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), 44265, and 44300 Education Code.

The names of the new Emergency Education Specialist Instruction Permit categories have been added to the list of emergency permits that may be issued by the Commission.

80024.3 Emergency Specialist Instruction Permits for Teaching the Learning Handicapped, the Severely Handicapped, the Physically Handicapped, the Communication Handicapped, or the Visually Handicapped.

- (a) Requirements for the initial issuance of an Emergency Specialist Instruction Permit for Teaching the Learning Handicapped, the Severely Handicapped, the Physically Handicapped, the Communication Handicapped, or the Visually Handicapped include all of the following:
- (1) The applicant and the employing agency must meet the general requirements specified in Section 80023.2.
 - (2) Either (A) or (B) below:
 - (A) The applicant must possess a valid California teaching credential requiring a baccalaureate degree and a professional preparation program, including student teaching, or
 - (B) The applicant must possess or show eligibility for an out-of-state credential in Special Education requiring a baccalaureate degree, and have completed a program approved by the responsible state licensing agency at a regionally accredited institution.
 - (3) The applicant must demonstrate intent to enroll in a Commission-approved program for the appropriate Special Education Specialist Instruction Credential or the basic teaching credential within the valid period of the emergency permit.
 - (4) ~~Emergency Specialist Instruction Permits for teaching the Communication Handicapped and Visually Handicapped shall not be issued initially after June 30, 2000~~ June 30, 1998.
- (b) To renew an Emergency Specialist Instruction Permit for Teaching the Learning Handicapped, the Severely Handicapped, the Physically Handicapped, the Communication Handicapped, or the Visually Handicapped the applicant and the employing agency must meet the requirements for renewal of emergency permits specified in Section 80026.6.
- (1) Emergency Specialist Instruction Permits shall not be renewed after June 30, 2001.
- (c) **Authorization:** An Emergency Specialist Instruction Permit authorizes the same service as the Specialist Instruction Credential in the authorized field(s) listed on the permit.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

The amendments in this section will aid in the transition to the new special education structure. Holders of the current emergency permits are enrolled in the present credential programs and need time to complete this while they continue teaching.

(a)(4): Initial emergency permits in the current categories will be issued only until 6-30-98. After that date, new applicants must qualify under the proposed emergency permit regulations.

(b)(1): Emergency permits in the current categories will be renewed until 6-30-2001. This will give individuals at least 2 years to satisfy all of the current credential requirements. IHEs will not be able to recommend candidates for the current Ryan credentials after that date. If an individual is unable to complete the program by then, they may qualify for a proposed emergency permit.

<p>80024.3.2 Emergency Education Specialist Instruction Permits.</p> <p>(a) Requirements for the initial issuance of an Emergency Education Specialist Instruction Permit in the areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard-of-Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education include all of the following:</p> <p>(1) The applicant and the employing agency must meet the general requirements specified in Section 80023.2.</p> <p>(2) In addition, the applicant must meet (A), (B), (C) or (D) below:</p> <p>(A) must possess a valid California teaching credential requiring a baccalaureate degree and a professional preparation program, including student teaching, or</p> <p>(B) must possess or show eligibility for an out-of-state credential in special education requiring a baccalaureate degree, and have completed a program approved by the responsible state licensing agency at a regionally accredited institution, or</p> <p>(C) must verify a minimum of three years of successful full time classroom experience, or the equivalent in part-time experience, working with special education students in a public or state certified nonpublic school with students in the age range of the authorization being requested, or</p> <p>(D) must verify a minimum of nine semester units of coursework with a grade of "C" or better in special education or in a combination of special education and regular education that are appropriate to a special education or regular education teaching credential.</p> <p>(3) The applicant must demonstrate intent to enroll in a program accredited by the Committee on Accreditation for the appropriate Education Specialist Instruction Credential within the valid period of the emergency permit.</p>	<p>This section outlines the emergency permit requirements under the new special education credential structure.</p> <p>(a)(1): Refers to the current, general requirements: BA & CBEST.</p> <p>(a)(2): The third requirement may be satisfied by any 1 of 4 options.</p> <p>(a)(2)(A) & (B): These are the current options for obtaining an emergency permit;</p> <p>(a)(2)(C) & (D): These are new options. In light of the special education teacher shortage, option (C) is designed to encourage special education paraprofessionals to further their careers. Option (D) proposes that nine units of regular and/or special education coursework be required for an initial emergency permit. This is consistent with the number of subject matter units required for an Emergency Single Subject.</p> <p>(a)(3): As under the current structure, the individual must show intent to enroll in the appropriate new special education program.</p>
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<p>(b) <u>To renew an Emergency Specialist Instruction Permit in the areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard-of-Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education, the applicant and the employing agency must meet the requirements for renewal of emergency permits specified in 80026.6.</u></p> <p>(1) <u>The applicant who completed a professional preparation program as described in Section 80048.3(b)(2) must complete at least six semester units of coursework toward completion of the requirements described in Section 80048.3(b)(4) through (8) in lieu of the requirements described in 80026.6 (a)(5)(A).</u></p> <p>(c) <u>Authorization: An Emergency Education Specialist Instruction Permit authorizes the same service as the Education Specialist Instruction Credential in the authorized field(s) listed on the permit.</u></p> <p>NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), 44265, 44300 and 44373 Education Code.</p>	<p>(b): Except for those in (1), applicants must verify enrollment in the program and completion of 6 semester units towards full certification.</p> <p>(b)(1): Out-of-state applicants who have completed a professional preparation program in one of the categories must work toward completing subject matter, reading, regular education pedagogy and experience, and US Constitution to renew their emergency.</p> <p>(c): The emergency authorizes the same service as the Level I & II credentials.</p>
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80046.5. ~~Handicapped Children With Specific Learning Disabilities Who May Be Served by Holders of Special Education Credentials~~ Credential Holders Authorized To Serve Children With Disabilities.

- (a) ~~The two criteria for determining the placement of handicapped Credentials holders who are authorized to serve children with specific learning disabilities who may be served by holders of special education credentials are as follows~~
- (1) ~~must possess a credential that authorizes teaching the primary disability~~ The primary handicapping condition, as defined in Title 34 of the Code of Federal Regulations, of the majority of pupils within the special education class, and as determined by
 - (2) ~~The program placement recommendation contained within the Individualized Education Program.~~
- (b) ~~When there is conflict between criteria (a)(1) and (a)(2), the recommendation contained in the Individualized Education Program will take precedence.~~

NOTE: Authority cited: Sections 22, 44225 and 56342, Education Code. Reference: Sections 44265, 44265.5, 44343, 44349 and 56340-56347, Education Code; and 20 USC 1401(1)(15). ~~(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11346.2(d); Register 86, No. 52).~~

The new wording is consistent with Federal Law and Part 30 of the Education Code, §56001(n) governing special education programs in California. This proposed change is intended to focus on the teachers and the Individualized Education Program (IEP).

80047. Authorization for Special Class With Primary Disabilities: Specific Learning Disability or Mentally Retarded Mental Retardation (Mild/Moderate).

Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning mild or moderate~~ disabilities in a special day class in which the primary disability is "specific learning disability" as defined in ~~subsection 300.5(b)(9) of Title 34 Code of Federal Regulations. Subpart A:~~ or "mentally retarded mental retardation" as defined in ~~subsection 300.5(b)(4) of Title 34 Code of Federal Regulations, Subpart A.~~

- (a) Education Specialist Instruction Credential: Mild/Moderate Disabilities
- ~~(a)(b)~~ Special Education Specialist Instruction Credential for the Learning Handicapped
- ~~(b)(c)~~ Standard Teaching Credential with the Minor--Mentally Retarded
- ~~(e)(d)~~ Restricted Special Education Credential--Educable Mentally Retarded
- ~~(d)(e)~~ Limited Specialized Preparation Credential--Mentally Retarded
- ~~(e)(f)~~ Special Secondary Credential--Mentally Retarded
- ~~(f)(g)~~ Exceptional Children Credential--Mentally Retarded

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(5) and (10); and 20 USC 1401(1)(15). (Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).

§80047-80047.9

The proposed changes to the terms in §80047 through 80047.9 are consistent with the current definitions in Federal regulation under the Individuals with Disabilities Act, Part B Regulations, 34 C.F.R. Part 300.7 (b).

The new credential names have been added under each disability category to guide employers, credential analysts, and others in the assignment of teachers.

For reading ease, specific reference to federal regulations has been moved to the NOTE at the end of each section.

§80047:
Mild/Moderate Disabilities is added as a credential category.

80047.1. Authorization for Special Class With Primary Disability: Mentally Retarded Mental Retardation (Moderate/Severely).

Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning~~ moderate or severe disabilities in a special day class in which the primary disability is "~~mentally retarded mental retardation~~" as defined in ~~subsection 300.5(b)(4)~~ of Title 34 Code of Federal Regulations, ~~Subpart A~~.

(a) Education Specialist Instruction Credential: Moderate/Severe Disabilities

~~(a)~~(b) Special Education Specialist Instruction Credential for the Severely Handicapped

~~(b)~~(c) Standard Teaching Credential with the Minor-Mentally Retarded

~~(e)~~(d) Restricted Special Education Credential--Trainable Mentally Retarded

~~(d)~~(e) Limited Specialized Preparation Credential--Mentally Retarded

~~(e)~~(f) Special Secondary Credential--Mentally Retarded

~~(f)~~(g) Exceptional Children Credential--Mentally Retarded

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(5); and 20 USC 1401(1)(15).

~~(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).~~

Moderate/Severe Disabilities has been added to this list of authorizations.

80047.2. Authorization for Special Class With Primary Disability: ~~Seriously Emotionally Disturbed Serious Emotional Disturbance.~~

(a) Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning disabilities~~ in a special day class in which the primary disability is "~~seriously emotionally disturbed serious emotional disturbance~~" as defined in ~~subsection 300.5(b)(8) of Title 34 Code of Federal Regulations, Subpart A:~~

(1) ~~Education Specialist Instruction Credential:~~
Mild/Moderate Disabilities

(2) ~~Education Specialist Instruction Credential:~~
Moderate/Severe Disabilities

~~(1)(3)~~ The Special Education Specialist Instruction Credential for the Severely Handicapped

~~(2)(4)~~ The special education credentials, other than the special education specialist instruction credential for the severely handicapped credentials in (1), (2), and (3) above, listed in Sections 80047 and 80047.1, provided the following conditions have been met:

(A) The holder of the special education credential has taught full-time for at least one year prior to September 1, 1991 in a special day class in which the primary disability was ~~seriously emotionally disturbed serious emotional disturbance~~, and

(B) Has received a favorable evaluation or recommendation to teach a special day class with the primary disability, ~~seriously emotionally disturbed of serious emotional disturbance~~, by the local employing agency.

(b) The holder of one of the special education credentials listed in Sections 80047 and 80047.1 who does not meet the requirements of (a) above shall be authorized to teach in a special day class in which the primary disability is ~~seriously emotionally disturbed serious emotional disturbance~~ provided the following requirement is met: Completion of a Commission-approved program for the ~~seriously emotionally disturbed children identified with serious emotional disturbance.~~

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(9); and 20 USC 1401(1)(15). (Filed 11-13-89; Register 89, No. 46).

Mild/Moderate and Moderate/Severe Disabilities have been added to the list of authorizations.

(a)(4): This has been retained because a number of teachers are still employed based on the "past experience" provision.

(b): This has also been retained so individuals employed under this provision will not be disenfranchised.

80047.3. Authorization for Special Class With Primary Disability: Multi-Handicapped Multiple Disabilities.

Holders of the listed credentials are authorized to teach handicapped children with specific learning disabilities in a special day class in which the primary disability is "multi-handicapped multiple disabilities" as defined in subsection 300.5(b)(5) of Title 34 Code of Federal Regulations, Subpart A:

- (a) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (b) Education Specialist Instruction Credential: Physical and Health Impairments
- (~~a~~)(c) Special Education Specialist Instruction Credential for the Severely Handicapped
- (~~b~~)(d) Standard Teaching Credential with the Minor-Mentally Retarded
- (~~e~~)(e) Restricted Special Education Credential--Trainable Mentally Retarded
- (~~d~~)(f) Limited Specialized Preparation Credential--Mentally Retarded
- (~~e~~)(g) Special Secondary Credential--Mentally Retarded
- (~~f~~)(h) Exceptional Children Credential--Mentally Retarded
- (~~g~~)(i) Special Education Specialist Instruction Credential for the Physically Handicapped
- (~~h~~)(j) Standard Teaching Credential with the Minor-Orthopedically Handicapped, including Cerebral Palsied
- (~~i~~)(k) Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (~~j~~)(l) Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (~~k~~)(m) Exceptional Children Credential--OrthopedicallyHandicapped, including the Cerebral Palsied

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(6); and 20 USC 1401(1)(15).
(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).

Moderate/Severe Disabilities and Physical and Health Impairments have been added.

80047.4. Authorization for Special Class With Primary Disability: ~~Other Health Impaired (Autistic) Autism.~~

(a) Holders of the ~~below-cited listed credentials~~ are authorized to teach handicapped children with ~~specific learning disabilities~~ in a special day class in which the primary disability is "~~other health impaired-autism~~" as defined in ~~subsection 300.5(b)(7)(1) (autistic)~~ of Title 34 Code of Federal Regulations, Subpart A:

(1) ~~Education Specialist Instruction Credential:~~
Moderate/Severe Disabilities

(2) ~~Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, with Special Class Authorization~~

~~(1)(3) The Special Education Specialist Instruction Credential for the Severely Handicapped:~~

~~(2)(4) The Special Education Specialist Credential for the Communication Handicapped or the Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, with a Special Class Authorization, provided the following conditions have been met:~~

(A) ~~The holder of one of these credentials has taught full-time for at least one year prior to September 1, 1988 in a special day class in which the primary disability was other health impaired (autistic) autism, and has completed either 1 or 2 below:~~

~~1. A Commission-approved program for the other health impaired (autistic) authorization;~~
~~or~~

~~2. Received a favorable evaluation or recommendation to teach a special day class with the primary disability, other health impaired (autistic), of autism by the local employing agency.~~

~~(b) The holder of one of the special education credentials listed in Sections 80047 and 80047.1 who do not meet the requirements of (a) above shall be authorized to teach in a special class in which the primary disability is other health impaired (autistic) provided the following requirement is met: Completion of a Commission-approved program for the other health impaired (autistic).~~

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(1); and 20 USC 1401(1)(15).

(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).

Moderate/Severe Disabilities has been added.

(a)(2) & (a)(4): Clinical or Rehabilitative Services Credential holders in Language, Speech and Hearing are trained to work with children who are autistic. The special class authorization makes this assignment appropriate. It is not necessary to require extra experience or training for these credential candidates as indicated under (a)(4).

(a)(4)(A)(1) & (b): No institution has sought approval for a program in autism, so reference to this option has been removed.

80047.5. Authorization for Special Class With Primary Disability: Speech and Language Impaired Impairment.

Holders of the listed credentials are authorized to teach ~~handicapped~~ children with ~~special learning~~ disabilities in a special day class in which the primary disability is "speech and language ~~impaired~~ impairment" as defined in ~~subsection 300.5(b)(10) of Title 34 Code of Federal Regulations, Subpart A:~~

- (a) Special Education Specialist Instruction Credential for the Communication Handicapped
- (b) Clinical or Rehabilitative Services Credential in Language, Speech and Hearing with the Special Class Authorization
- (c) Standard Teaching Credential with the Minor--Speech and Hearing Handicapped
- (d) Restricted Special Education Credential--Speech and Hearing Therapy
- (e) Limited Specialized Preparation Credential--Speech and Hearing Handicapped
- (f) Special Secondary Credential--Correction of Speech Defects
- (g) Exceptional Children Credential--Speech Correction and Lip Reading

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44268 and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(11); and 20 USC 1401(1)(15). (~~Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).~~

No addition is needed. The Clinical or Rehabilitative Services Credential will continue to be available after the proposed special education credential structure is implemented.

(b): The word "or" has been added to be consistent with Education Code §44268.

80047.6. Authorization for Special Class With Primary Disability: Deaf Deafness or Hard-of-Hearing Hearing Impairment.

Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning~~ disabilities in a special day class in which the primary disability is "~~deaf deafness~~" or "~~hard-of-hearing hearing impairment~~", as defined in ~~subsections 300.5(b)(1) and 300.5(b)(3)~~ of Title 34 Code of Federal Regulations, Subpart A:

- (a) ~~Education Specialist Instruction Credential: Deaf and Hard-of-Hearing~~
- (a)(b) Special Education Specialist Credential for the Communication Handicapped
- (b)(c) Standard Teaching Credential with the Minor--Deaf and Severely Hard-of-Hearing
- (e)(d) Restricted Special Education Credential--Deaf and Severely Hard-of-Hearing
- (d)(e) Limited Specialized Preparation Credential--Deaf and Severely Hard-of-Hearing
- (e)(f) Special Secondary Credential--Deaf
- (f)(g) Special Secondary Credential--Lip Reading
- (g)(h) Exceptional Children Credential--Deaf or Hard-of-Hearing

NOTE: Authority cited: Section ~~44265 44225~~, Education Code. Reference: Sections 44265, 44265.5(b) and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(3) and (4); and 20 USC 1401(1)(15). (~~Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52~~).

The Deaf and Hard-of-Hearing category has been added to the list of authorizations.

80047.7. Authorization for Special Class With Primary Disability: Deaf-Blindness.

Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning disabilities~~ in a special day class in which the primary disability is "deaf-blindness" as defined in ~~subsection 300.5(b)(2) of Title 34 Code of Federal Regulations, Subpart A:~~

- (a) Education Specialist Instruction Credential: Deaf and Hard-of-Hearing
- (b) Education Specialist Instruction Credential: Visual Impairments
- (c) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- ~~(a)~~(d) Special Education Specialist Instruction Credential for the Communication Handicapped
- ~~(b)~~(e) Special Education Specialist Instruction Credential for the Visually Handicapped
- ~~(e)~~(f) Special Education Specialist Instruction Credential for the Severely Handicapped
- ~~(d)~~(g) Restricted Special Education--Deaf-Blind, and Severely Hard-of-Hearing

NOTE: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.5(a)(b), 44243 and 44244 44343, Education Code; 34 C.F.R. Part 300.7 (b)(2); and 20 USC 1401(1)(15). ~~(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).~~

Deaf and Hard-of-Hearing, Visual Impairments, and Moderate/Severe Disabilities have been added.

80047.8. Authorization for Special Class With Primary Disability: Visually Handicapped Visual Impairment including Blindness.

Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning~~ disabilities in a special day class in which the primary disability is "~~visually handicapped visual impairment including blindness~~" as defined in subsection ~~300.5(b)(11)~~ of Title 34 Code of Federal Regulations, ~~Subpart A:~~

- (a) ~~Education Specialist Instruction Credential: Visual Impairments~~
- ~~(a)(b)~~ Special Education Specialist Instruction Credential for the Visually Handicapped
- ~~(b)(c)~~ Special Education Specialist Instruction Credential for the Physically Handicapped that was issued prior to January 1, 1981, on the basis of completing a Commission-approved program in which the focus was the Visually Handicapped
- ~~(e)(d)~~ Standard Teaching Credential With the Minor--Visually Handicapped
- ~~(d)(e)~~ Restricted Special Education Credential--Visually Handicapped
- ~~(e)(f)~~ Limited Specialized Preparation Credential--Visually Handicapped
- ~~(f)(g)~~ Special Secondary Credential--Partially Sighted Child
- ~~(g)(h)~~ Special Secondary Credential-Blind
- ~~(h)(i)~~ Exceptional Children Credential--Visually Handicapped

NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44265, 44265.5(a) and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(13); and 20 USC 1401(1)(15). ~~(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).~~

Visual Impairments has been added to the list of authorizations.

80047.9. Authorization for Special Class With Primary Disability: Orthopedically Impaired Orthopedic Impairment, or Other Health Impaired Impairment, (Having Limited Strength, Vitality or Alertness) or Traumatic Brain Injury.

(a) Holders of the listed credentials are authorized to teach handicapped children with ~~specific learning disabilities~~ in a special day class in which the primary disability is "~~orthopedically impaired orthopedic impairment~~", as defined in subsection 300.5 (b)(6) of Title 34 Code of Federal Regulations, Subpart A, or "~~other health impaired impairment~~", or "~~traumatic brain injury~~" as defined in subsection 300.5 (b)(7)(ii) ~~having limited strength, vitality or alertness~~, of Title 34 Code of Federal Regulations, Subpart A:

(1) Education Specialist Instruction Credential: Physical and Health Impairments

(a)(2) Special Education Specialist Instruction Credential for the Physically Handicapped

(b)(3) Standard Teaching Credential with the Minor-Orthopedically Handicapped, including the Cerebral Palsied

(e)(4) Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied

(d)(5) Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied

(e)(6) Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied

(b) Holders of the listed credential are authorized to teach children with disabilities in a special day class in which the primary disability is "other health impairment" as defined in Title 34 Code of Federal Regulations.

(1) Education Specialist Instruction Credential: Mild/Moderate Disabilities

NOTE: Authority Cited: Sections 44225 and 56339, Education Code. Reference: Sections 44265, 44265.5(c) and 44343, Education Code; 34 C.F.R. Part 300.7 (b)(7) and (12); and 20 USC 1401(1)(15). ~~(Filed 12-22-86; designated effective 1-1-87 pursuant to Government Code Section 11343.2(d); Register 86, No. 52).~~

Traumatic brain injury is a recent addition to the federal disability categories.

(b): The Mild/Moderate Disabilities Credential is added to allow service to students with attention deficit disorder (ADD) under the categories of other health impaired, specific learning disabilities, and serious emotional disturbance.

80048.2. Specific Requirements for the Preliminary and Professional Clear Specialist Instruction Credential in Special Education.

- (a) The minimum requirements for the preliminary Specialist Instruction Credential in Special Education shall include all of the following:
 - (1) A baccalaureate or higher degree from a regionally accredited institution of ~~postsecondary~~ higher education;
 - (2) The completion of a professional preparation program in a special education specialist category comparable to a Commission-approved program, including successful completion of student teaching or supervised field study, but taken outside of California and approved by the appropriate agency in the state where the coursework was completed;
 - (3) Passage of the California Basic Education Skills Test described in Education Code section 44252; and
 - (4) Written acknowledgment from the applicant and the employing district that the applicant is responsible for completing the requirements for the Multiple or Single Subject Teaching Credential, including the student teaching requirement, during the five-year term of the preliminary credential ~~or before another credential authorizing special education instruction will be issued.~~
- (b) The minimum requirements for the professional clear Specialist Instruction Credential in Special Education shall include all of the following:
 - (1) A baccalaureate or higher degree from a regionally accredited institution of ~~postsecondary~~ higher education;
 - (2) The completion of a Commission-approved professional preparation program in one or more special education categories or completion of a professional preparation program in one or more special education categories comparable to a Commission-approved program, including successful completion of student teaching or supervised field study, but taken outside of California and approved by the appropriate agency in the state where the coursework was completed; and
 - (3) Possession of a California Multiple or Single Subject Teaching Credential or an equivalent California Teaching Credential issued under prior statutes and regulations.
- (c) (1) The period of validity of the preliminary Specialist Instruction Credential in Special Education is five years. The preliminary credential may not be renewed. ~~The issuance of this preliminary credential is an interim measure to address a severe special education teacher shortage while awaiting completion of a study on this issue.~~
 - (2) Preliminary Specialist Instruction Credentials in Special Education shall not be initially issued after June 30, 1998.

The amendments to this section create a workable transition from the current regulations to those proposed.

(a)(4): Deleting this phrase will allow holders of the current five-year preliminary credential to earn the new special education credential instead of seeking the Multiple or Single Subject Teaching Credential.

(c)(1): The Special Education Competency Study was completed in 1991 so referencing it is no longer needed.

(c)(2): The current preliminary credential will not be issued after 6-30-98. After that date, individuals seeking their initial credential will need to apply under the new structure.

<p>(d) (1) <u>The period of validity of the professional clear Specialist Instruction Credential in Special Education is dependent upon the period of validity of the prerequisite teaching credential, or five years, if the prerequisite teaching credential is valid for life.</u></p> <p>(2) <u>The professional clear Specialist Instruction Credential in Special Education will not be issued initially after June 30, 2001 for applicants who completed a professional preparation program in California.</u></p> <p>(3) <u>The professional clear Specialist Instruction Credential in Special Education will not be issued initially after June 30, 2003 for applicants who hold a preliminary Specialist Instruction Credential.</u></p> <p>(e) Authorization. The preliminary or professional clear Specialist Instruction Credential in Special Education authorizes the holder to teach in the special education specialist category named on the credential and as specified in sections 80046.5 and 80047 through 80047.9.</p> <p>(f) <u> Holders of a valid preliminary Specialist Instruction Credential in Special Education may choose to pursue completion of the requirements for the five-year preliminary level I Education Specialist Instruction Credential in lieu of completing the requirements for the professional clear Specialist Instruction Credential as described in (b) above. Applicants may apply directly to the Commission for the preliminary level I Education Specialist Instruction Credential under this section. To be eligible for the preliminary level I credential, the holder must complete the following:</u></p> <p>(1) <u>subject-matter competence requirement either by examination as specified in Education Code Sections 44280 and 44281 and described in Title 5 Section 80071, or by completion of a subject-matter program as provided for in Education Code Section 44310 and described in Title 5 Sections 80085-80088 and 80094;</u></p> <p>(2) <u>a minimum of three semester units of coursework in non-special education pedagogy relating to teaching basic academic skills and content areas that are commonly taught in the public school curriculum;</u></p> <p>(3) <u>a minimum of one semester unit of supervised field experience in regular education verified by transcript or a minimum of 45 clock hours with non-special education students verified by the employing agency;</u></p> <p>(4) <u>a minimum of three semester units of coursework covering the study of alternative methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4);</u></p> <p>(5) <u>knowledge of the Constitution of the United States, as specified in Education Code Section 44335, by one of the means described in Section 80415 of this article; and</u></p> <p>(6) <u>verification of employment in a position requiring the Education Specialist Instruction Credential, as outlined in 80048.3 (a)(8) and (b)(9) and verified by the employing agency.</u></p> <p>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44252, and 44265, 44280, 44281, 44310, 44259(b)(4) and 44335, Education Code. Filed 9-4-90; operative 9-4-90; Register 90, No. 42).</p>	<p>(d)(2): The proposal adds a cutoff date of 6-30-2001 for California trained applicants to obtain the current professional clear credential.</p> <p>(d)(3): This adds a cutoff date of 6-30-2003 for candidates who hold a current preliminary specialist. The cutoff date for initial issuance of the five-year preliminary is 6-30-98 [see (c)(2)], so 2003 will give individuals the full five years to complete a Multiple Subject or Single Subject program.</p> <p>(f): This proposal establishes an option for current preliminary credential holders to transition to the new structure if they wish. The new structure includes regular education pedagogy and experience since the Multiple/Single Subject Credential will no longer be required.</p> <p>Out of state candidates who choose to transition to the new Level I Education Specialist Credential under (f) may apply directly to the CTC.</p>
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80048.3 Specific Requirements for the Preliminary Level I Education Specialist Instruction Credential

(a) The minimum requirements for the preliminary level I Education Specialist Instruction Credential for applicants who complete a professional preparation program in California shall include (1) through (8):

- (1) a baccalaureate or higher degree from a regionally accredited institution of higher education;
- (2) the completion of a professional preparation program accredited by the Committee on Accreditation in the requested education specialist category, including successful completion of supervised field study;
- (3) passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252, unless exempt by statute or regulation;
- (4) verification of subject-matter knowledge either by examination as specified in Education Code Sections 44280 and 44281 and described in Title 5 Section 80071, or by completion of a subject-matter program as provided for in Education Code Section 44310 and described in Title 5 Sections 80085-80088 and 80094; candidates for the specialist category of Early Childhood Special Education or holders of a California clear, professional clear, or life teaching credential requiring a baccalaureate or higher degree and a program of professional preparation, including student teaching, are exempt from this subject matter competence requirement;
- (5) demonstration of the study of alternative methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4);
- (6) knowledge of the Constitution of the United States, as specified in Education Code Section 44335, by one of the means described in Section 80415 of this article;
- (7) the recommendation from a regionally accredited institution of higher education that has a program accredited by the Committee on Accreditation in the preliminary credential sought, as specified in Education Code Section 44227(a); and

(a): This adds the requirements for the Preliminary Level I Education Specialist Credential under the new credential structure for those trained in California.

(a)(1): Degree required by Education Code §44265.

(a)(2): Professional preparation program required by §44265.

(a)(3): CBEST required by §44252.

(a)(4): Sufficient knowledge of subject matter to the extent deemed appropriate by the Commission, required by §44265.

This is the same subject matter competency required for the Multiple/Single Subject Credentials. Early childhood special education is exempt from subject matter because they will not be responsible for teaching subject matter found in the K-12 curriculum.

Other credential holders are also exempt because they have already verified the subject matter competency required under their other credential structure.

(a)(5): Special education teachers need this knowledge because reading plays an significant part in the academic and daily living success of their students.

(a)(6): US Constitution required by §44335.

(a)(7): recommend established by §44227.

<p><u>(8) verification of an offer of employment. The employment requirement may be met in one of the following ways:</u></p> <p><u>(A) Employment in a position requiring the Education Specialist Instruction Credential in a public school or private school of equivalent status; or</u></p> <p><u>(B) Employment in a position not requiring the Education Specialist Instruction Credential but where duties include providing direct instruction to special education students. The applicant must verify all of the following:</u></p> <ol style="list-style-type: none"> <u>1. Possession of a non-special education credential that authorizes employment in the position;</u> <u>2. The duties of the position are equivalent in nature to special education duties. A letter from the employing school district, county office or special education local planning area must verify the assignment, including a description of the duties and explanation as to why the position does not require an Education Specialist Instruction Credential;</u> <u>3. The Coordinator or Director of the Education Specialist credential program at the college or university in which the applicant is enrolled must verify that experience is appropriate for the requested education specialist category of the preliminary Education Specialist Instruction Credential; and</u> <u>4. The Commission staff confirms that the teaching position would be considered equivalent to a special education position, including a position such as teacher in a regular classroom where special education students are included, but not including positions such as curriculum consultant or administrator.</u> <p><u>(9) An individual who has completed requirements (1) through (7) above but does not have an offer of employment may apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary level I credential and authorizes the holder to seek employment.</u></p>	<p>(a)(8): Individuals must gain 2 years of special education experience while holding the proposed 5-year preliminary. If individuals apply before having employment, it will needlessly waste the allotted time on that preliminary.</p> <p>(a)(8)(B): Concurrent special education-regular education preparation programs have reported that districts are hiring more special education trained teachers (who also hold the regular education credential) for "full inclusion" type settings where special education students receive all their instruction in a regular classroom. The special education experience requirement to earn the Professional Level II Credential permits some flexibility to accommodate this change in service delivery.</p> <p>(a)(9): Individuals who have completed all requirements except an offer of employment may apply for a Certificate of Eligibility. Prospective employers are assured that the individuals holding this certificate qualify for the preliminary Level I credential.</p>
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<p>(b) <u>The minimum requirements for the preliminary level I Education Specialist Instruction Credential for applicants who complete a professional preparation program outside of California shall include (1) through (9) below. Applicants may apply directly to the Commission for the preliminary level I Education Specialist Instruction Credential under this section.</u></p> <p><u>(1) a baccalaureate or higher degree from a regionally accredited institution of higher education;</u></p> <p><u>(2) the completion of a professional preparation program in the requested education specialist category, consisting of a minimum of 24 semester units, comparable to a program accredited by the Committee on Accreditation, including successful completion of supervised field study, but taken outside of California at a regionally accredited institution of higher education and approved by the appropriate state agency where the coursework was completed;</u></p> <p><u>(3) passage of the California Basic Education Skills Test (CBEST) described in Education Code Section 44252;</u></p> <p><u>(4) verification of subject-matter knowledge either by examination as specified in Education Code Sections 44280 and 44281 and described in Title 5 Section 80071, or by completion of a subject-matter program as provided for in Education Code Section 44310 and described in Title 5 Sections 80085-80088 and 80094; candidates for the specialist category of Early Childhood Special Education or holders of a California clear, professional clear, or life teaching credential requiring a baccalaureate or higher degree and a program of professional preparation, including student teaching, are exempt from this subject matter competence requirement;</u></p> <p><u>(5) a minimum of three units of coursework in non-special education pedagogy relating to teaching basic academic skills and content areas that are commonly taught in the public school curriculum;</u></p> <p><u>(6) a minimum of one semester unit of supervised field experience in general education verified by transcript or 45 clock hours with non-special education students verified by the employing agency;</u></p> <p><u>(7) demonstration of the study of alternative methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4);</u></p> <p><u>(8) knowledge of the Constitution of the United States, as specified in Education Code Section 44335, by one of the means described in Section 80415 of this article; and</u></p>	<p>(b): These requirements for out-of-state individuals mirror the combined requirements for the current initial preliminary special education credential plus the requirements for the transition to the preliminary Level I. Individuals may apply directly to the Commission for this credential. Out of state trained individuals who do not have any of the (4) through (8) requirements will qualify for an emergency permit at the request of an employer. They should be able to satisfy these requirements in a few years and qualify for the preliminary Level I.</p> <p>(b)(4): This parallels (a)(4) for California trained individuals.</p>
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<p><u>(9) verification of an offer of employment. The employment requirement may be met in one of the following ways:</u></p> <p><u>(A) Employment in a position requiring the Education Specialist Instruction Credential in a public school or private school of equivalent status; or</u></p> <p><u>(B) Employment in a position not requiring the Education Specialist Instruction Credential but where duties include providing direct instruction to special education students. The applicant must verify all of the following:</u></p> <ol style="list-style-type: none"> <u>1. Possession of a non-special education credential that authorizes employment in the position;</u> <u>2. The duties of the position are equivalent in nature to special education duties. A letter from the employing school district, county office or special education local planning area must verify the assignment, including a description of the duties and explanation as to why the position does not require an Education Specialist Instruction Credential;</u> <u>3. The Coordinator or Director of the Education Specialist credential program at the college or university in which the applicant is seeking enrollment must verify that experience is appropriate for the requested education specialist category of the preliminary Education Specialist Instruction Credential; and</u> <u>4. The Commission staff confirms that the teaching position would be considered equivalent to a special education position, including a position such as teacher in a regular classroom where special education students are included, but not including positions such as curriculum consultant or administrator.</u> <p><u>(10) An individual who has completed requirements (1) through (8) above but does not have an offer of employment may apply for a Certificate of Eligibility which verifies completion of all requirements for the preliminary level I credential and authorizes the holder to seek employment.</u></p> <p><u>(c) Period of Validity.</u></p> <p><u>(1) A preliminary level I Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsections (a) or (b) is valid for five years.</u></p> <p><u>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44227(a), 44252, 44265, 44280, 44281, 44310, 44259(b)(4), and 44335 Education Code.</u></p>	<p>(b)(9): The experience options proposed in this subsection are the same as in subsection (a)(8) covering in-state candidates.</p> <p>(b)(10): This parallels the Certificate of Eligibility available to those trained in California.</p> <p>(c): The 5-year validity period is required by §44251.</p>
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80048.4 Specific Requirements for the Professional Clear Level II Education Specialist Instruction Credential

(a) The minimum requirements for the professional clear level II Education Specialist Instruction Credential include all of the following:

- (1) possession of a preliminary level I Education Specialist Instruction Credential;
- (2) completion of the study of health education, as specified in Education Code Section 44259(c)(1), by one of the means described in Section 80421 of this article;
- (3) completion of the study of computer based technology, including the uses of technology in educational settings, as specified in Education Code Section 44259(c)(3); and
- (4) completion of a course of study that requires each candidate to demonstrate advanced level knowledge and skills that are different than the requirements for the approved preliminary level I Education Specialist Instruction Credential. The course of study shall include an individualized preparation program plan collaboratively developed by the candidate, the preparing institution and designee(s) of the employing school district, county office, or special education local planning area.
 - (A) A minimum of 3/4 of each candidate's program plan shall consist of coursework approved by the recommending institution of higher education, with the specific content, including planned field experiences, to be identified within the candidate's individualized preparation program plan.
 - (B) The remaining 1/4 of the unit credit for each candidate's individualized preparation program plan may consist of electives related to the areas of special education or general education selected from one or more of the following:
 1. Coursework provided by the preparing institution of higher education accredited by the Committee on Accreditation.
 2. Field experience elements within the accredited program which are in addition to academic credit given.
 3. Alternative training that provides knowledge and related skills presented by agencies approved jointly by the candidate's employing agency and the institution of higher education accredited for this program.
- (5) the recommendation from a regionally accredited institution of higher education that has a professional preparation program accredited by the Committee on Accreditation in the professional clear credential sought, as specified in Education Code Section 44227(a); and

§80048.4: This outlines the requirements for the Professional Clear Level II Education Specialist Credential.

(a)(1): This is needed because individuals will be required to verify experience gained on the preliminary before applying for the professional clear.

(a)(2) & (3): These are the same requirements needed by Multiple and Single Subject credential holders. Students in all settings, both regular and special education, are affected by these areas and need educators knowledgeable about both.

(a)(4)(A) & (B): The emphasis of the professional Level II program will be to move the special educators beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about their role in providing effective instruction. The essential features of Level II programs are advanced level coursework, (A), and the option of including non-university activities in (B)3.

(a)(5): recommend established by §44227.

<p>(6) <u>A minimum of two years of successful experience in a full time position in a public school or private school of equivalent status, while holding the preliminary level I Education Specialist Instruction Credential, as outlined in 80048.3 (a)(8) and (b)(9) and verified by the employing agency.</u></p> <p>(b) <u>The individualized preparation program plan shall be filed with the preparing institution and may be revised as needed upon agreement by the candidate, the preparing institution, and the employing school district, county office, or special education local planning area</u></p> <p>(c) <u>Period of Validity.</u></p> <p>(1) <u>A professional clear level II Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsections (a) or (b) is valid for five years.</u></p> <p>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44227, 44259 and 44265, Education Code.</p>	<p>(a)(6): An individual learns to be competent in a profession, not only through training but also by implementing that training through experience. The type of experience allowed is defined in §80048 (a)(8) and (b)(9).</p> <p>(b): This flexibility will allow teachers, with their institution and employer, to reassess their goals based on the new experiences they have in special education settings.</p> <p>(c): The 5-year validity is consistent with other professional clear credentials.</p>
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<p>80048.5 Early Childhood Special Education Certificate.</p> <p><u>(a) Requirements for the Early Childhood Special Education Certificate include all of the following:</u></p> <ul style="list-style-type: none"> <u>(1) possession of a professional clear, clear, or life credential as listed in 80047 through 80047.9; and</u> <u>(2) the completion of a Commission-approved professional preparation program in the education specialist category for early childhood special education, including successful completion of supervised field study.</u> <p><u>(b) Period of Validity:</u> <u>The Early Childhood Special Education Certificate shall remain valid as long as the credential required in 80048.5(a)(1) remains valid.</u></p> <p><u>NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225 and 44265, Education Code.</u></p>	<p>This adds the new Early Childhood Special Education <i>Certificate</i> . It is available to special education teachers who either wish to broaden the authorization of their credentials or wish to validate their knowledge in early childhood special education by obtaining this certificate.</p>
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80048.6 Authorizations for Education Specialist Instruction Credentials and the Early Childhood Special Education Certificate.

- (a) All Education Specialist Instruction Credentials and the Early Childhood Special Education Certificate authorize service across the continuum of program options available pursuant to Education Code Sections 56031, 56360, and 56361. The continuum includes: resource rooms; special day classrooms; special schools; home/hospital settings; correctional facilities; non-public, non-sectarian schools and agencies; and alternative instructional settings other than classrooms.
- (b) The following authorizations refer to the disabilities defined in Title 34 Code of Federal Regulations:
- (1) The Education Specialist Instruction Credential: Mild/Moderate Disabilities authorizes the holder to provide special education instruction and related services to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, and serious emotional disturbance, in kindergarten, grades 1 through 12, and classes organized primarily for adults.
 - (2) The Education Specialist Instruction Credential: Moderate/Severe Disabilities authorizes the holder to provide special education instruction and related services to individuals with a primary disability of autism, moderate/severe mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities, in kindergarten, grades 1 through 12, and classes organized primarily for adults.
 - (3) The Education Specialist Instruction Credential: Deaf and Hard-of-Hearing authorizes the holder to provide special education instruction and related services to individuals with a primary disability of deafness, deaf-blindness, and hearing impairment, from birth through grade 12, and classes organized primarily for adults.
 - (4) The Education Specialist Instruction Credential: Physical and Health Impairments authorizes the holder to provide special education instruction and related services to individuals with a primary disability of orthopedic impairment, other health impairment, multiple disabilities, and traumatic brain injury, from birth through grade 12, and classes organized primarily for adults.
 - (5) The Education Specialist Instruction Credential: Visual Impairments authorizes the holder to provide special education instruction and related services to individuals with a primary disability of visual impairment including blindness and deaf-blindness, from birth through grade 12, and classes organized primarily for adults.
 - (6) The Education Specialist Instruction Credential: Early Childhood Special Education authorizes the holder to provide educational services to children from birth through pre-kindergarten who are eligible for early intervention special education and related services under federal and state law, except children with a primary disability of deafness, hearing impairment, deaf-blindness, visual impairment including blindness, orthopedic impairment, and traumatic brain injury.

This section provides a complete authorization statement for each of the new Education Specialist Instruction Credentials. It also incorporates the entire range of service delivery options [see (a)] which the current special education credentials authorize plus service as a resource specialist. Holders of the new Education Specialist Instruction Credential will not need to obtain the Resource Specialist Certificate.

There is no new definition for the Clinical or Rehabilitative Services Credential because the name and authorization did not change under the new credential structure.

(7) The Early Childhood Special Education Certificate authorizes the holder to provide educational services to children from birth through pre-kindergarten who are eligible for early intervention special education and related services under federal and state law, except children with a primary disability of deafness, hearing impairment, deaf-blindness, visual impairment including blindness, orthopedic impairment, and traumatic brain injury, unless the individual holds a credential that authorizes serving children with that specific disability.

NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44265 and 44265.5, Education Code.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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Executive Director

Title: *Special Education*

Section Nos.: 80023, 80024.3, 80024.3.2, 80046.5, 80047, 80047.1,
80047.2, 80047.3, 80047.4, 80047.5, 80047.6, 80047.7,
80047.8, 80047.9, 80048.2, 80048.3, 80048.4, 80048.5, and
80048.6

Response to the Attached Title 5 Regulations

So that the 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 at the above address by 5:00 pm on April 2, 1997, in order that the material can be presented at the April 3, 1997 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 side 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: _____

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EXECUTIVE OFFICE

November 9, 1999

99-9927

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: Approval of Title 5 Regulations Concerning the Implementation of the "Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997" (AB 838 - Pacheco)

The additions and changes to the California Code of Regulations, Title 5, Sections 80413.2 and 80048.3(c) & (d) have been approved by the Office of Administrative Law and filed with the Secretary of State. They become effective today, November 9, 1999.

Education Code Sections 44205 and 44205.5, the "Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997" authored by Assemblyman Rod Pacheco (AB 838), became effective on January 1, 1998. This statute requires the Commission to issue five-year preliminary Multiple Subject, Single Subject, or Education Specialist Credentials to applicants who hold valid equivalent credentials from out of state. At identified times during the five-year period, the teacher must verify completion of specified requirements or the document must be inactivated by the Commission. The regulations clarify several items in the statute. A description of those items appears below.

Requirements

Education Code Section 44205 (a)(1) states that "It is the intent of the legislature that...any and all teachers hired in California pursuant to this section fully meet the requirements of the State of California." Those requirements are identified by name or by reference in the statute. However, the Education Code references do not provide a complete description of all of the requirements. The regulations add clarity by identifying the requirements in specific terms, with references to the Education Code and Title 5 regulations as appropriate.

Identifying the Employer

The statute requires that the out-of-state teacher must have an offer of employment in California in order to receive this five-year preliminary credential. At each step, the statute implies that the teacher must still be working in California. The regulations

identify the employing agency by placing that agency's name on the face of the document in the form of an employment restriction. This enables the Commission to locate the teacher and to notify both the teacher and the employer when requirements have not been met and the document must be inactivated. The restriction does not limit the teacher to working in a single district for the entire five years; it simply requires the teacher and his or her new employer to notify the Commission if the teacher moves to a new district.

Form for Verification of Requirements

As a guide for the credential holder when he or she collects the materials needed to verify completion of requirements, and as a way to assure that the materials submitted before the end of the fourth year are processed efficiently in the Commission office, the regulations require the materials be submitted with a specific form: *Verification of Completion of Requirements for a Credential Issued Pursuant to Education Code §44205 (CL813 - 5/98)*. This form will be mailed to the credential holder with the original credential document and a second copy will be mailed with the inactivation letter, if one is necessary.

Notifying Credential Holders and Employers of Inactivation and Reactivation

The statute requires that the Commission inactivate the five-year preliminary credential when specific requirements are not met by established deadlines. First, the Commission must inactivate the document if the holder does not pass CBEST within the first year. In addition, the Commission must inactivate the document if other requirements are not completed by the end of the fourth year. The statute does not specify who should be notified of this inactivation or when. The regulations state that the Commission will notify both the credential holder and the employing agency one month in advance of the inactivation date for CBEST and three months in advance of inactivation for the remaining requirements. The letter must state the specific date of inactivation. This process provides both the holder and employer with time to submit verification of completion of the requirements before the deadline, thereby keeping the holder in the classroom.

If the credential holder fails to verify completion of requirements by the deadline and must be removed from the classroom, the regulations provide a way to return the holder to the assignment as soon as he or she submits verification to the employer. This way the students are not without their teacher while the paper work is being processed. The employing agency then has ten working days to submit the paperwork to the Commission. Once the verification of completion of requirements is processed in the Commission office, the Commission will send a formal notice of reactivation.

Questions

If you have questions concerning these regulations, please call the Commission's Information Services Office between 8 and 5 Monday through Friday at (916) 445-7254 or 888-921-2682, if you are calling from outside of the (916) area code. You may also e-mail us at <credentials@ctc.ca.gov>.

**DIVISION VIII OF TITLE 5
CALIFORNIA CODE OF REGULATIONS**

80413.2 Specific Requirements for Preliminary and Professional Clear Multiple and Single Subject Teaching Credentials Pursuant to the Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997

- (a) The minimum requirements for the five-year preliminary Multiple or Single Subject Teaching Credential pursuant to the Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997 are:
- (1) possession of a valid comparable teaching credential from a state other than California that required both of the following:
 - (A) completion of a baccalaureate or higher degree from a regionally accredited institution of higher education and
 - (B) completion of a professional preparation program approved by the applicable state agency in the state where the program was completed; and
 - (2) an offer of employment from a California school district, county office of education, non-public, non-sectarian school or agency, or school operating under the direction of a California state agency. Service on the credential is restricted to the employing agency listed on the document. If the holder changes employing agencies, he or she and the new employer must request a change of restriction on the document.
 - (3) An individual who has previously been issued a California Multiple or Single Subject Teaching Credential or Permit is not eligible for this preliminary credential.
- (b) On or before the end of the first year following the issuance date of the credential (year-one deadline), the credential holder must pass the California Basic Educational Skills Test (CBEST).
- (1) If the holder does not have a passing score on file with the Commission one month prior to the year-one deadline, the Commission will send a credential inactivation notice to both the employer and the credential holder specifying the date on which the document will become inactive.
 - (2) The employer must remove the holder from the teaching position no later than the inactivation date specified in the notification, unless the holder provides the employer with his or her official CBEST verification transcript as proof of passage of the examination prior to the specified inactivation date. If the holder is removed from the teaching position, he or she may be returned to the position as soon as he or she provides the employer with his or her official CBEST verification transcript as proof of passage of the examination.
 - (3) The employer must submit a copy of the CBEST verification transcript to the Commission and the County Office of Education within ten working days of returning the holder to the teaching position. The Commission will send the employer and the holder a letter indicating the document has been reactivated once the scores are entered into the Commission's computer system.
- (c) On or before the end of the fourth year following the issuance date of the credential (year-four deadline), the credential holder must submit verification that he or she has completed the requirements for continuation of employment to the

Commission using the form Verification of Completion of Requirements for a Credential Issued Pursuant to Education Code §44275.3 (CL-813 Rev. 3/99), which is hereby incorporated by reference.

- (1) The requirements for continuation of employment are:
 - (A) subject-matter competence verified either by examination as specified in Education Code Sections 44280 and 44281 and described in Title 5 Section 80071, or by completion of a subject-matter program as provided for in Education Code Section 44310 and described in Title 5 Sections 80085-80088 and 80094,
 - (B) knowledge of the Constitution of the United States, as specified in Education Code Section 44335, by one of the means described in Title 5 Section 80415; and
 - (C) demonstration of the study of alternative methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4).
 - (2) If the holder does not verify completion of the year-four requirements to the Commission at least three months prior to the year-four deadline, the Commission will send a credential inactivation notice to both the employer and the credential holder specifying the date on which the document will become inactive.
 - (3) The employer must remove the holder from the teaching position no later than the inactivation date specified in the notification unless the holder provides the employer with verification that all year-four requirements have been completed prior to the specified inactivation date. If the holder is removed from the teaching position, he or she may be returned to the position as soon as he or she provides the employer with official verification that all year-four requirements have been completed.
 - (4) The employer must submit verification of completion of requirements to the Commission and the County Office of Education within ten working days of returning the holder to the teaching position. The Commission will send the employer and the holder a letter indicating the document has been reactivated once verification has been entered into the Commission's computer system.
- (d) To be eligible to apply for the professional clear credential, the holder must complete the following requirements in addition to the requirements listed above:
- (1) study of health education as specified in Education Code Section 44259(c)(3)(A),
 - (2) study and field experience in methods of delivering appropriate educational services to pupils with exceptional needs in regular education programs as specified in Education Code Section 44259(c)(3)(B),
 - (3) study of computer-based technology as specified in Education Code Section 44259(c)(3)(C), and
 - (4) completion of an approved fifth year of study as specified in either Education Code Section 44259(c)(5) or Section 44227(e)(1).

NOTE: Authority Cited: Sections 44225 and 44275.3, Education Code. Reference: Sections 44227(c), 44227(e), 44259(c), and 44275.3 Education Code

80048.3 Specific Requirements for the Preliminary Level I Education Specialist Instruction Credential

- (c) The requirements for the preliminary level I Education Specialist Instruction Credential pursuant to the Credentialed Out-of-State Teacher Recruitment and Retention Act of 1997 include all of the following:
- (1) The minimum requirements for initial issuance include:
 - (A) possession of a valid comparable teaching credential from a state other than California that required both of the following:
 1. completion of a baccalaureate or higher degree from a regionally accredited institution of higher education and
 2. completion of a professional preparation program approved by the applicable state agency in the state where the program was completed; and
 - (B) an offer of employment from a California school district, county office of education, non-public, non-sectarian school or agency, or school operating under the direction of a California state agency. Service on the credential is restricted to the employing agency listed on the document. If the holder changes employing agencies, he or she and the new employer must request a change of restriction on the document.
 - (C) An individual who has previously been issued a California Specialist Instruction Credential or Permit in Special Education or an Education Specialist Instruction Credential or Permit is not eligible for this preliminary level I credential.
 - (2) On or before the end of the first year following the issuance date of the credential (year-one deadline), the credential holder must pass the California Basic Educational Skills Test (CBEST).
 - (A) If the holder does not have a passing score on file with the Commission one month prior to the year-one deadline, the Commission will send a credential inactivation notice to both the employer and the credential holder specifying the date on which the document will become inactive.
 - (B) The employer must remove the holder from the teaching position no later than the inactivation date specified in the notification, unless the holder provides the employer with his or her official CBEST verification transcript as proof of passage of the examination prior to the specified inactivation date. If the holder is removed from the teaching position, he or she may be returned to the position as soon as he or she provides the employer with his or her official CBEST verification transcript as proof of passage of the examination.
 - (C) The employer must submit a copy of the CBEST verification transcript to the Commission and the County Office of Education within ten working days of returning the holder to the teaching position. The Commission will send the employer and the holder a letter indicating the document has been reactivated once the scores are entered into the Commission's computer system.
 - (3) On or before the end of the fourth year following the issuance date of the credential (year-four deadline), the credential holder must submit verification that he or she has completed the requirements for continuation of employment to the Commission using the form Verification of Completion of Requirements for a Credential Issued Pursuant to Education Code §44275.3

(CL-813 Rev. 3/99), which is hereby incorporated by reference.

(A) The requirements for continuation of employment are:

1. subject-matter knowledge either by examination as specified in Education Code Sections 44280 and 44281 and described in Title 5 Section 80071, or by completion of a subject-matter program as provided for in Education Code Section 44310 and described in Title 5 Sections 80085-80088 and 80094; candidates for the specialist category of Early Childhood Special Education are exempt from this subject-matter competence requirement;
2. a minimum of three semester units of coursework in non-special education pedagogy relating to teaching basic academic skills and content areas that are commonly taught in the public school curriculum verified by official transcript;
3. a minimum of one semester unit of supervised field experience in general education verified by official transcript or 45 clock hours with non-special education students verified by the employing agency;
4. demonstration of the study of alternative methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4) verified by official transcript; and
5. knowledge of the Constitution of the United States, as specified in Education Code Section 44335, by one of the means described in Section 80415 of this article.

(B) If the holder does not verify completion of the year-four requirements to the Commission at least three months prior to the year-four deadline, the Commission will send a credential inactivation notice to both the employer and the credential holder specifying the date on which the document will become inactive.

(C) The employer must remove the holder from the teaching position no later than the inactivation date specified in the notification, unless the holder provides the employer with verification that all year-four requirements have been completed prior to the specified inactivation date. If the holder is removed from the teaching position, he or she may be returned to the position as soon as he or she provides the employer with official verification that all year-four requirements have been completed.

(D) The employer must submit verification of completion of requirements to the Commission and the County Office of Education within ten working days of returning the holder to the teaching position. The Commission will send the employer and the holder a letter indicating the document has been reactivated once verification has been entered into the Commission's computer system.

(d) Period of Validity.

- (1) A preliminary level I Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsections (a), (b), or (c) is valid for five years.

NOTE: Authority Cited: Sections 44225 and 44275.3, Education Code. Reference: Sections 44225, 44227(a), 44252, 44265, 44275.3, 44280, 44281, 44310, 44259(b)(4), and 44335, Education Code.

**CREDENTIAL ISSUED PURSUANT TO EDUCATION CODE §44257.3
(AB838 /PACHECO)**

Your document has been issued under the provisions of Education Code §44257.3 which allow for the issuance of a five-year document to qualified teachers who hold valid comparable certification in another state. As the holder of this credential, you must complete specific requirements by certain deadlines in order to retain your document. The document will be inactivated if you miss the deadline and you will be removed from your teaching position.

The specific requirements that you must complete are listed on the face of your document and described in detail on the enclosed information leaflet. The chart below outlines the requirements in general terms.

Scores for the California Basic Educational Skills Test (CBEST) are reported directly to the Commission by the testing company. If you take and pass the test before the end of the first year that you hold the document, your document will continue in force. The Commission will notify you and your employer *only* if the scores are not received prior to the year-one deadline. You will receive instructions on how to submit the CBEST verification transcript at that time if necessary.

To verify completion of the year-four requirements, you must submit a copy of the reverse of this form to the Commission office at the post office box number provided *at least three months prior to the deadline* (fifteen months prior to the expiration date printed on the document). Please fill in all applicable sections of the form, then sign and date it. Attach supporting documentation (score reports, official transcripts, original letters) for the requirements that you complete. There is no fee. A copy of this form should be provided to your employing school district and county office of education, as well.

At the end of the five years, you must submit a new application and fee, plus verification of the remaining requirements, to apply for the professional clear credential.

Time Line	Multiple & Single Subject Teaching Credentials	Education Specialist Instruction Credentials (Special Education)
Initial Issuance	Hold Comparable Out-of-State Elementary or Secondary Teaching Credential	Hold Comparable Out-of-State Special Education Teaching Credential
End of Year 1	Passage of CBEST	Passage of CBEST
End of Year 4	<ul style="list-style-type: none"> • U.S. Constitution • Methods of Teaching Reading • Subject-Matter Competence 	<ul style="list-style-type: none"> • U.S. Constitution • Methods of Teaching Reading • Subject-Matter Competence (except in Early Childhood Special Education) • Non-Special Education Pedagogy (3 semester units minimum) • Supervised Field Experience in General Education (45 clock hours minimum)
For Professional Clear Credential	<ul style="list-style-type: none"> • Health Education • Special Education • Computers in Education • Fifth Year of Study, including IHE recommendation if completed in California 	<ul style="list-style-type: none"> • Level II Program, including IHE Recommendation • Two Years of Special Education Teaching Experience • Health Education • Computers in Education

VERIFICATION OF COMPLETION OF REQUIREMENTS FOR A CREDENTIAL ISSUED PURSUANT TO EDUCATION CODE §44275.3

This form is to be completed by the credential holder. Please type or print. Submit this form and the supporting documentation to the Commission when ALL year-4 requirements have been completed. Mail all materials in one packet to the address listed above at least fifteen months prior to the expiration date of the credential document to avoid having the document inactivated. No fee is required.

Name

First	Middle	Last

Social Security Number

	-		-	
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(OPTIONAL—FOR FILE IDENTIFICATION PURPOSES ONLY)

Mailing Address

City	State	Zip

Document Title Multiple Subject Teaching Credential
 Single Subject Teaching Credential
 Education Specialist Instruction Credential

Document Number

--

Expiration Date

	-		-	
--	---	--	---	--

Employing School District

--

County of Employment

--

Documentation Attached Verification of Subject-Matter Competence

Examination score reports for the examination(s) checked:

MSAT

SSAT in _____

Praxis in _____

Subject-matter verification letter from college / university

Official transcripts for the course(s) checked:

U. S. Constitution

Teaching of Reading

Non-Special Education Pedagogy for Education Specialist Credential

Letter verifying 45 hours of experience with non-special education students for the Education Specialist Credential

Signature _____ Date _____



**Alternative Pathway to Certification
(Intern)
Program**

Program Report

2008-2009

Commission on Teacher Credentialing

**Prepared by
Catherine Creegan, Consultant
Nadine Noelting, Administrator**

November 2009

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The Alternative Pathway to Certification (Intern) Program

Background and Purpose

The Teacher Education Internship Act of 1967 established the university internship programs. In 1983, lawmakers enacted the Hughes-Hart Education Reform Act (Chap. 498, Stats. of 1983) authorizing districts to develop and implement district internship program. The Alternative Teacher Certification Act of 1993 established a local assistance program to provide state funding for teaching internship programs managed by the Commission. In 2007, SB 1209 (Chap. 517, Stats. 2006) established additional funding for “enhanced programs” which provided additional support to eligible participants.

The first purpose of internship programs is to expand the pool of qualified teachers by attracting persons into teaching who might not otherwise enter the classroom, as well as those who bring valuable attributes and experiences into teaching. These groups include career changers, those underrepresented in the teaching workforce, those committed to teaching in high-need schools, teachers in content and credential shortage fields, and those who could not enter a traditional teacher preparation program because of economic, family or other reasons.

The second purpose of teaching internships is to enable K-12 schools to respond immediately to pressing staffing needs while providing professional preparation for interns that is as extensive and systematic as traditional programs, links education theory with classroom practice throughout each intern's preparation, and takes advantage of the experiences that interns bring with them.

Internships are designed to provide effective supervision and intensive support so each new intern's learning can be targeted to her/his needs, and so beginning teachers who are interns can extend, apply and refine in the classroom what they learn about teaching in the course of their initial preparation. The goal is to invest in these teachers so that they will have the skills to succeed and the commitment to stay in challenging and high-need classrooms.

Description of Participants

A university or district internship is a fully paid position in a public school. The intern serves as teacher of record while simultaneously participating in a teacher preparation program. These programs may be one to three years long, and must meet the same or higher procedural and performance standards as other teacher preparation programs. Internships may be completed in any credential area. State funding is available for internships for Multiple Subject, Single Subject, and Education Specialist credentials.

Entry requirements for internships are the same as those for traditional teacher preparation programs. Interns must verify that they have at least a baccalaureate degree from a regionally accredited university, basic skills proficiency, subject matter competency, knowledge of the U.S. Constitution either by coursework or exam, and character identification. Candidates must have an offer of employment, be admitted to an internship credential program, and have completed preservice before they enter the classroom.

In 2008-09, 7,962 interns participated in 68 funded programs, including eight district intern programs. A total of 614 districts were partners in these programs in 55 of the 58 counties.

Eighty percent of the interns participated in university intern programs with the remainder in district intern programs. The length of the program varies with the institution and the type of credential being sought. Some credentials can be earned in one year, while others such as special education take up to three years, although the majority of the programs are two years long. The age of participants (Table 1) shows that the program meets the goals of providing an avenue for older participants to enter the teaching profession. Over half of the participants are over the age of 30. Although candidates who graduated from universities in other states can use the intern program to get a California credential, 6,374 participants came from California schools with 3,902 from the CSU system, 1,199 from the UC system, and 1,273 from private schools.

Table 1
Age of Intern Participants from 2003 to 2008

	20 to 30	31 to 40	41 to 50	51 to 60	60 Plus	Declined to State
2003-04	46.2%	28.6%	16.1%	8.0%	1.0%	0%
2004-05	44.8%	27.1%	17.0%	8.5%	0.9%	1.6%
2005-06	47.5%	25.3%	15.6%	9.0%	1.0%	1.7%
2006-07	48.1%	26.2%	15.3%	8.0%	1.0%	1.5%
2007-08	48.6%	26.4%	15.1%	7.8%	1.0%	1.2%
2008-09	47.6%	27.4%	15.1%	7.5%	1.2%	1.0%

The law requires employers to only hire interns after a fully credentialed teacher cannot be found, making participation in the programs based on the employer’s current need. Participation in the multiple subject programs has decreased over the last five years, while single subject and special education credentials have increased (see Table 2).

Table 2
Types of Credentials

	Multiple Subject		Single Subject		Special Education		Total
	#	%	#	%	#	%	
2002-03	4,508	62.5	1,588	22.0	1,121	15.5	7,217
2003-04	3,882	43.4	2,591	28.8	2,485	27.8	8,942*
2004-05	2,578	30.4	2,817	33.2	3,094	36.4	8,489*
2005-06	1,593	21.8	2,697	36.9	3,011	41.2	7,309*
2006-07	1,753	20.8	3,028	36.0	3,634	43.2	8,415*
2007-08	1,698	20.2	2,955	35.1	3,755	44.7	8,408*
2008-09	1,369	17.2	2,869	35.1	3,993	50.2	8,231*

*Interns may seek more than one type of credential.

Male candidates are well represented in the 2008-09 intern programs: 23.5% of the multiple subject candidates are male, while 47.5% of the single subject candidates and 29.4% of the special education candidates are male. Internships continue to provide an avenue for males to become teachers in elementary schools and in special education, while women are well represented in the secondary single subject programs. Although there are interns serving in all

thirteen single subject content areas, more than seventy percent are pursuing the core curriculum courses of Math, Science or English (see Table 3).

Table 3
Intern Single Subject Credential Content Areas 2003-2008

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
English Language Arts	847	796	756	797	797	690
Math	530	724	753	821	785	814
Science	553	570	497	547	552	567
Social Science	226	257	254	295	262	224
Foreign Language	133	145	190	194	162	162
Physical Education	120	140	175	228	219	216
Music	52	67	71	87	95	81
Art	45	45	59	63	58	49
Business	41	33	29	30	31	17
Health Science	23	21	58	50	48	28
Home Economics	10	12	9	12	14	4
ITE	7	4	6	14	15	11
Agriculture	4	3	4	12	10	6
TOTAL	2,591	2,817	2,861	3,064	3,048	2,869

Table 4 shows that Internships continue to bring those underrepresented in the teaching workforce into teaching. According to the California Basic Educational Data System (CBEDS) data, interns are ethnically more diverse than the existing teacher work force. The ethnic/racial distribution of intern programs has remained relatively constant over the past seven years.

Table 4
Ethnic Distribution of Interns 2002-2008

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
White/Non Hispanic	52.3%	50.3%	52.3%	54.8%	53.7%	50.7%	51%
Hispanic	28.4%	26.7%	24.6%	23.5%	21.8%	23.4%	23.9%
African American	7.3%	9.0%	9.9%	9.1%	8.1%	8.1%	8%
Asian SE Asian	5.7%	5.4%	6.3%	6.5%	6.3%	6.0%	6.2%
Filipino/Pacific Islander	1.3%	1.7%	2.0%	2.4%	2.6%	3.5%	4.1%
Native American / Alaskan Native	.9%	1.0%	.9%	1.2%	1.0%	1.2%	1.9%
Multiple	.4%	1.0%	1.0%	-	-	-	-
Other	3.5%	4.8%	3.8%	2.5%	2.9%	3.2%	1.9%
Unknown/Decline to Submit	(3.9)%	(4.6)%	(3.4)%	(6.2)%	(3.6)%	(3.9)%	(3%)

Program Evaluation Surveys

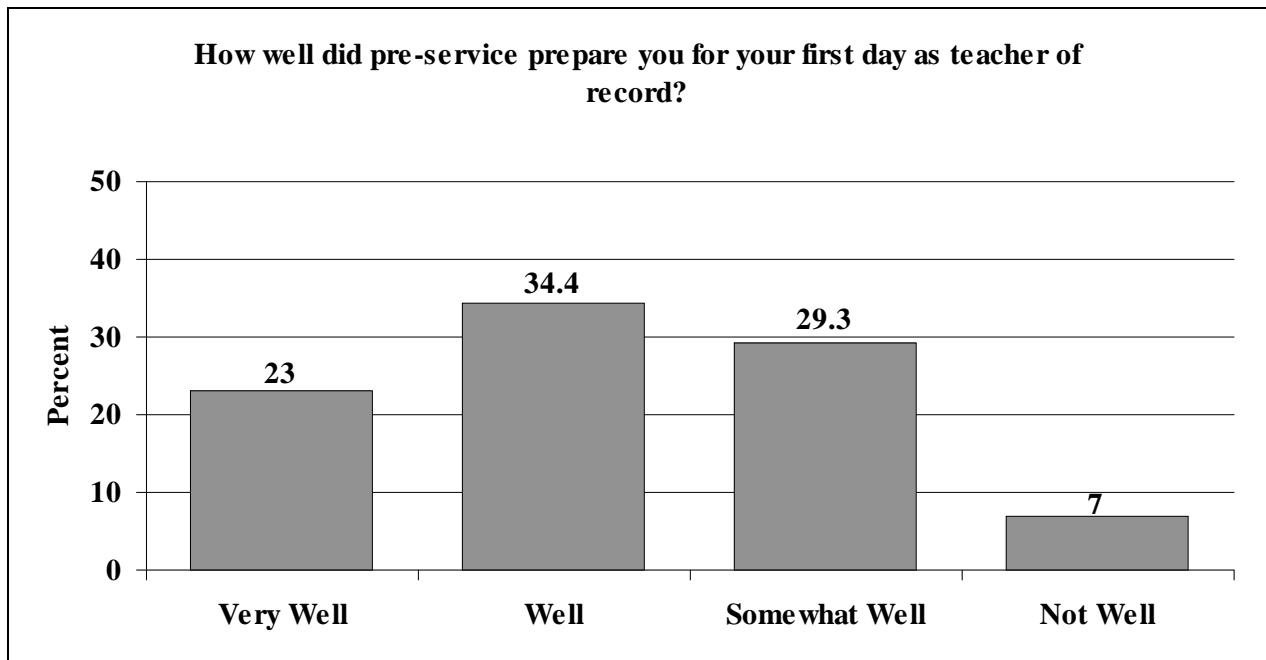
On an annual basis, those who complete Intern programs, their Support Providers, and their employers participate in surveys in which they reflect on and evaluate their experiences in the program. Each program then receives its own data and statewide data for comparison and to make data based adjustments to improve program quality. Thus, the surveys not only provide valuable information regarding the Intern program throughout the state, but they are also used at the individual program level to gauge how well each program is meeting its goals.

Intern Completer Surveys

In the spring of 2009, a total of 2,619 interns who were completing an Intern teacher preparation program completed the annual survey regarding their experiences with their particular program.

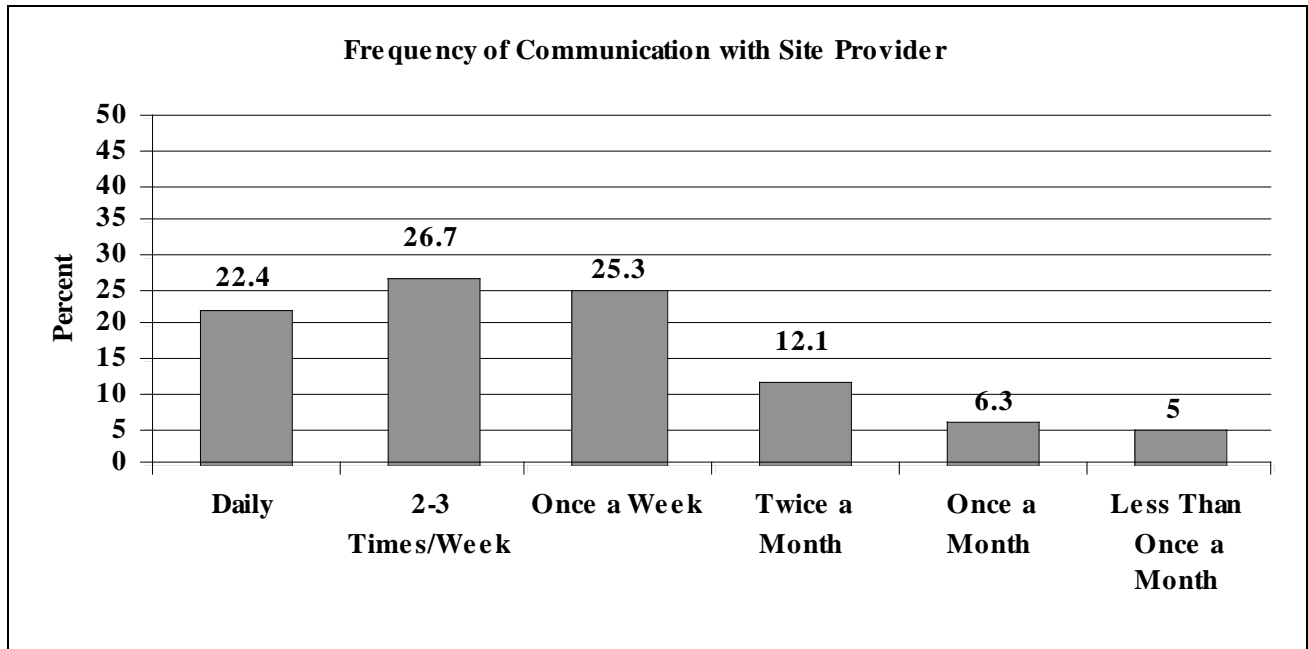
One of the first questions in the survey asks the interns how well they felt their preservice prepared them for their first day as teacher of record. As indicated in Figure 1, the majority (more than 55%) of those interns who completed the survey stated that their pre-service program prepared them well or very well to enter the classroom as teachers of record.

Figure 1



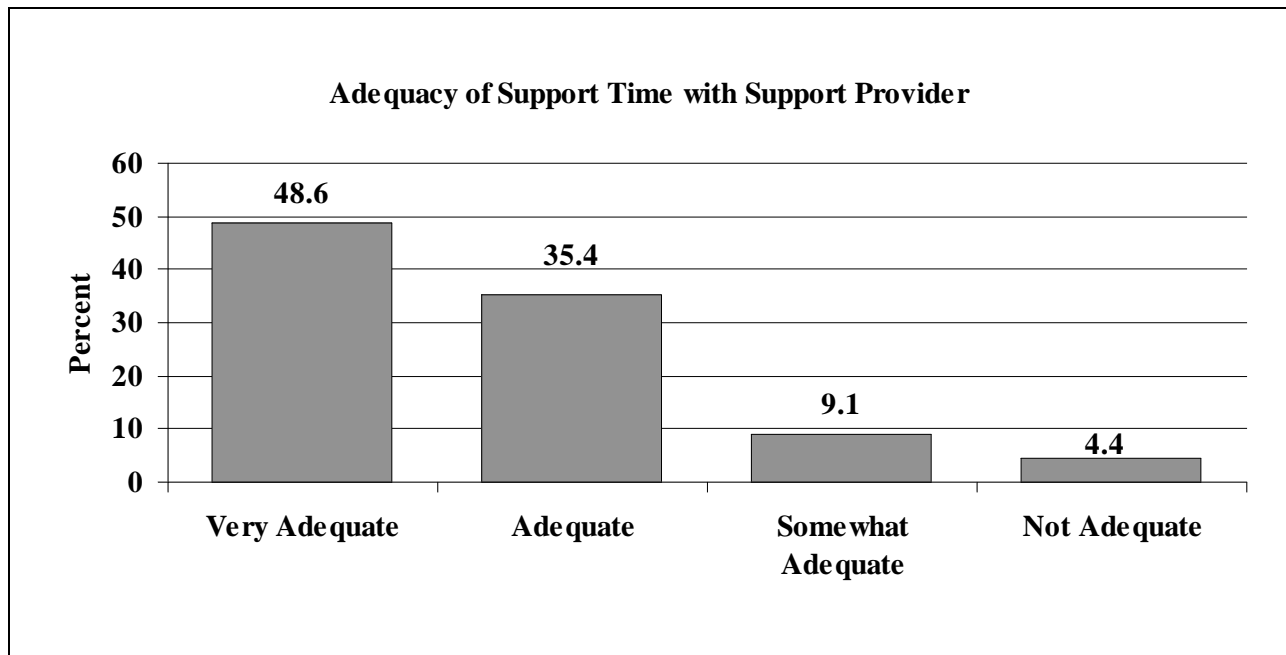
Following preservice, on-site support is deemed to be one of the most important elements of a successful internship program. Almost 75% of the Interns who responded indicated that they communicated daily, 2-3 times a week, or at least once a week with their Support Providers (Figure 2).

Figure 2



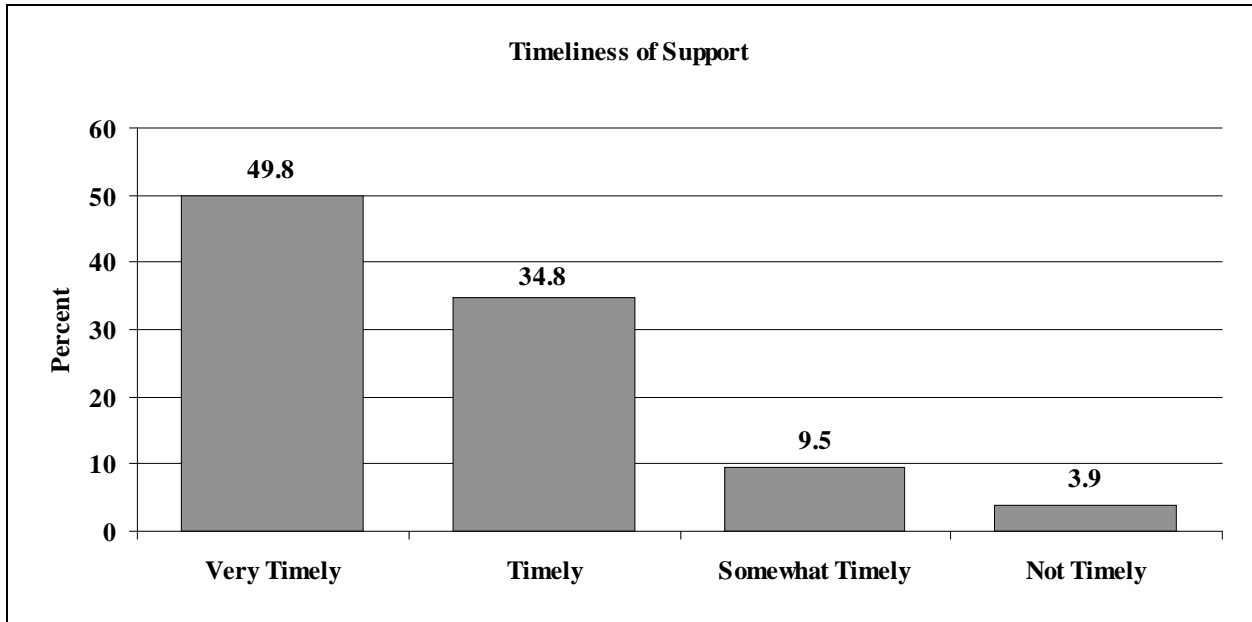
Furthermore, over 80% also stated that the amount of support time they received was adequate or very adequate to meet their needs (Figure 3)

Figure 3



As indicated in Figure 4, more than 84% of interns also felt that support was provided in a timely manner.

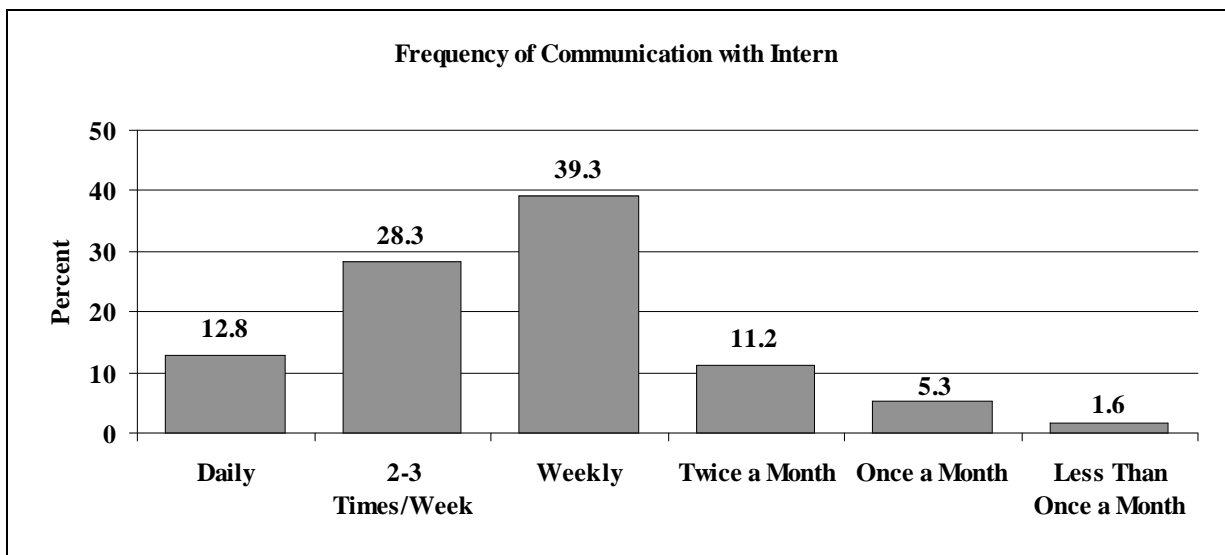
Figure 4



Support Provider Surveys

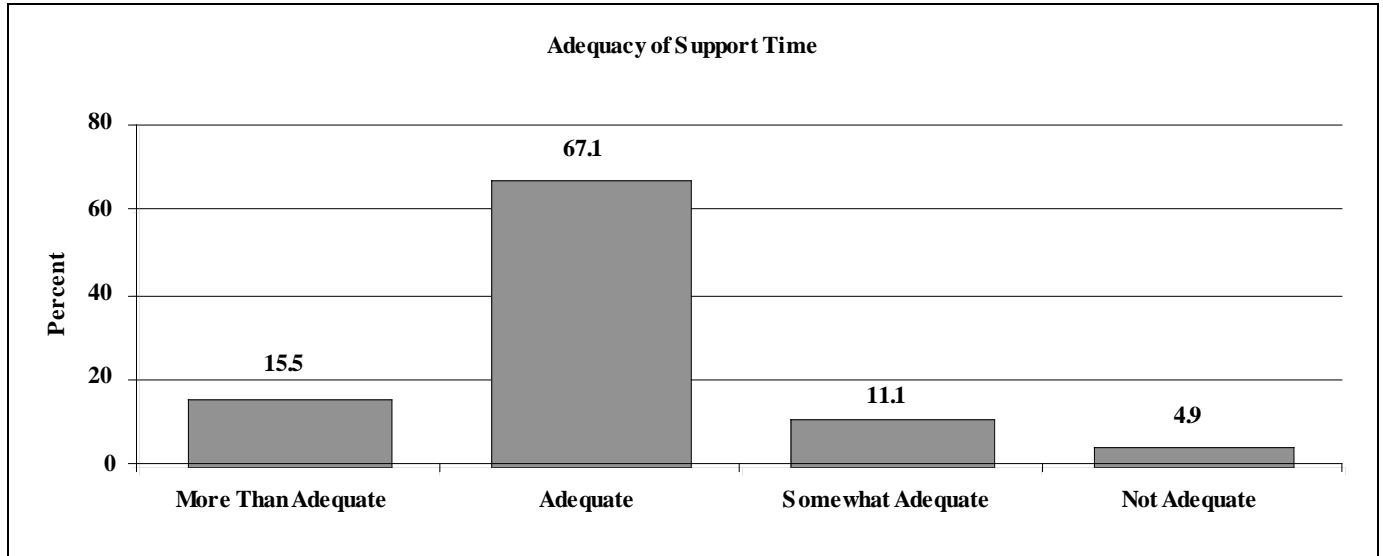
Support Providers were also asked about their preparation and the amount of assistance they were able to provide to interns. As indicated in Figure 5, more than 80% of Support Providers stated that they communicated with their intern teachers on a daily basis, 2-3 times a week, or at least weekly. As noted above 75% of interns reported this level of communication. Differences between intern and Support Provider responses in each category may be due to differing understandings of and/or perception of support offered or received.

Figure 5



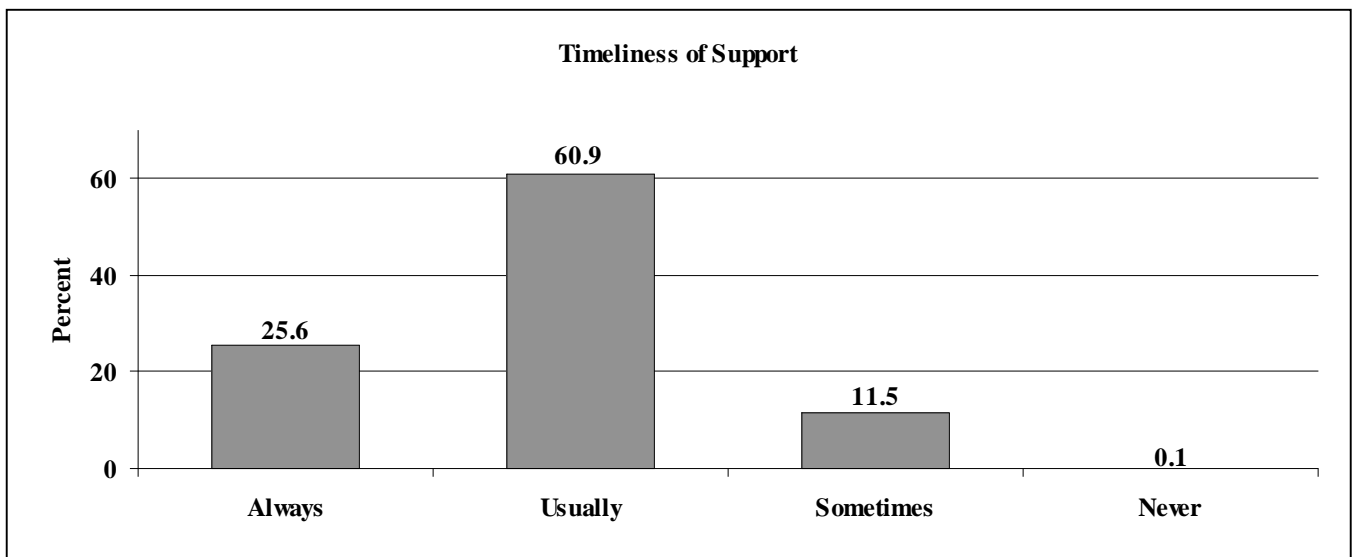
Support Providers also indicated that the amount of time allotted for their Support Provider role was adequate to meet the needs of the interns they served. As shown in Figure 6, 67.1% felt that the time was adequate, and 15.5% felt that the time was more than adequate.

Figure 6



As shown in Figure 7, over 85% of Support Providers also indicated that they were always or usually able to provide support on a timely basis. More than 84% of interns reported that they received support on a very timely or timely manner.

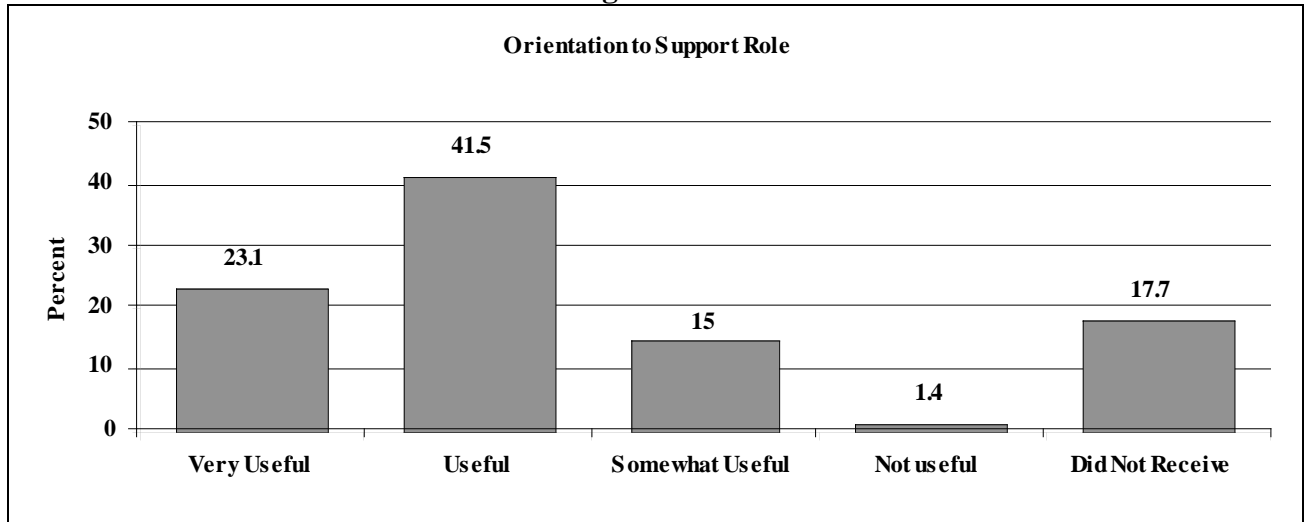
Figure 7



Orientation to Support Role

Most Support Providers who received orientation to their Support Provider role felt that it was useful or very useful. However, 17.7% stated that they did not receive such orientation. Programs may need to explore additional ways to prepare Support Providers for their role in development of the intern's skills. (See Figure 8)

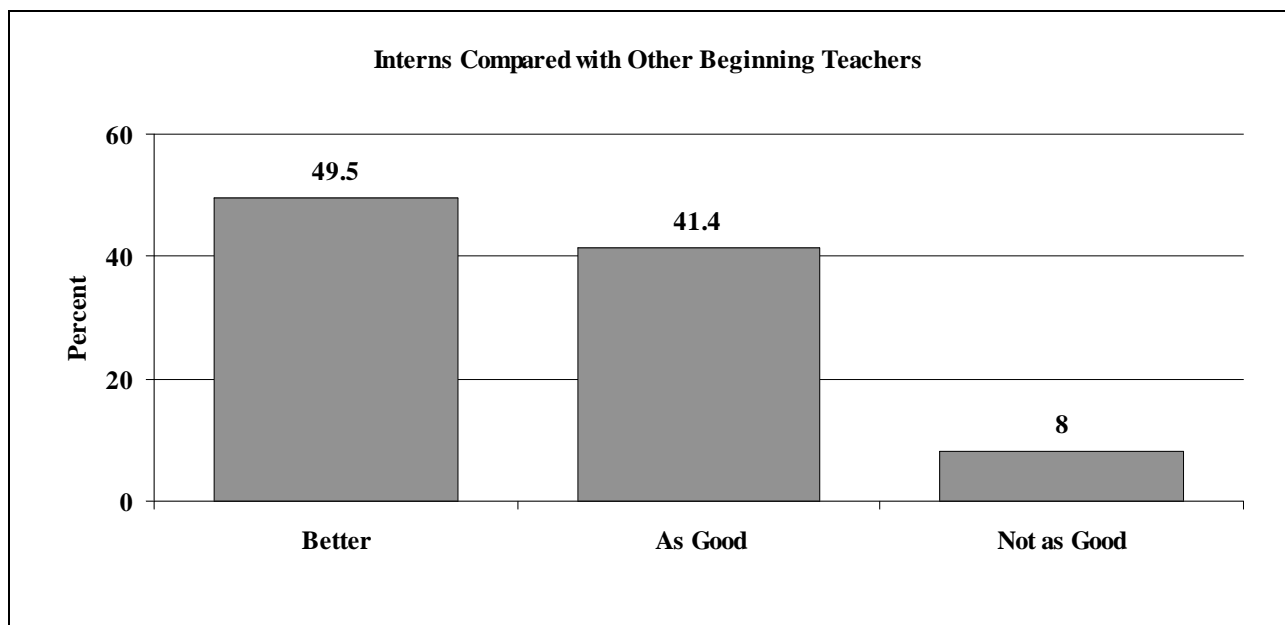
Figure 8



Employer Surveys

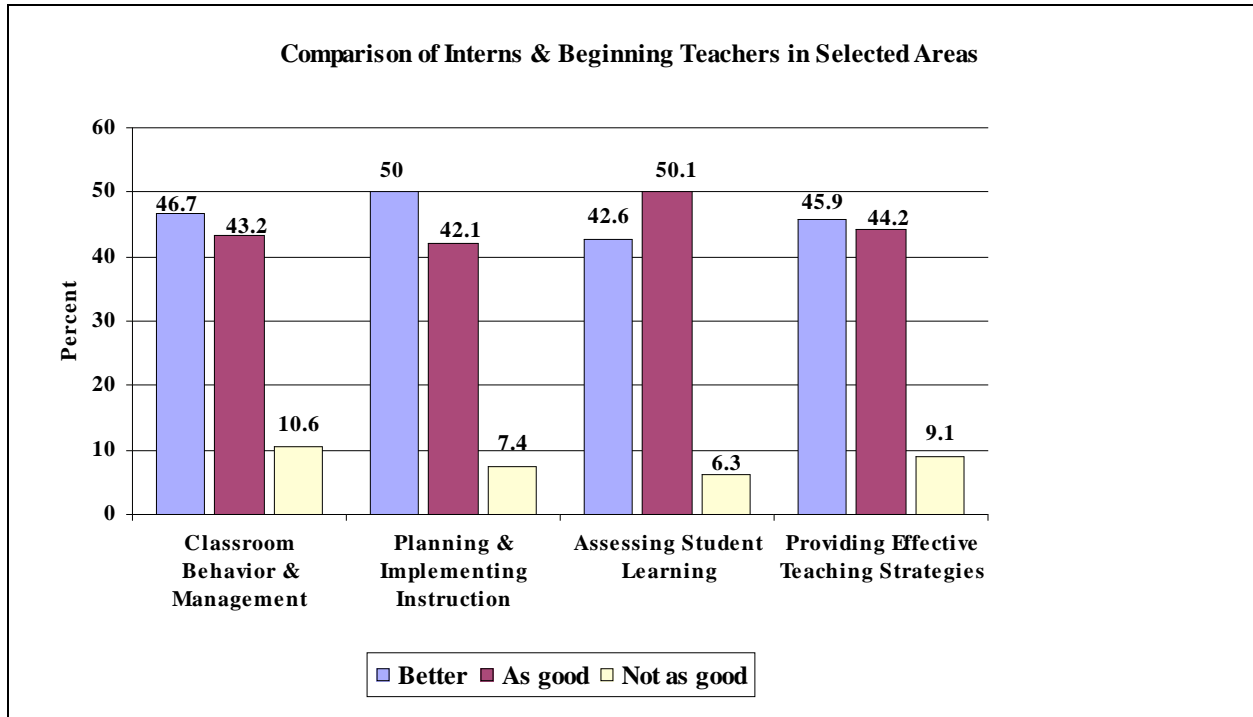
The Employer Survey asked principals and other school administrators how interns at their schools compared with other beginning teachers. Overall, these school leaders indicated that more than 90% of the intern teachers at their schools were as good as or better than other beginning teachers who taught at schools where they had been administrators. (See Figure 9)

Figure 9



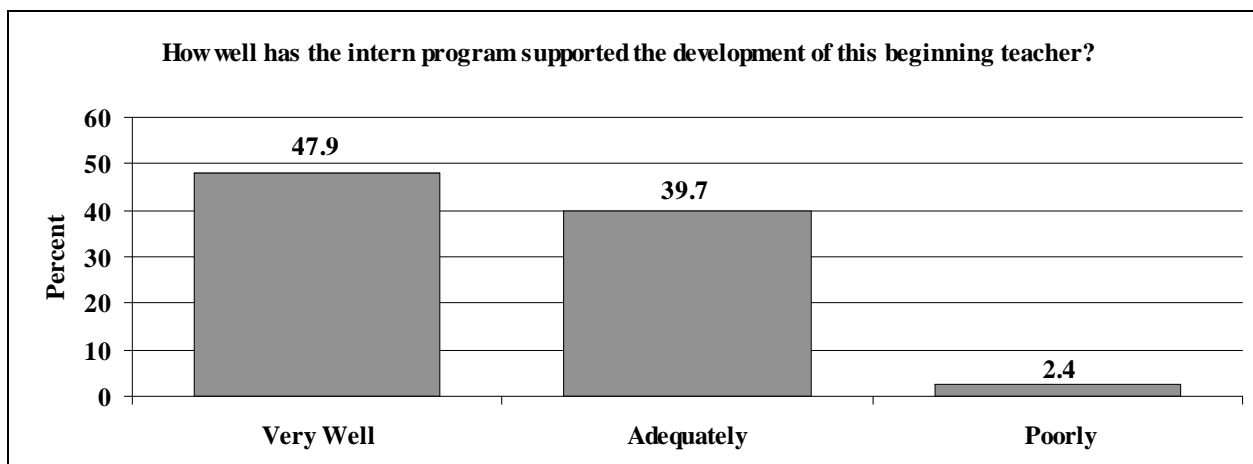
As shown in Figure 10, intern skills were also rated favorably in specific areas of performance by these same administrators when compared with other beginning teachers.

Figure 10



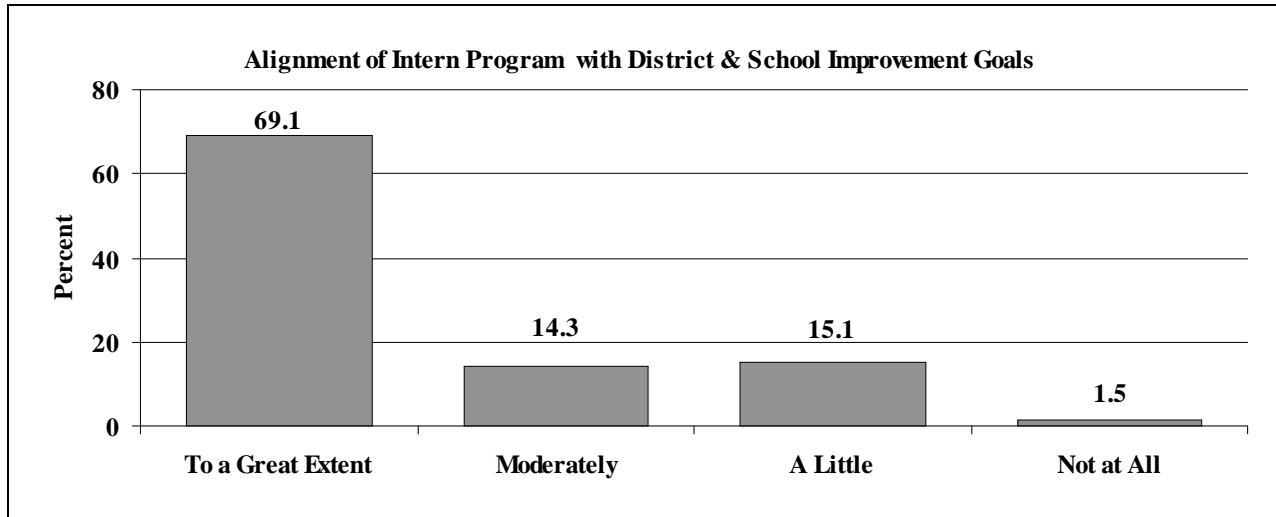
When asked how well the intern program supported the development of the intern teacher(s) at their school, 87.6% of principals and other administrators who responded stated the program had supported the intern teachers very well or adequately. (See Figure 11)

Figure 11



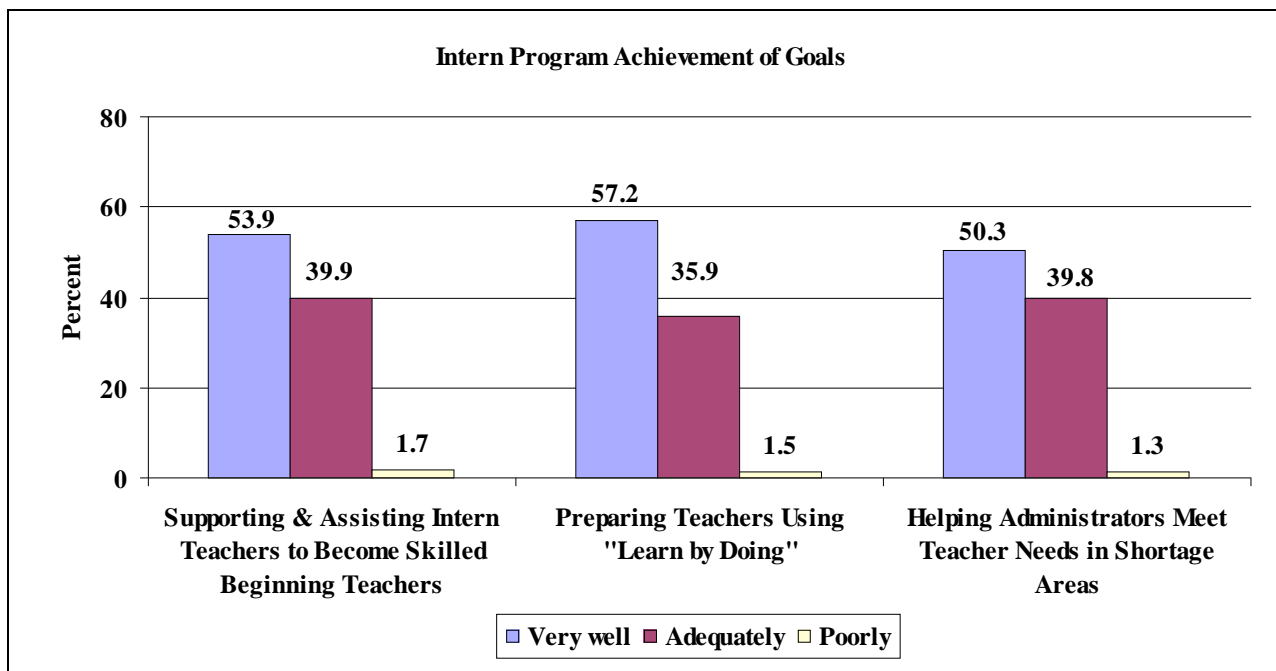
A majority of principals also said that they believed the intern program aligned with and supported their district and school improvement goals. (See Figure 12)

Figure 12



Finally, more than 90% of principals and other administrators felt that the intern program met its specified goals adequately or very well. (See Figure 13)

Figure 13



Retention

Funded Intern Programs agree to track the retention of their participants for 5 years (year one is the first year of the retention) to see if they are retained in the teaching profession. Each intern “class” or cohort is tracked by the participating program and partnering school districts. All interns who successfully complete a one to three year program are recommended for a preliminary credential and are moved into a BTSA teacher induction program or Level II Education Specialist program.

Historically, programs have reported aggregate retention data; however, for 2007-08, the Commission requested reporting by individual, producing a large number of unknowns. In the spring of 2009, the CALTIDES comprehensive system of longitudinal educator data produced placement information for 85% of all those employed by school district. The Commission is currently using this source, albeit incomplete, to calculate participant retention rates. Thus, with the 85% of school districts reporting, it is estimated that 80% of interns are still teaching in a public school setting after five years.

Policy Changes Related to Flexible Funding

As stated previously, the revised 2008-2009 budget altered how funds for General Fund Proposition 98 programs were allocated to the Alternative Pathway to Certification (Intern) program. The allocation is no longer a per participant allocation, but rather a block grant to the LEA. Furthermore, the total appropriation for the Intern program was reduced in 2008-09, and each program saw a reduction in their allocation. Block grants are to remain in place for five years, with a percentage reduction in funding each year.

Intern programs are now part of the Tier III appropriations to Local Education Agencies (LEAs). The LEA has the authority to determine whether or not to continue to allocate funds, and in the same amounts, to the Intern programs they co-sponsored in 2007-08. LEAs that elect not to continue a program that was funded with Proposition 98 funds in 2007-08 must hold a public hearing to make this determination and must report such action to the state, as specified in statute.

In 2008-09, Intern programs reported anecdotally that they were struggling to maintain existing programs with reduced funding. However, it is anticipated that the federal stimulus funding, which has already been applied for by the Commission, will “back fill” the funding that was lost in 2008-09. The Commission has also requested stimulus funds for this purpose in 2009-10. As most reports indicate that reductions in funding at the local level have also resulted in teacher layoffs, there is some indication that the demand for interns may also be reduced in the short term. However, with all of the uncertainty, program sponsors have not been able to provide the Commission with sufficient information to determine if the number of interns will decline. Furthermore, it is anticipated that the need for interns in traditionally hard to serve (content and geographic) areas will continue.

As the average intern program takes two or more years to complete, programs are optimistic that expected teacher retirement levels and improvements in the economy will result in a demand for more teachers, including those prepared through alternative pathways to certification, two years from now.

Race to the Top

The federal Race to the Top Fund provides competitive grants to encourage and reward states that are creating the conditions for education innovation and reform; implementing ambitious plans in the four education reform areas described in the *American Recovery and Reinvestment Act of 2009* (ARRA); and achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring that students are prepared for success in college and careers. Race to the Top will provide \$4.35 billion in competitive grants to encourage and reward states that create the conditions for education innovation and reform.

One of the Race to the Top State Reform Conditions Criteria is that state applicants must provide alternative pathways for aspiring teachers and principals. Specifically, the federal Department of Education will be looking at the extent to which the state has in place legal, statutory, or regulatory provisions that allow alternative pathways to certification for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education; and the extent to which these routes are in use. California's strong alternative pathway to certification (Intern) program for teacher preparation will be an asset if California applies for Race to the Top funds

Program Growth and Looking to the Future

Participation in the state-funded intern programs has remained relatively constant for the last six years. The only significant decrease occurred during the 2005-2006 year, which may have been due to the discontinuance of the pre-intern program, a feeder to the intern program. Internship programs will continue to adjust to market trends. Block grant funding decisions at the local level may result in lower funding levels for intern programs as programs compete with other local priorities for available funds. However, the Race to the Top may create opportunities for program growth and/or transformation.

Improving preservice preparation and on-site support will continue to be program goals in the next year. Programs continue to work with districts to identify need areas, provide timely preservice preparation, and assure that the intern is supported at the site and by the program and has the necessary preparation to be successful.

Appendix A

Districts Using Program Participants

ALAMEDA	Alameda City Unified Alameda COE Albany City Unified Berkeley Unified CA School for Blind CA School for Deaf Castro Valley Unified Dublin Unified Emery Unified Fremont Unified Hayward Unified Livermore Valley Joint Unified New Haven Unified Newark Unified Oakland Unified Piedmont City Unified Pleasanton Unified San Leandro Unified San Lorenzo Unified SBE Livermore Valley Charter		Pittsburgh Unified San Ramon Valley Unified West Contra Costa Unified
		EL DORADO	Buckeye Union Elementary El Dorado Union High Rescue Union Elementary
		FRESNO	Alvina Elementary American Union Elementary Caruthers Unified Central Unified Clovis Unified Coalinga-Huron Joint Unified Firebaugh-Las Deltas Joint Unified Fowler Unified Fresno COE Fresno Unified Golden Plains Unified Kremen Unified Kings Canyon Joint Unified Kingsburg Elementary Charter Mendota Unified Parlier Unified Raisin City Elementary Riverdale Joint Unified Sanger Unified Selma Unified Sierra Unified Washington Colony Elementary Washington Union High West Fresno Elementary Westside Elementary
AMADOR	Amador County Unified		
BUTTE	Biggs Unified Butte COE Oroville Union High Paradise Unified Thermalito Union Elementary		
CALAVERAS	Bret Harte Union High Calaveras COE Calaveras Unified Vallecito Union		
COLUSA	Colusa COE Colusa Unified	GLENN	Glenn COE Orland Joint Unified Princeton Joint Unified
CONTRA COSTA	Antioch Unified Brentwood Union Elementary Byron Union Elementary Contra Costa COE John Swett Unified Liberty Union High Martinez Unified Mt. Diablo Unified Oakley Union Elementary Orinda Union Elementary	HUMBOLDT	Fortuna Union High Humboldt COE Mattole Unified McKinleyville Union Elementary Northern Humboldt Union High Rohnerville Elementary Southern Humboldt Joint Unified

IMPERIAL

Brawley Elementary
 Brawley Union High
 Calexico Unified
 Calipatria Unified
 Central Union High
 El Centro Elementary
 Heber Elementary
 Holtville Unified
 Imperial COE
 Imperial Unified
 McCabe Union Elementary
 Mulberry Elementary
 San Pasqual Valley Unified
 Westmorland Union Elementary

INYO

Bishop Union Elementary

KERN

Arvin Union Elementary
 Bakersfield City
 Beardsley Elementary
 Belridge Elementary
 Delano Joint Union High
 Delano Union Elementary
 Edison Elementary
 El Tejon Elementary
 Fairfax Elementary
 Fruitvale Elementary
 General Shafter Elementary
 Greenfield Union Elementary
 Kern COE
 Kern Union High
 Kernville Union Elementary
 Lakeside Union
 Lamont Elementary
 Lost Hills Union Elementary
 Maple Elementary
 Maricopa Unified
 McFarland Unified
 Midway Elementary
 Mojave Unified
 Muroc Joint Unified
 Norris Elementary
 Panama-Buena Vista Union
 Pond Union
 Richland Union Elementary
 Rio Bravo-Greeley Union Elementary
 Rosedale Union Elementary
 Semitropic Elementary
 Sierra Sands Unified
 Southern Kern Unified

Standard Elementary
 Taft City
 Taft Union High
 Tehachapi Unified
 Vineland Elementary
 Wasco Union Elementary
 Wasco Union High

KINGS

Armona Union Elementary
 Corcoran Joint Unified
 Hanford Elementary
 Hanford Joint Union High
 Kings COE
 Kings River-Hardwick Union
 Elementary
 Kit Carson Union Elementary
 Lakeside Union Elementary
 Lemoore Union Elementary
 Lemoore Union High
 Reef-Sunset Unified

LAKE

Konocti Unified
 Middletown Unified

LASSEN

Lassen COE
 Lassen Union High
 Susanville Elementary
 Westwood Unified

LOS ANGELES

ABC Unified
 Acton-Agua Dulce Unified
 Alhambra Unified
 Antelope Valley Union High
 Arcadia Unified
 Azusa Unified
 Baldwin Park Unified
 Bassett Unified
 Bellflower Unified
 Beverly Hills Unified
 Bonita Unified
 Burbank Unified
 Castaic Union Elementary
 Centinella Valley Union High
 Charter Oak Unified
 Claremont Unified
 Compton Unified
 Covina-Valley Unified
 Culver City Unified
 Downey Unified
 Duarte Unified

East Whittier City Elementary		William S. Hart Union High
Eastside Union Elementary		Wilsona Elementary
El Monte Union High		Los Angeles
El Rancho Unified		
El Segundo Unified	MADERA	Alview-Dairyland Union Elementary
Garvey Elementary		Chawanakee Unified
Glendale Unified		Chowchilla Elementary
Gorman Elementary		Chowchilla Union High
Hacienda La Puente Unified		Golden Valley Unified
Hawthorne		Madera Unified
Hermosa Beach City Elementary		Raymond-Knowles Union Elementary
Inglewood Unified		Yosemite Unified
Keppel Union Elementary		
La Canada Unified	MARIN	Dixie Elementary
Lancaster Elementary		Lagunitas Elementary
Las Virgenes Unified		Marin COE
Lawndale Elementary		Mill Valley Elementary
Lennox Elementary		Novato Unified
Little Lake City Elementary		Ross Valley Elementary
Long Beach Unified		San Rafael City Elementary
Los Angeles COE		San Rafael City High
Los Angeles Unified		Sausalito Marin City
Los Angeles Unified LAUSD		Tamalpais Union High
Los Nietos		
Lynwood Unified	MARIPOSA	Mariposa County Unified
Manhattan Beach Unified		
Monrovia Unified	MENDOCINO	Anderson Valley Unified
Montebello Unified		Arena Union Elementary
Newhall Elementary		Fort Bragg Unified
Norwalk-La Mirada Unified		Laytonville Unified
Palmdale Elementary		Potter Valley Community Unified
Palos Verdes Peninsula Elementary		Round Valley Unified
Paramount Unified		Ukiah Unified
Pasadena Unified		Willits Unified
Pomona Unified		
Redondo Beach Unified	MERCED	Delhi Unified
Rowland Unified		Dos Palos Oro Loma Joint Unified
San Gabriel Unified		Gustine Unified
Santa Monica-Malibu Unified		Hillmar Unified
SBE Lifeline Education Charter		LeGrand Union High
SBE School of the Arts and Enterprise		Livingston Union Elementary
South Pasadena Unified		Los Banos Unified
South Whittier Elementary		Merced City Elementary
Southeast ROP		Merced COE
Sulphur Springs Union Elementary		Merced Unified
Temple City Unified		Merced Union High
Torrance Unified		Weaver Union
Walnut Valley Unified		
West Covina Unified	MODOC	Modoc COE
Westside Union Elementary		Modoc Joint Unified
Whittier City Elementary		Surprise Valley Joint Unified
Whittier Union High		Tulelake Basin Joint Unified

MONO	Eastern Sierra Unified	PLACER	Ackerman Elementary Aubrun Union Elementary Eureka Union Placer COE Placer Union High Rocklin Unified Roseville City Elementary Roseville Joint Union High Western Placer Unified
MONTEREY	Alisal Union Elementary Carmel Unified Gonzales Unified Greenfield Union Elementary King City Union Elementary Monterey COE Monterey Peninsula Unified North Monterey County Unified Salinas City Elementary Salinas Union High Saint Rita Union Elementary Soledad Unified	PLUMAS	Plumas Unified
NAPA	Napa Valley Unified Saint Helena Unified	RIVERSIDE	Alvord Unified Banning Unified Beaumont Unified Coachella Valley Unified Corona-Norco Unified Desert Sands Unified Hemet Unified Jurupa Unified Lake Elsinore Unified Menifee Union Elementary Moreno Valley Unified Murrieta Valley Unified Nuvview Union Elementary Palm Springs Unified Palo Verde Unified Perris Elementary Perris Union High Riverside COE Riverside Unified San Jacinto Unified Temecula Valley Unified Val Verde Unified
NEVADA	Nevada COE Nevada Joint Union High Pleasant Ridge Union Elementary		
ORANGE	Anaheim City Anaheim Union High Brea-Olinda Unified Buena Park Elementary Capistrano Unified Centralia Elementary Cypress Elementary Fountain Valley Elementary Fullerton Elementary Fullerton Joint Union High Garden Grove Unified Huntington Beach City Elementary Huntington Beach Union High Irvine Unified La Habra City Elementary Los Alamitos Unified Magnolia Elementary Newport-Mesa Unified Ocean View Orange COE Orange Unified Placentia-Yorba Linda Unified Saddleback Valley Unified Santa Ana Unified Tustin Unified Westminster Elementary	SACRAMENTO	Center Joint Unified Elk Grove Unified Elverta Joint Elementary Folsom-Cordova Unified Galt Joint Union Elementary Galt Joint Union High Natomas Unified River Delta Joint Unified Sacramento City Unified Sacramento COE Sacramento Unified San Juan Unified Twin Rivers Unified

SAN BENITO

Hollister
 North County Joint Union Elementary
 San Benito COE
 San Benito High

Rancho Santa Fe Elementary
 San Diego COE
 San Diego Unified
 San Dieguito Union High
 San Marcos Unified
 San Ysidro Elementary
 SBC High Tech High
 South Bay Union Elementary
 Sweetwater Union High
 Vista Unified

SAN BERNARDINO

Adelanto Elementary
 Alta Loma Elementary
 Apple Valley Unified
 Baker Valley Unified
 Barstow Unified
 Bear Valley Unified
 Central Elementary
 Chaffey Joint Union High
 Chino Valley Unified
 Colton Joint Unified
 Cucamonga Elementary
 Etiwanda Elementary
 Fontana Unified
 Hesperia Unified
 Morongo Unified
 Mt. Baldy Joint Elementary
 Needles Unified
 Ontario-Montclair Elementary
 Oro Grande Elementary
 Redlands Unified
 Rialto Unified
 Rim Of The World Unified
 San Bernardino City Unified
 San Bernardino COE
 Silver Valley Unified
 Snowline Joint Unified
 Upland Unified
 Victor Elementary
 Victor Valley Union High
 Yucaipa-Calimesa Joint Unified

SAN FRANCISCO

San Francisco COE
 San Francisco Unified
 SBE Edison Charter Academy

SAN JOAQUIN

Escalon Unified
 Jefferson Elementary
 Lammersville Elementary
 Lincoln Unified
 Linden Unified
 Lodi Unified
 Manteca Unified
 New Hope Elementary
 New Jerusalem Elementary
 Ripon Unified
 San Joaquin COE
 Stockton City Unified
 Stockton Unified
 Tracy Joint Unified

SAN LUIS OBISPO

Lucia Mar Unified

SAN MATEO

Burlingame Elementary
 Cabrillo Unified
 Jefferson Elementary
 Jefferson Union High
 Millbrae Elementary
 Pacifica
 Ravenswood City Elementary
 Redwood City Elementary
 San Bruno Park Elementary
 San Carlos Elementary
 San Mateo COE
 San Mateo Union High
 San Mateo-Foster City Elementary
 Squoia Union High
 South San Francisco Unified

SAN DIEGO

Bonsall Union Elementary
 Cajon Valley Union Elementary
 Chula Vista Elementary
 Escondido Union Elementary
 Fallbrook Union Elementary
 Fallbrook Union High
 Grossmont Union High
 Jamul-Dulzura Union Elementary
 Julian Union High
 La Mesa-Spring Valley
 Lakeside Union Elementary
 National Elementary
 Oceanside Unified
 Poway Unified
 Ramona City Unified

**SANTA
BARBARA**

Buellton Union Elementary
College Elementary
Hope Elementary
Lompoc Unified
Santa Barbara COE
Santa Barbara Elementary
Santa Barbara High
Santa Maria Joint Union High

SANTA CLARA

Alum Rock Union Elementary
Berryessa Union Elementary
Cambrian Elementary
Campbell Union Elementary
Campbell Union High
Cupertino Union
East Side Union High
Evergreen Elementary
Franklin-McKinley Elementary
Fremont Union High
Gilroy Unified
Los Altos Elementary
Los Gatos-Saratoga Joint Union High
Milpitas Unified
Moreland Elementary
Morgan Hill Unified
Mountain View Whisman
Mountain View-Los Altos Union High
Mt. Pleasant Elementary
Oak Grove Elementary
Orchard Elementary
Palo Alto Unified
San Jose Unified
Santa Clara COE
Santa Clara Unified
Sunnyvale
Union Elementary

SANTA CRUZ

Live Oak Elementary
Pajaro Valley Unified
Pajaro Valley Unified School
San Lorenzo Valley Unified
Santa Cruz City Elementary
Santa Cruz City High
Santa Cruz COE
Scotts Valley Unified
Soquel Union Elementary

SHASTA

Anderson Union High
Cascade Union Elementary
Enterprise Elementary
Gateway Unified

Juntion Elementary
Redding Elementary
Shasta COE
Shasta Union High

SISKIYOU

Butte Valley Unified
Dunsmuir Elementary
Happy Camp Union Elementary
Scott Valley Unified
Siskiyou COE
Siskiyou Union High

SOLANO

Benicia Unified
Dixon Unified
Fairfield-Suisun Unified
Silveyville Primary
Solano COE
Travis Unified
Vacaville Unified
Vallejo City Unified

SONOMA

Bellevue Union Elementary
Cotati-Rohnert Park Unified
Geyserville Unified
Gravenstein Union Elementary
Healdsburg Unified
Horicon Elementary
Mark West Union Elementary
Old Adobe Union Elementary
Petaluma City Elementary
Petaluma Joint Union High
Santa Rosa Elementary
Santa Rosa High
Sonoma COE
Sonoma Valley Unified
Twin Hills Union Elementary
West Sonoma County Union High
Windsor Unified

STANISLAUS

Ceres Unified
 Chatom Union Elementary
 Denair Unified
 Empire Union Elementary
 Hughson Unified
 Keyes Union
 Modesto City Elementary
 Modesto City High
 Newman-Crows Landing Unified
 Oakdale Joint Unified
 Patterson Joint Unified
 Riverbank Unified
 Salida Union Elementary
 Stanislaus COE
 Stanislaus Union Elementary
 Sylvan Union Elementary
 Turlock Unified

SUTTER

Live Oak Unified
 Sutter COE
 Sutter Union High
 Yuba City Unified

TEHAMA

Los Molinos Unified
 Red Bluff Union Elementary
 Tehama COE

TRINITY

Lewiston Elementary
 Trinity COE

TULARE

Alpaugh Unified
 Burton Elementary
 Cutler-Orosi Joint Unified
 Dinuba Unified
 Earlimart Elementary
 Exeter Union Elementary
 Farmersville Unified
 Lindsay Unified
 Pixley Union Elementary
 Pleasant View Elementary
 Porterville Unified
 Stone Corral Elementary
 Strathmore Union Elementary
 Terra Bella Union Elementary
 Tulare City Elementary
 Tulare COE
 Tulare Joint Union High
 Visalia Unified
 Woodlake Union Elementary
 Woodville Union Elementary

TUOLOMNE

Belleview Elementary
 Toulomne County Superintendent
 Twain Harte-Long Barn Union
 Elementary

VENTURA

Conejo Valley Unified
 Fillmore Unified
 Hueneme Elementary
 Moorpark Unified
 Oak Park Unified
 Ocean View Elementary
 Ojai Unified
 Oxnard Elementary
 Oxnard Union High
 Pleasant Valley
 Rio Elementary
 Santa Paula Elementary
 Santa Paula Union High
 Simi Valley Unified
 Ventura COE
 Ventura Unified

YOLO

Davis Joint Unified
 Esparto Unified
 Washington Unified
 Winters Joint Unified
 Woodland Joint Unified
 Yolo COE

YUBA

Marysville Joint Unified
 Plumas Lake Elementary
 Wheatland Elementary
 Wheatland Union High
 Yuba COE

EXCHANGE CERTIFICATED EMPLOYEE CREDENTIAL

General Qualifications and Professional Status

The governing board of any school district, subject to the rules and regulations prescribed by the State Board of Education, may enter into an agreement with the proper authorities of any foreign country, or of any state, territory, or possession of the United States, or other district within the state, for the exchange and employment of regularly credentialed or certificated employees. No exchange shall be made without the consent of the employee.

Consideration will be given to the general qualifications and professional status of the exchange employee as compared to the general qualifications and professional status of the employee exchanged. However, it is not a requirement that an exchange-certificated employee be a teacher of the same subject or grade as the employee exchanged. If the service authorized is other than teaching, it is not a requirement that the service be at the same grade level or that the service be exactly the same as the employee exchanged.

Exchange employees cannot be employed by a school district in the state unless they hold the necessary valid credential or credentials issued by the Commission authorizing them to serve in a position requiring certification qualifications in the school district proposing to employ them. The Commission may establish minimum standards for the credentials of exchange certificated employees, *provided that no exchange certificated employee is required to pay any fee or other charge for valid credentials required for the position.*

Requirements

A school district governing board that proposes to employ an exchange certificated employee must comply with the provisions outlined above and submit all of the following to the Commission office:

1. A completed application ([form 41-4](#)), and, if not previously submitted, a completed LiveScan receipt ([form 41-LS](#)). Out-of-state residents must submit two fingerprint cards (FP-258) in lieu of a LiveScan receipt. If submitting fingerprint cards, current [fingerprint processing fees](#) must accompany the application packet.
2. Satisfy the [basic skills requirement](#). See Commission leaflet [CL-667](#), entitled [Basic Skills Requirement](#) for additional information.
3. A completed copy of the Exchange Certificated Employee Verification of Information ([form CL-502](#)) on which the superintendent verifies **all** of the following requirements:
 - a. The position in which the governing board proposes to employ the applicant
 - b. The dates of proposed employment
 - c. The facts showing that the applicant is an employee of a public school as required above
 - d. The district has given due consideration to the general qualifications and professional status of the proposed exchange employee as compared to the general qualifications and professional status of the employee to be exchanged
 - e. The district has official verification from the proper authorities mentioned above that the applicant is fit to perform the services required in the position

Authorization for Service

This credential authorizes the holder to serve in a position requiring certification qualifications as specified on the credential by the employing school district.

Term

An exchange agreement may be made for up to three years. At the end of the assignment period, the exchange, with the consent of all parties, may be made complete and permanent, provided the governing board submits to the Commission facts showing that the holder meets all California minimum standards that would be required of an applicant for a credential authorizing that class or service.

To obtain information about available foreign teacher exchanges, please contact:

Fulbright Teacher Exchange Program

600 Maryland Avenue SW, Suite 3230

Washington, D.C. 20024

Or visit their website at www.fulbrightexchanges.org

Reference: Title 5, California Code of Regulations, Section 80055.1

EMINENCE CREDENTIAL

The Commission is authorized to grant an Eminence Credential (teaching or services) to an individual who is eminent in a specific endeavor and is recognized as such beyond the boundaries of his or her community, having demonstrably advanced his or her field, and has been acknowledged by his or her peers beyond the norm for others in the specific endeavor.

Eminence credentials are only available at the recommendation of an employing agency. The employing agency must demonstrate how the eminent individual will enrich the educational quality of the employing agency. The employing agency's employment needs will not be considered as evidence for eminence. The candidate is required to attend the Commission meeting when his or her Eminence Credential is being considered. Individuals may not apply directly to the Commission for an Eminence Credential.

REQUIREMENTS FOR THE EMINENCE CREDENTIAL

Consideration of an Eminence Credential will be based upon submission of **all** of the following by the employing agency:

1. Recommendation from the governing board of the employing agency, verified on form [CL-226](#), entitled *Recommendation for a Person of Eminence*
2. Verification of employment by the employing agency
3. Verification of the individual's eminence qualifications (see requirements below)
4. A letter from the employing agency stating how this individual will enrich the educational experience of the school district
5. Completed application ([form 41-4 \[pdf\]](#)), and, if not previously submitted to the Commission, a completed LiveScan receipt ([form 41-LS \[pdf\]](#)). Out-of-state residents must submit two fingerprint cards in lieu of a LiveScan receipt. If submitting fingerprint cards, current fingerprint processing fees must accompany the application packet in addition to the application processing fee. Fingerprint cards may be ordered by sending an email to the Commission at credentials@ctc.ca.gov.
6. Application [processing fees](#)
*The basic skills requirement is **not** required of Eminence Credential applicants.*

THE APPLICATION PROCESS

Commission staff will initially review the application to determine if an individual meets the definition of eminence. If staff concludes that the individual meets the definition, staff will then forward the application to the Commission for review and action at the next available Commission meeting. Staff submission of an eminence application that appears to meet the guidelines does not ensure Commission approval.

If staff concludes the individual does not meet the definition of eminence, staff will deny the application. Upon denial of an application, the employing school district may request that staff reconsider its decision. The employing agency must submit new evidentiary material that was not available at the time of initial application relevant to the reason(s) for denial. If staff determines that the new information supports the definition of eminence, staff will forward the application to the Commission for review and action at the next available Commission meeting. If the new evidence does not provide additional support of eminence, the application will be placed on the Commission's consent calendar with a recommendation for denial.

DOCUMENTATION REQUIREMENTS FOR VERIFYING EMINENCE

1. Evidence must be presented in **each** of the following areas:
 - a. *RECOGNIZED AS EMINENT BEYOND THE BOUNDARIES OF HIS OR HER COMMUNITY*

The individual's professional reputation, expertise, and influence will be considered in the review process and must extend beyond the boundaries of the local community. To meet this requirement the individual must be renowned outside of the individual's geographic community. More merit will be placed on international and interstate recognition in their area of endeavor than exposure within the individual's state or residence. Recognition beyond local boundaries does not include residential moves from state to state or country to country.
 - b. *DEMONSTRABLY ADVANCED HIS OR HER FIELD*

A person with exceptional knowledge in a particular field is not necessarily eminent in that field. To demonstrate advancement of the field the applicant must provide documentation of advanced degrees, distinguished employment within the endeavor, including evidence of research and authorship activities substantially contributing to their field of endeavor and indicate a high level of expertise. For example, when the eminence is for work in the arts, distinguished employment must be verified with evidence that the individual received top billings in films, productions, televised events or exhibitions, as applicable.
 - c. *ACKNOWLEDGED BY HIS OR HER PEERS BEYOND THE NORM FOR OTHERS IN THE SPECIFIC ENDEAVOR*

To meet this requirement the employing agency must submit **all** of the following documentation:

 - 1) Letters from former employers, professional colleagues and other experts in the field, relating to the individual's recognized expertise or position of prominence within the specific field
 - 2) Documents evidencing an extraordinary ability worthy of distinction, such as written advisory opinions from a peer group, national or international organization representing the field
 - 3) Evidence of a major, nationally or internationally recognized award. These awards should be of the type recognizing uncommon achievement in and advancement of a particular field of endeavor
 - 4) Evidence of any extremely significant contribution made to their field
 - 5) Authorship of a new or unusually successful method of educating children or members of the public in the individual's field of endeavor
 - 6) Extraordinary success in their field (commercial or humanitarian)
2. Documentation used in support of an application for eminence, as outlined in the above criteria, must be from (but are not limited to) the following:
 - a. Professional associations and organizations
 - b. Former and current employers
 - c. Professional colleagues (beyond those he or she currently works with)
 - d. Other (individuals or groups whose evaluations would support eminence)
3. Documentation may include (but is not limited to) the following:
 - a. advanced degrees (required for academic authorizations)
 - b. distinguished employment or performance in the specific field or endeavor
 - c. related study or experience
 - d. publications and/or articles published in established trade or professional journals

- e. evidence of leadership in state or national professional organizations
 - f. awards or honors attained for contributions to his or her field of endeavor
4. A letter from the candidate describing his or her accomplishments that support a claim of eminence

PERIOD OF VALIDITY

The first Eminence Credential is valid for two years. The second issuance is valid for three years. During the first five years of the Eminence Credential, the holder is restricted to service in the employing agency that requested the Eminence Credential. After the five-year period, the holder will qualify for a clear credential that is valid throughout California upon submission of an application ([form 41-4](#)) and application [processing fee](#).

RENEWAL FOR THE SECOND ISSUANCE FOR THE REMAINDER OF THE PRELIMINARY

After the completion of two years of service on the Eminence Credential the employing school district may request a renewal for the remaining three years of the five-year preliminary period with submission of the following:

1. Recommendation from the governing board of the employing agency for continued employment verified on form [CL-226](#), entitled *Recommendation for a Person of Eminence*
2. A letter from the employing agency stating this individual continues to enrich the educational experience of the students in the school district.
3. Completed application ([form 41-4 \[pdf\]](#)) and Application [processing fees](#).

RENEWAL FOR THE ISSUANCE OF A CLEAR EMINENCE CREDENTIAL

After completion of five years of service on a Preliminary Eminence Credential the employer may request a Clear Eminence Credential with submission of the following:

1. Recommendation from the governing board of the employing agency for the Clear Eminence Credential based on successful employment on the Eminence Credential verified on form [CL-226](#), entitled *Recommendation for a Person of Eminence*
2. A letter from the employing agency stating this individual enriched the educational experience of the students in the school district.
3. Completed application ([form 41-4 \[pdf\]](#)) and Application [processing fees](#).

References: California Education Code, Sections 44262 and Title 5, California Code of Regulations, Section 80043 - 80045

ADMINISTRATIVE SERVICES CREDENTIAL FOR ADMINISTRATORS PREPARED IN CALIFORNIA

California has a two-tier credential structure. A five-year preliminary credential is the first credential issued after an individual meets basic credential requirements. A clear credential is issued when all credential requirements have been completed.

The Administrative Services Credential authorizes the holder to provide the following services in grades 12 and below, including preschool, and in classes organized primarily for adults:

- Develop, coordinate, and assess instructional programs
- Evaluate certificated and classified personnel
- Provide students' discipline, including but not limited to, suspension and expulsion
- Provide certificated and classified employees discipline, including but not limited to, suspension, dismissal, and reinstatement
- Supervise certificated and classified personnel
- Manage school site, district, or county level fiscal services
- Recruit, employ, and assign certificated and classified personnel
- Develop, coordinate, and supervise student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services

An individual **must** hold an Administrative Services Credential to provide the following services in grades preschool, K-12 and adults:

- Evaluate the quality and effectiveness of instructional services at the school site level
- Evaluate of certificated personnel employed at the school site level, with the exception of the site administrator
- Student and certificated personnel employee discipline services at the school site level

Individuals Prepared Outside of California

Individuals prepared out-of-state or in a country outside the United States or U.S. territories should refer to Commission leaflet [CL-574](#), entitled *Administrative Services Credentials for Individuals Prepared Out-of-State*.

Requirements for the Five-Year Preliminary Credential

Individuals must satisfy **all** the following requirements:

1. Possess a valid prerequisite credential (see Terms and Definitions)
2. Complete **one** of the following:

- a. A Commission-approved program of specialized and professional preparation in administrative services resulting in the formal recommendation of the program sponsor or,
- b. A one-year Commission-approved administrative services internship program consisting of supervised in-service training resulting in the formal recommendation by the California college or university where the program was completed or,
- c. Achieve a passing score on The California Preliminary Administrative Credential Examination (CPACE), administered by Evaluation Systems, Pearson, or the School Leaders Licensure Assessment (SLLA), exam #1010, administered by Educational Testing Service (ETS).
 - Passing examination scores must be used for credentialing purposes within five years of the passing exam date
 - Individuals who pass one of the above examinations may apply directly to the Commission for the credential
 - Please include an original score report showing passage of the examination with the application
 - **California is NOT ACCEPTING the SLLA #1011 towards certification.**

NOTE: The CPACE has replaced the SLLA #1010 for use toward administrative certification. The last administration of the SLLA #1010 was February 26, 2011. For more information on administration of the CPACE (beginning June 16, 2011), see the exam test web site <http://www.cpace.nesinc.com/>.

3. Satisfy the [basic skills requirement](#). See Commission leaflet [CL-667](#), entitled *Basic Skills Requirement*, for additional information.
4. Complete three years of full-time experience (see Terms and Definitions)
5. Verify employment in an administrative position on [form CL-777](#) (Individuals who complete the requirements for the credential by the passage of an administrative examination, as outlined in item 2c above, are exempt from this requirement.)

An individual who has completed requirements 1–4 above but does not have an offer of employment in an administrative position may apply for a Certificate of Eligibility, which verifies completion of all requirements for the preliminary credential and authorizes the holder to seek employment as an administrator. Once securing an offer of employment, the holder of a Certificate of Eligibility may apply for the preliminary credential by submitting an application ([form 41-4](#)), a *Verification of Employment Form* ([CL-777](#)), and current [processing fee](#) to the Commission office.

Term of the Preliminary Credential

The valid period of the Administrative Services Credential is limited by the expiration date of the prerequisite credential. The administrative credential will expire with and may be renewed with the prerequisite credential by submitting an application ([form 41-4](#)) and [processing fee](#). However, if the prerequisite credential is valid for the full five year period from the issuance date of the preliminary administrative credential, the administrative credential will be valid for the full five year period upon issuance. For this reason, it may take one complete renewal cycle to align the dates of the prerequisite and administrative credentials. By the end of the five-year preliminary period, the holder must meet the requirements for the clear credential.

Requirements for the Clear Credential

Individuals must satisfy **all** of the following requirements:

1. Possess a valid Preliminary Administrative Services Credential (see Terms and Definitions)
2. Verify a minimum of two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential.
3. Complete **one** of the following:
 - a. Obtain the recommendation of a Commission-approved program verifying completion of an individualized program of advanced preparation designed in cooperation with your employer and the program sponsor
 - b. A State Board of Education-approved Administrator Training Program. Verification of program completion (Modules 1, 2 and 3) must be submitted with the individual's direct application to the Commission. (Information on the Administrator Training Program, including approved programs and providers, may be accessed through the California Department of Education (CDE) website at www.cde.ca.gov).

NOTE: Individuals who wish to use the ATP to earn the Clear Administrative Services Credential must complete the program, the online survey required by CDE, and apply for the Clear Administrative Services Credential by **April 1, 2014**. This includes the printing of all Certificates of Completion (which require a superintendent signature when submitting to the Commission). Applications for the based on the ATP must be received at the Commission **no later than April 1, 2014**. The latest filing date that will be allowed under this process is **April 1, 2014**. Questions regarding the ATP should be directed to staff at the California Department of Education (See [Coded Correspondence 12-09](#)).

- c. Meet Mastery of Fieldwork Performance Standards through a Commission-approved program. Colleges and universities with approved programs leading to a Clear Administrative Services Credential may offer a streamlined assessment option to allow candidates to forego the course work component of the program and allow them to demonstrate their knowledge, skills and abilities through the assessment component of the program.
 - The assessment must result in formal recommendation for the credential and the application for the credential based on this evaluation must be submitted by the college or university that conducted the evaluation
- d. A Commission-approved alternative program based on Commission-adopted guidelines resulting in a formal recommendation from the program sponsor
 - The application must be submitted by the program sponsor via the online application submission process
- e. A Commission-approved performance assessment, when available

Term of the Clear Credential

The term of the clear credential may not exceed five calendar years and may be limited to expire with the prerequisite credential (see Terms and Definitions). The clear credential is renewable online.

Appeal for Extension

The holder of a Preliminary Administrative Services Credential who needs additional time to complete the ATP (option b above) requirements may be issued a two-year extension upon submission of an application ([form 41-4](#)) marked clearly as an appeal, the application [processing fee](#), and a letter on official letterhead from the ATP provider verifying enrollment.

Individuals who do not complete the ATP or additional requirements for the clear credential within this time period will need to contact an approved program for one of the other options to earn the clear credential. Appeals for two years to complete all requirements for the ATP and two years of administrative experience will no longer be issued after **April 1, 2012**. One year extensions may be issued after this date but will expire no later than **April 1, 2014, regardless of the date of issuance**.

Individuals not enrolled in the ATP who need additional time to complete program requirements for any of the remaining options (a, c, d, or e) outlined above may request a one-year extension by appeal. See [credential leaflet AL-3 Extension by Appeal for Credentials and Permits](#) for submission details.

TERMS AND DEFINITIONS

Administrative Experience

Two years of successful experience in a full-time administrative position in a California public school, nonpublic school, or private school of equivalent status, while holding the Preliminary Administrative Services Credential. Verification of experience must be on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience.

Experience

Three years of successful, full-time experience in a public school, nonpublic school, or private school of equivalent status. This experience may be teaching, pupil personnel work, librarianship, health services, or clinical or rehabilitative services. Substitute or part-time service does not apply.

Full-Time Service

Full-time service means service for at least a minimum of four hours per day for three-fourths of the total days in the school year. Substitute or part-time service does not apply.

Prerequisite Teaching Credential

For the purposes of an Administrative Services Credential, a prerequisite credential is defined as:

- A valid California teaching credential requiring a bachelor's degree and a program of professional preparation, including student teaching; **or**
- A valid California Designated Subjects Teaching Credential, provided the holder also possesses a bachelor's or higher degree from a regionally-accredited college or university **or**
- A valid California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a bachelor's degree and a program of professional preparation, including field practice or the equivalent.
- Holders of the Preliminary School Nurse Services Credential or any of the other Health Services Credentials, such as the school physician, dentist, dental hygienist, optometrist, clinical psychologist, and psychiatric social worker, **do not** meet this requirement.

Valid Preliminary Administrative Services Credential

For the purposes of the Administrative Services Credential, the term “valid” means that the holder met the requirements to have held the preliminary credential which afforded the individual the opportunity to gain the necessary experience and to complete academic requirements to earn the clear credential. It does not mean that the document must be active date-wise when applying for the clear credential.

Reference: California Education Code 44270, 44270.5; Title 5, California Code of Regulations 80054

[Click here for Professional Preparation Programs for Administrative Services Credentials](#) or visit the Commission’s website at **www.ctc.ca.gov**

DESIGNATED SUBJECTS ADULT EDUCATION TEACHING CREDENTIALS (FULL-TIME/PART-TIME)

The requirements outlined in this leaflet apply to individuals who qualify for the Full-Time or Part-Time Designated Subjects Adult Education Teaching Credential under regulations in place prior to January 1, 2011. Individuals seeking a Preliminary or Clear Designated Subjects Adult Education Teaching Credential based on Assembly Bill (AB) 1374 which affects credentials issued on or after January 1, 2011 to individuals enrolled in programs accredited under the adult education program standards approved in November 2010, should refer to Commission leaflet [CL-697B](#), entitled *Designated Subjects Adult Education Teaching Credentials-Based on AB 1374*. For detailed information on the passage of AB 1374, see [Coded Correspondence 11-07](#).

NOTE: The final date for initial issuance of the *preliminary* credential earned under the requirements outlined in this leaflet is January 31, 2013. The final date for initial issuance of a *clear* credential earned under the requirements outlined in this leaflet is January 31, 2016. See the Commission website for a list of [Commission-approved program sponsors](#).

THE FULL-TIME ADULT CREDENTIAL

The Preliminary or Clear Full-Time Designated Subjects Adult Education Teaching Credential authorizes the holder to teach the subjects named on the credential in courses organized primarily for adults. In addition, the holder may serve as a substitute in courses organized primarily for adults for not more than 30 days for any one teacher during the school year.

Designated Subjects Adult Education Teaching Credentials are issued to individuals who meet the requirements listed below and are recommended by a [Commission-approved program sponsor](#).

Requirements for the Preliminary Credential (Full-Time)

1. Five years of experience and/or education directly related to each subject to be named on the credential (see Terms and Definitions)
2. High school diploma requirement by one of the following methods:
 - a. High school diploma
 - b. Diploma based on passage of the GED Test
 - c. Foreign equivalent of a high school diploma
3. Satisfy the [basic skills requirement](#). See Commission program leaflet [CL-667](#), entitled *Basic Skills Requirement* for additional information. Applicants for the Adult Credential in *non-academic subjects* (see chart later in this program leaflet) are exempt from the basic skills requirement.
4. Verification by a Commission-approved program sponsor that the applicant has been fully apprised of the requirements for both the preliminary and clear credentials, including the Level I/Level II programs of personalized preparation
5. Completed application ([form 41-4](#)) and application [processing fee](#)

6. Completed LiveScan receipt ([41-LS](#)), verifying fingerprints have been taken and fees have been paid, unless fingerprint clearance is already on file at the Commission
7. Recommendation by a [Commission-approved program sponsor](#)

Period of Validity (Full-Time)

For individuals who have completed all requirements for the preliminary except for U.S. Constitution, the initial preliminary full-time credential will be valid for one year. The credential may be extended to its full five year term upon application, processing fee, and verification that the U.S. Constitution requirement has been met.

For individuals who have completed all requirements for the preliminary credential, the initial preliminary credential will be valid for no more than two years from the date of issuance of the credential unless the holder's employer receives form CL-787, entitled *Verification of Completion of Level I Requirements*, from the program sponsor through which the holder completed those requirements. Once the holder's employer receives this verification, the credential's validity period will automatically be extended for the remainder of the five year period from the date of issuance of the credential. **There is no need to apply for this extension.**

If the credential holder's ESD is not known to the program sponsor, form CL-787 will be sent directly to the credential holder for forwarding to the employer.

Once the clear credential is issued, it must be renewed online every five-year renewal cycle. There are no additional requirements to renew the clear credential.

Requirements for the Clear Credential (Full-Time)

Individuals must satisfy **all** of the following requirements:

1. Possess a valid Preliminary Full-time Designated Subjects Adult Education Teaching Credential
2. Obtain verification by the ESD of the successful teaching of a minimum of one course in each of four terms within the five-year period of validity of the Preliminary Adult Education Teaching Credential (Two of these terms must be with one ESD. The teaching must have been to adult learners in the subject(s) authorized by the preliminary adult education teaching credential and must have occurred while holding the valid preliminary full-time adult education teaching credential.)
3. Obtain verification by a Commission-approved program sponsor that the applicant has completed all Level I and Level II requirements of a Commission-approved program of personalized preparation, including the use of computers in an instructional setting
4. Health education, including, but not limited to, the study of nutrition; the physiological and sociological effects of abuse of alcohol, narcotics, and drugs, and the use of tobacco. This requirement must also include training in cardiopulmonary resuscitation (CPR) that covers infant, child, and adult CPR skills.
5. U.S. Constitution requirement by one of the following methods:
 - a. Complete a course (at least two semester units or three quarter units) in the provisions and principles of the U.S. Constitution. Submit a photocopy of the course description for evaluation purposes.
 - b. Pass an examination in the provisions and principles of the U.S. Constitution given by a regionally-accredited college or university
6. Completed application ([form 41-4](#)) and application [processing fee](#)
7. Recommendation by a [Commission-approved program sponsor](#)

THE PART-TIME ADULT CREDENTIAL

The Preliminary or Clear Part-Time Adult Education Teaching Credential authorizes the holder to teach not more than half-time in the subject named on the credential in courses organized primarily for adults. For the purpose of this credential, half-time for the holder of this credential who teaches in only one school district shall not exceed one-half of a full-time assignment for adult educators in that school district. Half-time for the holder of this credential who teaches in more than one school district shall not exceed one-half of the greatest number of hours considered to be a full-time assignment for adult educators in any one of the districts.

Requirements for the Preliminary Credential (Part-Time)

Individuals must satisfy **all** of the following requirements:

1. Verify five years of experience and/or education related to each subject to be named on the credential. The experience and/or education requirements and the subjects that can be named on the part-time credential are the same as those specified for the full-time credential.
2. High school diploma requirement by one of the following methods:
 - a. High school diploma
 - b. Diploma based on passage of the GED Test
 - c. Foreign equivalent of a high school diploma
3. Satisfy the [basic skills requirement](#). See Commission program leaflet [CL-667](#), entitled *Basic Skills Requirement* for additional information. Applicants for the Designated Subjects Adult Teaching Credential in non-academic subjects are exempt from this requirement.
4. Verification by a [Commission-approved program sponsor](#) that the applicant has been fully apprised of the requirements for both the preliminary and clear credentials, including the Level I/Level II programs of personalized preparation
5. Completed application ([form 41-4](#)) and application [processing fee](#)
6. Recommendation by a [Commission-approved program sponsor](#)

Period of Validity (Part-Time)

An initial Preliminary Part-Time Designated Subjects Adult Education Teaching Credential issued on the basis of the applicant's satisfaction of requirements listed above, authorizes service for no more than two years from the date of issuance of the credential unless the holder's employer (ESD) receives form CL-787, entitled *Verification of Completion of Level I Requirements*, from the program sponsor through which the holder completed those requirements. Once the holder's employer receives this verification, the credential's validity period will automatically be extended for the remainder of the five-year period from the date of issuance of the credential. **There is no need to apply for this extension.**

If the credential holder's ESD is not known to the program sponsor, form CL-787 will be sent directly to the credential holder for forwarding to the employer.

Once the clear credential is issued, it must be renewed online every five-year renewal cycle. There are no additional requirements to renew the clear credential.

Requirements for the Clear Credential (Part-Time)

Individuals must satisfy **all** of the following requirements:

1. Possess a valid Preliminary Part-Time Adult Education Teaching Credential (see Terms and Definitions)

2. Obtain verification by the ESD of the successful teaching of a minimum of one course in each of four terms within the five-year period of validity of the preliminary adult education teaching credential (Two of these terms must be with one ESD. The teaching must have been to adult learners in the subject[s] authorized by the preliminary adult education teaching credential and must have occurred while holding the valid preliminary adult education teaching credential.)
3. Obtain verification by a Commission-approved program sponsor that the applicant has completed all Level I requirements of a program of personalized preparation, including the use of computers in an instructional setting
4. Health education, including, but not limited to, the study of nutrition; the physiological and sociological effects of abuse of alcohol, narcotics, and drugs, and the use of tobacco. This requirement must also include training in cardiopulmonary resuscitation (CPR) that covers infant, child, and adult CPR skills.
5. Completed application ([form 41-4](#)) and application [processing fee](#)
6. Recommendation by a [Commission-approved program sponsor](#)

Transition from Full-Time/Part-Time Credentials

Assembly Bill (AB) 1374 (Chap. 36, Stats. 2010) was signed by the Governor on July 6, 2010 and became effective on January 1, 2011. AB 1374 amended Education Code §§44260.2 and 44260.3 related to the issuance of adult education credentials:

- Reduces the years of experience required for general subjects (formerly termed ‘non-academic’ subjects) from five years to three years;
- Reduces the term of the preliminary credential from five years to three years;
- Moves the U.S. Constitution requirement from the preliminary to clear credential;
- Deletes Education Code section 44260.8 related to the health education and computer education requirements and incorporates that language into EC section 44260.3 pertaining to the requirements for the clear credential; and
- Consolidates the ‘full-time’ and ‘part-time’ designators.

Holders of Life or Clear Designated Subjects Adult Education Teaching Credentials issued under previous regulations may choose to either maintain their documents or transition to adult education credentials issued under the provisions of AB 1374. Due to significant changes to the program standards and structure, the holder of a Life or Clear Designated Subjects Adult Education Teaching Credential issued under previous regulations may not qualify initially for the Clear Adult Education Teaching Credential under the new program standards and may be required to first obtain the Three-Year Preliminary Adult Education Teaching Credential.

Holders of Five-Year Preliminary (Full-Time or Part-Time) Adult Education Teaching Credentials may complete the renewal requirements printed on their documents or transition to an adult education credential issued under the provisions of AB 1374. Individuals who wish to transition to Three-Year Preliminary or Clear Adult Education Teaching Credentials issued via the provisions of AB 1374 should contact a [Commission-approved program sponsor](#) for assistance.

Important Dates:

Requested credential issue date of January 1, 2011 – All Preliminary and Clear Adult Education Teaching Credential applications must be submitted to the Commission for processing by an approved program sponsor. The option of submitting applications through an employing school district is no longer available for adult education credential applications with a requested **issue** date of January 1, 2011 or later.

January 31, 2013 – Last date for admittance to an ‘old’ adult education program and for initial issuance of Five-Year Preliminary Full-Time or Part-Time Adult Education Teaching Credentials based on five years of experience and/or education.

January 31, 2016 – Last date for initial issuance of Clear Full-Time or Part-Time Adult Education Teaching Credentials under the ‘old’ program standards.

TERMS AND DEFINITIONS

Experience

Per Title 5, Section 80034(n), “experience” as it applies to Designated Subjects Adult Education Teaching Credentials, means full-time or part-time experience directly related to the subject to be named on the credential. Experience may be paid or not paid. No more than one year of experience shall apply toward meeting designated subjects credential requirements during any twelve calendar month period. 1000 clock hours shall be the minimum required for each year of experience. Part-time experience may be cumulated to equate to the required 1000 clock hours of experience.

Verification of Work Experience

Title 5 Regulations require verification of five years of experience or its equivalent related to each subject to be named on the credential. Verification of experience means written confirmation of the applicant’s qualifying experience, signed by the applicant’s past or present employer(s) on company letterhead that attests to and includes **all** of the following:

1. Employer’s name, address, and telephone number
2. The working relationship of the person signing the verification to the applicant
3. Beginning and ending dates of employment
4. Complete description of duties
5. A statement as to whether or not the employment was full-time. If employment was less than full-time, include an accounting of the number of hours the applicant was employed.

If the applicant was self-employed or if the applicant’s experience was a vocational, verification shall include a statement, signed by the applicant under penalty of perjury, detailing the information described under *Requirements* (1-5 for full-time and 1-4 for part-time). Further substantiation is required in writing, by other person(s) having first-hand knowledge of the applicant’s self-employment or vocation, such as the applicant’s accountant, major supplier of goods, or major user of goods or services.

Valid Preliminary Adult Education Teaching Credential

For the purposes of the Designated Subjects Adult Education Teaching Credential, the term “valid” means that the holder met the requirements to have held the preliminary credential which afforded the individual the opportunity to gain the necessary experience and to complete academic requirements to earn the clear credential. It does not mean that the document must be active date-wise when applying for the clear credential.

[Click here for Professional Preparation Programs](#) or visit the Commission web site @ www.ctc.ca.gov.

Reference: California Education Code Section 44260.2; Title 5, California Code of Regulations, Sections 80034, 80034.5, 80036, 80036.1, 80036.2, 80036.3, 80036.5, 80040.2, 80040.2.5, 80040.2.7, and 80567

NON-ACADEMIC SUBJECTS THAT MAY BE LISTED ON A CREDENTIAL

The program sponsor may only recommend for Designated Subjects Adult Education Teaching Credentials in non-academic subject areas in subjects that fall within the categories below.

Non-Academic Category**	Individual Categorical Subjects Listed on the Credential	
<i>Adults with Disabilities</i>	Adaptive Arts and Crafts Adaptive Computer Technology Adaptive Physical Education	Health (adults with disabilities) Self-Maintenance Skills (adults with disabilities)
<i>Health and Safety</i>	Cardiopulmonary Resuscitation Environmental Safety Fire Control and Safety First Aid	Health Education Nutrition Physical Fitness and Conditioning Safety Education
<i>Home Economics</i>	Arts and Crafts Clothing Construction Consumer Education Decorative Arts Dietetics and Food Management Nutrition	Food Preparation Home Management Interior Design Textiles Upholstery
<i>Older Adults</i>	Communication Skills Creative Arts Health (older adults) Performing Arts Physical Fitness	Public Affairs Retirement Planning Safety Self-Maintenance (older adults)
<i>Parent Education</i>	Parent Education Childbirth Education	Human Development Family Management
<i>Vocational Education</i>	Aeronautics Agriculture American Sign Language Bookkeeping and Accounting Building and Construction Trades Business Management Career Development Commercial Photography Computer Applications Computer Programming Computer Systems Operation Computer Technology Cosmetology	Court Reporting Electronics Technology Financial Services Health Occupations Industrial Technology Information Processing/Keyboarding Language Interpreter Law Enforcement Occupations Marine Technology Marketing Nursing Office Occupations Small Business Ownership/Management

Requested subjects that do not appear above will be placed within an existing subject, where appropriate. Additional subjects may be added in time to accommodate new or emerging subjects.

**For descriptive purposes only—this category will not be listed on the credential.

ACADEMIC SUBJECTS THAT MAY BE LISTED ON A CREDENTIAL

The program sponsor may only recommend for Designated Subjects Adult Education Teaching Credentials in academic subject areas that fall within the subject areas below.

Academic Subjects (Subject To Be Named On The Credential)	Course Work Required
<i>English as a Second Language</i>	A bachelor's degree or higher completed at a regionally-accredited college or university to include a degree major, certificate, or completion of 20 semester units or 10 upper division semester units in one or any combination of the following: Teaching English as a Second Language (TESL) Teaching English to Speakers of Other Languages (TESOL) Language other than English Linguistics Bilingual/Bicultural studies Second Language Acquisition
<i>Elementary and Secondary Basic Skills (includes basic education in grades 1-8):</i> <i>Arithmetic</i> <i>Reading</i> <i>Individualized high school learning lab/</i> <i>G.E.D./contract class settings</i> <i>Citizenship</i>	A bachelor's or higher degree completed at a regionally-accredited college or university and completion of 20 semester units with at least 3 units in four of the following six areas: English Mathematics Science Social Sciences Fine Arts Language other than English
<i>Individual Subjects</i> <i>A Language Other than English (specify)</i> <i>English</i> <i>Fine Arts</i> <i>Life Science, including General Science</i> <i>Mathematics</i> <i>Physical Science, incl. General Science</i> <i>Social Sciences</i>	A bachelor's or higher degree completed at a regionally-accredited college or university and completion of 20 semester units or 10 upper division semester units in the subject to be taught.

SUBJECT-RELATED EXPERIENCE

This chart is to be used to convert years of subject-related experience into education and/or training necessary to meet the course work and/or degree requirements for a Designated Subjects Adult Education Teaching Credential in a non-academic subject area.

Years of Subject-Related Experience Required	Education and/or Training
+ 5 years	High school diploma or equivalent
+ 4 years	24 semester units of college course work, including a minimum of 4 semester units in the subject to be taught
+ 3 years	48 semester units of college course work, including a minimum of 8 semester units in the subject to be taught
+ 2 years	72 semester units of college course work, including a minimum of 12 semester units in the subject to be taught
+ 1 year	96 semester units of college course work, including a minimum of 16 semester units in the subject to be taught
+ 0 years	Bachelor's degree or higher completed at a regionally-accredited college or university with 20 semester units, or 10 upper division semester units in the subject

DESIGNATED SUBJECTS VOCATIONAL EDUCATION TEACHING CREDENTIAL (FULL-TIME AND PART-TIME)

On November 1, 2007, the Commission ceased issuing Designated Subjects Vocational Education Teaching Credentials on an initial basis and began issuing the Designated Subjects Career Technical Education Teaching Credential. This leaflet contains information pertaining only to the renewal of existing Preliminary Full-time or Part-time Vocational Education Teaching Credentials which require a recommendation by a Commission-approved program sponsor. Information regarding the Career Technical Education Teaching Credential may be found in Commission leaflet [CL-888](#). The final date for issuance of a clear credential earned under the requirements outlined in this leaflet is August 31, 2013. See the Commission website for a list of [Commission-approved program sponsors](#).

FULL-TIME VOCATIONAL

The Full-Time Vocational Education Teaching Credential authorizes the holder to teach the subjects named on the credential in grades K–12, and in classes organized primarily for adults, in technical, trade, or vocational courses which are part of a program of technical, trade, or vocational education. In addition, the holder may serve as a substitute in any vocational class for up to 30 days for any one teacher during the school year.

Requirements for the Clear Credential (Full-Time)

Individuals must satisfy **all** of the following requirements:

1. Possess a valid Preliminary Full-time Designated Subjects Vocational Education Teaching Credential
2. Verification by the employing agency of the successful teaching of a minimum of one course in each of four terms within the five-year period of validity of the preliminary vocational education teaching credential. Two of these terms must be with one ESD. The teaching must have been to learners at the grade level and in the subject(s) authorized by the preliminary vocational education teaching credential and must have occurred while holding the valid Preliminary Full-Time Vocational Education Teaching Credential.
3. Verification by a [Commission-approved program sponsor](#) that the applicant has completed all Level I and Level II requirements of a Commission-approved program of personalized preparation, including the use of computers in an instructional setting.
4. Health education, including, but not limited to, the study of nutrition; the physiological and sociological effects of abuse of alcohol, narcotics, and drugs, and the use of tobacco. This requirement must also include training in cardiopulmonary resuscitation (CPR) that covers infant, child, and adult CPR skills.
5. Completed application ([form 41-4](#))
6. Application [processing fee](#)
7. Recommendation by a [Commission-approved program sponsor](#)

Period of Validity (Full-Time)

Individuals who have completed all requirements for the preliminary credential except U.S. Constitution will be issued a Preliminary Full-time Designated Subjects Vocational Education Teaching Credential, valid for one year from the date of issuance. In this situation, the credential may be extended to its full five-year term upon application ([form 41-4](#)), [processing fees](#), and verification that the U.S. Constitution requirement has been met.

Individuals who have completed all requirements for the preliminary credential, including U.S. Constitution, will be issued an initial preliminary credential, valid for no more than two years from the date of issuance unless the holder's employer receives form CL-787, entitled *Verification of Completion of Level I Requirements* from the program sponsor through which the holder completed those requirements. Once the holder's employer receives this verification, the credential's validity period will *automatically* be extended for the remainder of the five-year period from the date of issuance of the credential. **There is no need to apply for this extension.**

The program sponsor's verification of completion of Level I requirements is the only documentation required in this process. If the credential holder's ESD is not known to the program sponsor, form CL-787 will be sent directly to the credential holder for forwarding to the employer.

Once the clear credential is issued, it must be renewed online every five-year renewal cycle. There are no additional requirements to renew the clear credential.

PART-TIME VOCATIONAL

The Part-Time Vocational Education Teaching Credential authorizes the holder to teach not more than half-time in the subject named on the credential in grades K–12, and in classes organized primarily for adults, in technical, trade, or vocational courses which are part of a program of technical, trade, or vocational education.

For the purpose of this credential, half-time for the holder of this credential who teaches in only one school district shall not exceed one-half of a full-time assignment for vocational educators in that school district. Halftime for the holder of this credential who teaches in more than one school district shall not exceed one-half of the greatest number of hours considered to be a full-time assignment for vocational educators in any one of the districts.

Requirements for the Clear Credential (Part-Time)

Individuals must satisfy **all** of the following requirements:

1. Possess a valid Preliminary Part-Time Vocational Education Teaching Credential
2. Obtain verification by the ESD of the successful teaching of a minimum of one course in each of four terms within the five-year period of validity of the preliminary teaching credential. Two of these terms must be with one ESD. The teaching must have been to learners at the grade level and in the subject(s) authorized by the preliminary vocational education teaching credential and must have occurred while holding the valid preliminary credential.
3. Obtain verification by an program sponsor that the applicant has completed all Level I requirements of a Commission-approved program of personalized preparation, including the use of computers in an instructional setting

4. Health education, including, but not limited to, the study of nutrition; the physiological and sociological effects of abuse of alcohol, narcotics, and drugs, and the use of tobacco. This requirement must also include training in cardiopulmonary resuscitation (CPR) that covers infant, child, and adult CPR skills.
5. Completed application ([form 41-4](#))
6. Application [processing fee](#)
7. Recommendation by a [Commission-approved program sponsor](#)

Period of Validity (Part-Time)

Individuals who have completed all of the requirements for the preliminary credential will be issued a document that is valid for no more than two years from the date of issuance unless the holder's employer receives form CL-787, entitled *Verification of Completion of Level I Requirements* from the program sponsor through which the holder completed those requirements. Once the holder's employer receives this verification, the credential's validity period will *automatically* be extended for the remainder of the five-year period from the date of issuance of the credential. **There is no need to apply for this extension.**

The program sponsor's verification of completion of Level I requirements is the only documentation required in this process. If the credential holder's ESD is not known to the program sponsor, form CL-787 will be sent directly to the credential holder for forwarding to the employer.

Once the clear credential is issued, it must be renewed online every five-year renewal cycle. There are no additional requirements to renew the clear credential.

Transition from Vocational Education to CTE Teaching Credentials

Holders of Life or Clear Designated Subjects Vocational Education Teaching Credentials issued under previous regulations and statutes may choose to either maintain their documents or transition to the Designated Subjects Career Technical Education (CTE) Teaching Credential. Due to significant program changes, holders of these credentials may not qualify for the Clear CTE Teaching Credential under the new standards. For additional information, please see [Coded Correspondence 09-01](#).

[Click here for Professional Preparation Programs](#) or visit the Commission web site @ www.ctc.ca.gov.

Reference: Title 5, California Code of Regulations, Sections 80034, 80034.5, 80035, 80035.1, 80035.5, 80036.5, 80042, and 80569

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(Cite as: 7 Cal.App.4th 1469)

H

CALIFORNIA TEACHERS ASSOCIATION et al.,
Plaintiffs and Appellants,
v.
COMMISSION ON TEACHER CREDENTIALING
et al., Defendants and Respondents.

No. D014459

Court of Appeal, Fourth District, Division 1, California.
Jul 17, 1992.

[Opinion certified for partial publication. ^{FN1}]

FN1 Pursuant to California Rules of [Court, rule 976.1](#), this opinion is certified for publication with the exception of part III.

SUMMARY

A teachers association and a group of credentialed teachers filed a petition for a writ of mandate naming as respondents the superintendents of multiple school districts, the districts' respective school boards, a county board of education, a county superintendent of schools, other governing boards, and the Commission on Teacher Credentialing. The petition alleged that the teachers were regularly credentialed and had applied for vacant teaching positions, but that in place of the regularly credentialed teachers, the school districts had unlawfully hired individuals with only emergency credentials issued by the commission. Plaintiffs also challenged the commission's issuance of the emergency credentials. The trial court sustained demurrers to the petition and entered judgment dismissing the petition. (Superior Court of Imperial County, No. 69670, William E. Lehnhardt, Judge.)

The Court of Appeal affirmed. The court held that the language of [Cal. Code Regs., tit. 5, § 80026](#), which permits the issuance of emergency credentials when regularly credentialed persons are available but are not deemed qualified by the hiring school districts, provided the districts with discretion in determining whether a pool of credentialed employees was also qualified for particular positions. The court held that the trial court properly sustained the demurrers, since

the credentialed teachers were not necessarily qualified for the positions by virtue of their regular credentials alone. The court also held that under [Cal. Code Regs., tit. 5, § 80026](#), the districts properly submitted statements of need for the issuance of the emergency credentials to the commission, and the commission acted properly in issuing the credentials. The court held that the regulation, in permitting the issuance of the emergency credentials, was entirely consistent with [Ed. Code, § 44300](#), and Ed. Code, former § 44254 (emergency teaching credentials). (Opinion by Benke, J., with Todd, Acting P. J., and Froehlich, J., concurring.)

HEADNOTES

Classified to California Digest of Official Reports
(1) Schools § 23--Teachers and Other Employees--Qualifications; Certificates--Hiring of Persons With Emergency Teaching Credentials Rather Than Persons With Regular Credentials.

The trial court properly sustained demurrers to a petition for a writ of mandate filed by a group of regularly credentialed teachers and a teachers association, after the teachers were not hired by school districts that instead hired individuals with emergency credentials. The teachers were not necessarily qualified for the positions by virtue of their regular credentials alone. [Cal. Code Regs., tit. 5, § 80026](#), permits the issuance of emergency credentials when regularly credentialed persons are available but are not deemed qualified by the hiring districts. The language of [§ 80026](#) provides school districts with discretion in determining whether a pool of credentialed employees is also qualified for particular positions, and nothing in the regulation provides any limitation on that discretion.

[See [Cal. Jur.3d, Schools, § 390](#) et seq.]

(2a, 2b) Schools § 23--Teachers and Other Employees--Qualifications; Certificates--Issuance of Emergency Teaching Credentials When Regularly Credentialed Teachers Are Available.

School districts properly submitted statements of need for the issuance of emergency teaching credentials to the Commission on Teacher Credentialing, and the commission acted properly in issuing the emergency credentials to persons hired by the districts, notwithstanding that regularly credentialed teachers had applied for the open positions. [Cal. Code Regs.,](#)

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[tit. 5, § 80026](#), permits the issuance of emergency credentials when regularly credentialed persons are available but are not deemed qualified by the districts. In permitting the issuance of the emergency credentials, the regulation is entirely consistent with [Ed. Code, § 44300](#), and Ed. Code, former § 44254 (emergency teaching credentials).

(3) Administrative Law § 30--Legislation or Rule Making--Necessity for Compliance With Enabling Statute.

Administrative regulations may not contravene the terms or exceed the scope of the statutes under which they have been adopted.

[See 8 **Witkin**, Cal. Procedure (3d ed. 1985) Extraordinary Writs, § 252.]

COUNSEL

Charles R. Gustafson, Beverly Tucker, Rosalind D. Wolf and Robert E. Lindquist for Plaintiffs and Appellants.

Daniel E. Lungren, Attorney General, Charlton G. Holland III, Assistant Attorney General, John H. Sanders and Jill P. Ingram, Deputy Attorneys General, Littler, Mendelson, Fastiff & Tichy, Richard J. Currier, C. Anne Hudson, Judith S. Islas, Horton, Knox, Carter & Foote and Frank A. Oswalt III for Defendants and Respondents.

BENKE, J.

In this case a group of regularly credentialed teachers unsuccessfully applied for teaching jobs in a number of Imperial County school districts. In place of the regularly credentialed teachers, the districts hired individuals who had received emergency credentials from the Commission on Teacher Credentialing (Commission). By way of a petition for a writ of mandate the regularly credentialed teachers challenged the Commission's issuance of the emergency credentials and the districts' decision to employ teachers who received the emergency credentials.^{FN2} The trial court sustained demurrers to their amended petition without leave to amend.

FN2 The regularly credentialed teachers also alleged that in applying for teaching jobs they were entitled to procedural rights which would have prevented the districts from relying on rumors and innuendo about them. In an unpublished portion of this opinion we

find these claims have no merit.

We affirm. As we interpret the pertinent statute and administrative regulation, the availability of regularly credentialed teachers does not prevent the Commission from issuing emergency credentials and does not prevent districts from hiring individuals who have received emergency credentials.

Factual and Procedural Background

1. Initial Petition

On August 8, 1990, the California Teachers Association and four individuals filed a petition for a writ of mandate in the superior court. The petition named as respondents seven school boards, the superintendents of each of seven school districts, the Imperial County Board of Education, the Imperial County Superintendent of Schools and the Commission.

The petition alleged the four individuals were regularly credentialed teachers and that in the summer of 1989 they had applied for vacant teaching *1472 positions in the seven school districts. According to the petition the school districts acted unlawfully in failing to hire the petitioners and instead hired individuals with emergency credentials issued by the Commission.

The respondents demurred to the petition and on October 15, 1990, their demurrers were sustained with 30 days leave to amend.

2. Amended Petitions

On November 13, 1990, the petitioners filed an amended petition. On December 5, 1990, before any response to the amended petition was made, the petitioners filed a second amended petition. The amended petitions added four individuals as petitioners, five additional governing boards and five additional superintendents as respondents. The amended petitions again alleged that each of the individual petitioners held a regular teaching credential issued by the Commission. The amended petitions added allegations that, as in 1989, in the summer of 1990 the individual petitioners applied for vacant teaching positions in the respondent school districts and the districts instead hired teachers with emergency credentials.

The respondents demurred to the amended complaints and their demurrers were sustained without leave to amend. A judgment dismissing the petition

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was entered and the petitioners filed a timely notice of appeal.

Issues on Appeal

On appeal petitioners, as they did below, argue the districts should have hired regularly credentialed teachers before resorting to teachers with emergency credentials.

I

Because, in the final analysis, our disposition of this case rests on our interpretation of the relevant statute and regulation, a brief review of the pertinent statutory and regulatory history is appropriate.

The Education Code of 1959, like its predecessor, gave the Commission the power to issue provisional credentials in accordance with regulations adopted by the Commission. (Stats. 1959, ch. 2, § 3, p. 909, Ed. Code, ^{FN3} former § 13117; see also Stats. 1943, ch. 71, p. 535.) In turn the Commission adopted section 611 of subchapter 3, title 5 of the former California Administrative Code which permitted issuance of provisional credentials when a *1473 district submitted a statement of need to the Commission. The regulation required that the statement of need “indicate that no *qualified*, regularly certificated applicant of the type needed is available and that the applicant, if granted the provisional credential applied for, will be employed in a specified position.” (§ 611, subch. 3, tit. 5, former Cal. Admin. Code, italics added.)

FN3 All statutory references are to the Education Code unless otherwise specified.

In interpreting this regulation the court in *Jones v. Oxnard School Dist.* (1969) 270 Cal.App.2d 587, 591-592 [75 Cal.Rptr. 836], stated: “[I]t is appellant’s theory that being certificated she was per se ‘qualified’ so that the district was duty bound not to determine to the contrary or to file the statement of need. If such were the case, mandate or prohibition conceivably might lie. But to so read section 611 reduced the word ‘qualified’ in that section to surplusage. The fair meaning of the section as written empowers the appropriate management personnel acting for the district to determine whether a certificated applicant is otherwise qualified for employment. That being the case, the district cannot be mandated to exercise the power in a particular fashion.” (Fn. omitted.)

In 1976 the Legislature replaced section 13117 with section 44254. (Stats. 1976, ch. 1010, § 2, p. 3366, operative Apr. 30, 1977.) As enacted section 44254 provided in pertinent part: “Emergency credentials may be issued in accordance with regulations adopted by the commission.

“The terms, reasons, and justification for the issuance of such credentials shall be regularly reported to the Legislature, as well as their number, kind, and other pertinent information. Emergency credentials shall only be authorized when insufficient certified teachers are available.”

Pursuant to the power provided by section 44254 on December 16, 1977, the Commission adopted what are now [sections 80023 through 80026 of title 5, California Code of Regulations](#). (See Register 77, No. 51.) Section 80024 requires that applicants for emergency credentials must, in addition to fulfilling various academic requirements, submit “the Statement of Need described in [Section 80026](#).” [Section 80026](#), subdivision (c) in turn requires that a statement of need “[s]tate either that a credentialed person is not available, or that one or more credentialed persons are available, *but are not deemed qualified by the district, county superintendent of schools, or State agency, as applicable, to hold the position.*” (Italics added.)

In 1988 the Legislature repealed section 44254 and replaced it with [section 44300](#) which provides in pertinent part: “(a) *Commencing January 1, *1474 1990, the commission may issue or renew emergency teaching or specialist permits* in accordance with regulations adopted by the commission ... provided that all of the following conditions are met:

“

.....

“(3) The commission approves the justification for the emergency permit submitted by the school district in which the applicant is to be employed. The justification shall include all of the following:

“(A) Documentation that the district has made a diligent search for, but has been *unable to recruit, a sufficient number of certificated teachers*, including teacher candidates pursuing full certification through internship, district internship, or other alternative routes established by the commission.

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“(B) A declaration of insufficiency based on the documentation set forth in subparagraph (A) and made in the form of a motion adopted by the governing board of the district or the county board of education at a regularly scheduled meeting of the governing board or the county board of education. The motion may not be part of the consent agenda and shall be entered in the minutes of the meeting.

“(b) The exclusive representative of certificated employees, if any, as provided under Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, may submit a written statement to the commission agreeing or disagreeing with the justification submitted to the commission pursuant to paragraph (3) of subdivision (a).” (Italics added.)

Following enactment of [section 44300](#) the Commission did not alter the provisions of [5 CCR section 80026](#).

II

(1) Initially on appeal the individual petitioners argue that by virtue of their regular credentials alone, they are “qualified” within the meaning of [title 5, California Code of Regulations, section 80026](#). In essence the petitioners argue the districts have no discretion under the regulation in determining whether they are qualified. They contend the respondent districts therefore acted unlawfully in 1989 and 1990 in submitting to the Commission statements of need in support of applications for emergency credentials and the Commission in turn acted unlawfully in issuing emergency credentials to individuals hired by the districts. The petitioners believe mandate should issue to compel the districts to hire the individual petitioners in place of the teachers who received what the petitioners believe were unlawful emergency credentials. *1475

The petitioners' interpretation of [title 5, California Code of Regulations, section 80026](#), however, is flatly contradicted by the terms of the regulation which expressly permits issuance of emergency credentials when regularly credentialed persons are available “but are not *deemed* qualified by the district.” This language plainly provides the districts with discretion in determining whether the pool of credentialed employees is also qualified. (See [Jones v. Oxnard School](#)

[Dist., supra](#), 270 Cal.App.2d at pp. 591-592.)

The petitioners' reliance on [Taylor v. Board of Trustees](#) (1984) 36 Cal.3d 500, 509 [204 Cal.Rptr. 711, 683 P.2d 710], [Kalamaras v. Albany Unified School Dist.](#) (1991) 226 Cal.App.3d 1571, 1577-1578 [277 Cal.Rptr. 577], and [Royster v. Cushman](#) (1989) 213 Cal.App.3d 65, 70- 71 [261 Cal.Rptr. 458], is unpersuasive. Those cases deal with section 44918 which provides reemployment rights for substitute teachers who have served 75 percent of the school year. Unlike [title 5, California Code of Regulations, section 80026](#), section 44918 states: “For purposes of this section, ‘qualified to serve’ shall be defined to mean the possession of an appropriate credential plus completion of appropriate academic preparation or experience in the subject matter in which the vacant position occurs.” The cases the petitioners rely upon have interpreted this language as severely limiting a district’s discretion in dealing with substitute teachers who have served three-quarters of a school year. (See e.g., [Taylor v. Board of Trustees, supra](#), 36 Cal.3d at pp. 508-509.)

Plainly the petitioners here are not substitute teachers who have served three-quarters of a school year and thereby obtained protection under section 44918. Rather they are applicants who have yet to serve in any capacity. More importantly for our purposes, unlike section 44918, nothing in [title 5, California Code of Regulations, section 80026](#) provides any limitation on a district's discretion. Rather the phrase “deemed qualified by the district” expressly provides districts the discretion withheld in section 44918.

(2a) In the alternative the petitioners argue that if [title 5, California Code of Regulations, section 80026](#) provides the districts with discretion in determining whether credentialed applicants are also qualified, the regulation is invalid because it contradicts the statutes which permit issuance of emergency credentials. We find no defect in the regulation.

(3) As the petitioners point out administrative regulations may not contravene the terms or exceed the scope of the statutes under which they have been adopted. (See [Coca-Cola Co. v. State Bd. of Equalization](#) (1945) 25 Cal.2d 918, 922 [156 P.2d 1]; [Whitcomb Hotel, Inc. v. Cal. Emp. Com.](#) (1944) 24 Cal.2d 753, 757-758 [151 P.2d 233, 155 A.L.R. 405];

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[Rosas v. Montgomery \(1970\) 10 Cal.App.3d 77, 87 \[88 Cal.Rptr. 907, 43 A.L.R.3d 537\].](#) *1476

(2b) Here the statutes, former section 44254 and section 44300, are themselves silent with respect to the discretion districts have in determining the qualifications of credentialed applicants. Unlike the petitioners, we do not believe the term “insufficient certified teachers” in former section 44254 and the phrase “unable to recruit[] a sufficient number of certificated teachers” in [section 44300](#) require districts to hire unqualified credentialed teachers before submitting a statement of need. Indeed the reference in [section 44300](#) to the ability of district's to “recruit” sufficient numbers suggests the Legislature understood that the hiring process is not simply a matter of filling vacant positions with credentialed applicants but requires consideration of qualifications beyond possession of the appropriate credentials.

Our unwillingness to find any defect in [title 5, California Code of Regulations, section 80026](#) is based upon the history of the regulation and enabling statutes. In particular we note that, although enacted in 1988, the requirements of [section 44300](#) did not become operative as to the issuance or *renewal* of emergency credentials until January 1, 1990. On a practical level this of course means the 1989 vacancies the petitioners allege they should have filled were not subject to [section 44300](#). More importantly however, the reference to the renewal of emergency credentials and the delay in imposing the requirements added by [section 44300](#) was a clear expression by the Legislature that it was aware of the Commission's emergency credentialing practices in 1988 and was willing to accept those practices in their entirety until January 1, 1990.

Moreover the requirements which became effective January 1, 1990, in no way suggest any intention to alter the practice, discussed and approved more than 20 years ago in [Jones v. Oxnard School Dist., supra, 270 Cal.App.2d at pages 591-592](#), of issuing emergency credentials when the credentialed teachers available to a district do not meet the district's qualifications. Rather, with respect to the issuance of emergency credentials, the only alteration of prior practice was procedural. [Section 44300](#), subdivision (a)(3)(B), adds the requirement that a declaration of insufficiency be approved by the governing board of the district at a regularly scheduled meeting and [sec-](#)

[tion 44300](#), subdivision (b), permits the exclusive agent of certificated employees to object to approval of such a declaration.^{FN4}

FN4 [Section 44300](#), subdivision (a)(3)(A), also requires districts submit documentation which shows they have made a diligent search for certificated teachers. This requirement is similar to the requirement set forth in [title 5, California Code of Regulations, section 80026](#), subdivision (b), that districts specify the names of three colleges or placement agencies they have contacted within two weeks of submitting a statement of need.

We believe the procedural additions are instructive. If, as the petitioners suggest, determination of need is simply the ministerial task of determining *1477 whether credentialed applicants have applied for a vacancy, it made very little sense to require the governing board to pass on the question and provide an exclusive agent the opportunity to object. On the other hand, if, in determining the applicant pool is insufficient, discretion must be exercised as to the qualifications of the credentialed applicants, it makes a great deal of sense to subject such a decision to review by the governing board with an opportunity for employee representatives to object. Such a process affords the board an opportunity to review both the qualifications being required by district administrators and the administrator's determination those qualifications cannot be met by current applicants.

In sum then, [title 5, California Code of Regulations, section 80026](#) permits the issuance of emergency credentials when credentialed applicants do not meet a district's qualifications and, in doing so, is entirely consistent with former section 44254 and section 44300. Thus the respondent districts acted properly in submitting statements of need to the Commission and the Commission acted properly in issuing emergency credentials to persons hired by the districts.

III^{FN*}

FN* See footnote 1, [ante, page 1469](#).

.....
Disposition

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Judgment affirmed. Respondents to recover their costs of appeal.^{FN5}

FN5 Although we have rejected the petitioners' arguments they are in no sense frivolous. Accordingly, the respondents' request for sanctions is denied. (*In re Marriage of Flaherty* (1982) 31 Cal.3d 637, 650 [183 Cal.Rptr. 508, 646 P.2d 179].)

Todd, Acting P. J., and Froehlich, J., concurred.

Appellants' petition for review by the Supreme court was denied October 1, 1992. Mosk, J., was of the opinion that the petition should be granted.

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END OF DOCUMENT

98 Cal.App.4th 369, 119 Cal.Rptr.2d 642, 164 Ed. Law Rep. 818, 02 Cal. Daily Op. Serv. 4128, 2002 Daily Journal D.A.R. 5225

(Cite as: 98 Cal.App.4th 369)



CALIFORNIA TEACHERS ASSOCIATION et al.,
Plaintiffs and Appellants,

v.

GOVERNING BOARD OF THE GOLDEN VALLEY
UNIFIED SCHOOL DISTRICT et al., Defendants
and Respondents.

No. F037363.

Court of Appeal, Fifth District, California.
May 13, 2002.

SUMMARY

An elementary schoolteacher and a teachers union filed a petition for a writ of mandate after the teacher, who had been qualified to teach under an emergency teaching permit and whose contract classified her as a probationary employee, was informed in a letter that she would not be employed as a teacher by defendant school district for the next school year. Plaintiffs contended the teacher was a probationary employee and thus was entitled to 30 days' notice and a hearing prior to termination ([Ed. Code, § 44948.3](#), subd. (a)). The trial court denied the petition and ruled that a teacher with only an emergency permit may not be classified as a probationary employee and, therefore, the statutory procedures of notice and a hearing do not apply to the dismissal of such a teacher. (Superior Court of Madera County, No. CV05840, Thomas L. Bender, Judge.)

The Court of Appeal reversed with directions. The court held that plaintiff was a probationary employee for the purpose of protections pertaining to dismissal for the coming school year and, as a result, she was entitled to 30 days' notice and a right to a hearing under [Ed. Code, § 44948.3](#), subd. (a). Plaintiff's position of teaching sixth grade math and science was a position requiring certification qualifications, and, under a literal construction of [Ed. Code, § 44915](#) (probationary employees are persons employed in positions requiring certification and not otherwise classified), she was entitled to be classified as a probationary employee for purposes of the dismissal procedures. Construing the statute in the context of the statutory framework led to the same conclusion. The

court also held that defendant had an implied obligation, under its contract to employ plaintiff as a probationary employee, to apply to the Commission on Teacher Credentialing for an emergency permit for plaintiff to teach during the upcoming school year, even if defendant had received a sufficient number of applications for teaching positions so that it could fill the positions with applicants who were fully credentialed and qualified to teach. (Opinion by Ardaiz, P. J., with Dibiaso and Cornell, JJ., concurring.)

HEADNOTES

(1) Mandamus and Prohibition § 74--Mandamus--Review--Construction of Statute.

Although a trial court's findings and judgment on a petition for a writ of mandate ordinarily are upheld if supported by substantial evidence, the trial court's construction of a statute is purely a question of law and is subject to de novo review on appeal.

(2) Statutes § 30--Construction--Language--Plain Meaning.

Courts construing a statute must ascertain legislative intent so as to effectuate a law's purpose. In the construction of a statute the office of the judge is simply to ascertain and declare what is contained therein, not to insert what has been omitted, or to omit what has been inserted. Legislative intent will be determined so far as possible from the language of statutes, read as a whole, and if the words are reasonably free from ambiguity and uncertainty, the courts will look no further to ascertain statutory meaning. The court should take into account matters such as context, the object in view, the evils to be remedied, the history of the times and of legislation upon the same subject, public policy, and contemporaneous construction. Moreover, the various parts of a statutory enactment must be harmonized by considering the particular clause or section in the context of the statutory framework as a whole.

(3) Schools § 40--Teachers and Other Employees--Dismissal--Rights-- Contractual Probationary Employee--Teacher With Emergency Permit.

A teacher employed by a school district under a written contract that classified her as a probationary employee, and whose permit to teach was based on an emergency teaching permit, was a probationary em-

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ployee for purposes of protections pertaining to dismissal for the coming school year and, as a result, she was entitled to 30 days' notice and a right to a hearing under [Ed. Code, § 44948.3](#), subd. (a), prior to dismissal. The teacher's position of teaching sixth grade math and science was a position requiring certification qualifications, and, under a literal construction of [Ed. Code, § 44915](#) (probationary employees are persons employed in positions requiring certification and not otherwise classified), the teacher was entitled to be classified as a probationary employee for purposes of the dismissal procedures. Construing the statute in the context of the statutory framework led to the same conclusion.

[See 7 Witkin, Summary of Cal. Law (9th ed. 1989) Constitutional Law, § 550; West's Key Number Digest, Schools ¶133.6(7).]

(4) Schools § 26--Teachers and Other Employees--Employment Contracts-- Probationary Teacher with Emergency Permit--Validity.

A school district had an implied obligation, under its contract to employ an elementary schoolteacher as a probationary employee, to apply to the Commission on Teacher Credentialing for an emergency permit for the teacher to teach during the upcoming school year, even if the district received a sufficient number of applications for teaching positions so that it could fill the positions with applicants who were fully credentialed and qualified to teach. A rule of law providing school districts with the unilateral flexibility of walking away from contracts with holders of emergency permits is not warranted under the Education Code.

(5) Schools § 26--Teachers and Other Employees--Employment Contracts-- Validity--Determination.

The issue whether a teacher satisfied the conditions precedent specified in her contract with the school district and thereby caused mutual contractual obligations to come into effect is analogous to the issue whether a teacher's breach of her contract is sufficient to terminate it. Accordingly, a determination that a school district no longer owes any obligations to a teacher under a contract is subject to the same procedures applicable to the termination of a teacher's contract during the school year, that is, the teacher may not be dismissed after the school year begins without prior written notice of dismissal and the right to a hearing pursuant to [Ed. Code, § 44948.3](#), subd. (a).

(6) Schools § 51--Teachers and Other Employees--Dismissal--Damages-- Mitigation--Backpay.

In determining the backpay to which a wrongfully dismissed teacher is entitled, the trial court should consider whether the school district carried its burden of proving that the teacher failed to mitigate his or her damages by seeking other employment through the exercise of reasonable diligence. Among the many factors relevant to the exercise of reasonable diligence are the timing of the teacher's dismissal relative to the usual hiring period for teachers and the level of competition for positions. If the teacher is found to have exercised reasonable diligence, then his or her award of backpay should be reduced by the amounts that the district affirmatively proves were earned from other sources during the relevant school year, provided that the reduction consists only of earnings from employment inconsistent with the original employment.

COUNSEL

Tuttle & McCloskey, Ernest H. Tuttle III and Kay M. Tuttle for Plaintiffs and Appellants.

Stroupe & de Goede and Bryan G. Martin for Defendants and Respondents.

ARDAIZ, P. J.

The California Teachers Association (CTA) and Tiffani Curran (Curran) filed a petition for a peremptory writ of mandate after Curran was informed in a letter dated August 3, 1999, that she would not be employed as a teacher by the Golden Valley Unified School District (Golden Valley) for the 1999-2000 school year. The trial court denied the petition and ruled a teacher with only an emergency permit may not be classified as a probationary employee and, therefore, the statutory procedures of notice and a hearing do not apply to the dismissal of such a teacher.

Curran appealed, contending (1) she was a probationary employee during the 1998-1999 school year who was not given a nonre-election notice under [Education Code section 44929.21](#)^{FN1} and, therefore, was automatically rehired for the following school year; (2) by virtue of her written contract with Golden Valley classifying her as a probationary employee, she was entitled to the statutory procedures applicable to the dismissal of probationary employees; (3) if, al-

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ternatively, she should have been classified as a temporary employee instead of a probationary employee, Golden Valley was required to follow the statutory procedures applicable to the dismissal of a temporary employee; and (4) Golden Valley was estopped from denying Curran employment for the 1999-2000 school year because she relied upon its written offer and contract.

FN1 All further statutory references are to the Education Code, unless otherwise indicated.

We hold Curran's contract properly classified her as a probationary employee and she was entitled to prior written notice of dismissal and the right to a hearing. Accordingly, we reverse and remand.

Procedural Background

On March 6, 2000, CTA and Curran filed a petition for a peremptory writ of mandate against Golden Valley and its governing board requesting payment to Curran of backpay and benefits for the 1999-2000 school year, *373 declaratory relief that Curran was wrongfully terminated, and attorney fees. Curran filed declarations and points and authorities in support of her petition. Golden Valley filed an answer, as well as declarations and points and authorities in opposition to the petition.

On June 14, 2000, and July 12, 2000, counsel presented oral argument to the trial court; no witnesses testified before the court. After the presentation of oral argument on July 12, 2000, the trial court stated on the record the reasons for its denial of the petition. CTA and Curran filed a notice of appeal from the trial court's decision.

Facts

During the 1998-1999 school year, Curran was employed by the Madera Unified School District under a written contract that classified her as a probationary employee. Her qualification to teach was based on an "Emergency Long Term Multiple Subject Teaching Permit" issued by the Commission on Teacher Credentialing of the State of California (CTC), which was valid from August 1, 1998, to September 1, 1999. She was assigned to teach sixth grade math and science at Webster Elementary School.

During the school year, Madera Unified School District underwent reorganization and Webster Elementary School became a part of the newly created Golden Valley Unified School District. Golden Valley began teaching operations as of July 1, 1999, the first day of the 1999-2000 school year.^{FN2} On May 27, 1999, Golden Valley presented Curran with a letter and a "Certificated Employee Notice/Offer of Employment" relating to employment for the 1999-2000 school year. Curran saw the base salary in the offer was incorrect and told Golden Valley that she should have been placed in class 5, station 2, of the salary schedule. Golden Valley changed the salary amount and presented Curran with a revised offer dated June 15, 1999. Curran accepted the revised offer by signing and returning it to Golden Valley.

FN2 "The school year begins on the first day of July and ends on the last day of June." (§ 37200.)

The contract formed by the parties listed Curran's status as "Probationary (2)"^{FN3} and contained the following provision: "Contingent upon fulfilling the requirements to obtain a valid California Teaching Credential or evidence that I have fulfilled all P18L requirements of my current credential and am enrolled in an approved CTC, college or university program, am *374 enrolled in coursework that will qualify me for a Multiple Subjects Credential, and/or PASS The MSAT prior to August 16, 1999."

FN3 This designation means the teacher is in his or her second year of probationary service.

In July 1999, after Curran returned from her summer vacation, she met with the principal of Webster Elementary School to begin preparing for the new school year. The principal told Curran that she did not know if Curran would be working there because Curran had not fulfilled the contingencies in the contract. Subsequently, Curran received a letter from Golden Valley scheduling a meeting with the superintendent and the principal for July 27, 1999. The letter stated the purpose of the meeting was to establish if Curran had met the requirements of the contract and requested her to bring to the meeting (1) her test results from the Multiple Subject Assessments for Teachers (MSAT) of June 5, 1999, (2) a copy of her spring 1999 coursework, (3) her application for fall

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1999 coursework at California State University at Fresno, (4) a receipt of tuition paid, and (5) the name of her credential adviser at the university.

At the July 27, 1999, meeting, Curran presented the requested documents and told the superintendent that she had not passed the MSAT test. The superintendent then stated Curran had not fulfilled the requirements of the contract and that Golden Valley could not hire any teacher with an emergency permit until teachers with full credentials had been interviewed. When the superintendent was told the contract did not require Curran to pass the MSAT, he asked for 72 hours to think about it and talk to the governing board.

On August 3, 1999, Golden Valley sent Curran a letter stating (1) Golden Valley decided not to employ her for the 1999-2000 school year, (2) “the District's offer of employment to you was contingent upon your fulfilling the requirements to obtain a California teaching credential,” (3) Curran did not complete many of the basic requirements to obtain a teaching credential, “including student teaching, additional coursework, passage of the [MSAT] and passage of the reading initiative objective test (RICA),” and (4) Golden Valley concluded it would not be in the best interest of Golden Valley to continue Curran's employment on an emergency certificate in light of the availability of fully credentialed applicants.

An attorney representing Curran sent a letter to Golden Valley expressing the view that Curran had fulfilled the contingencies in the contract and, as a result, was entitled to employment for the 1999-2000 school year. The dispute was not resolved and Curran filed her petition for a writ of mandate in March 2000. *375

Discussion

When school districts are reorganized, the employment rights of “certificated employees” are protected under section 35555. When such employees are probationary, they “shall be employed by the district which thereafter maintains the school” where the employee worked prior to the reorganization and their “classification by such district shall be the same as it would have been had the school ... continued to be maintained by the district [that] formerly maintained it.” (§ 35555.)

In this case, the reorganization of Madera Unified School District and the creation of Golden Valley School District had progressed to the point where Golden Valley had entered into a written contract with Curran and the 1999-2000 school year had begun. Therefore, even if Curran was a certificated employee within the meaning of the provisions of section 35555, those provisions would no longer directly govern the employee/employer relationship between Curran and Golden Valley at the time of Curran's dismissal. By then, that relationship was defined by the written contract and the provisions of the Education Code generally applicable to the employment of teachers. Therefore, the issue presented is whether the dismissal of Curran violated her contractual or statutory rights. Curran's statutory claims center on [section 44915](#) and whether it required or permitted Golden Valley to classify her as a probationary employee.

I. Standard of Review

(1) Ordinarily, a trial court's findings and judgment on a petition for writ of mandate are upheld if supported by substantial evidence. ([Unnamed Physician v. Board of Trustees \(2001\) 93 Cal.App.4th 607, 618 \[94 Cal.App.4th 76a, 113 Cal.Rptr.2d 309\]](#).) However, the trial court's construction of a statute is purely a question of law and is subject to de novo review on appeal. (*Id.* at p. 619.) The principles governing the proper construction of a statute are well established and are set forth in [Neumarkel v. Allard \(1985\) 163 Cal.App.3d 457, 461 \[209 Cal.Rptr. 616\]](#): (2) “Courts must ascertain legislative intent so as to effectuate a law's purpose. [Citations.] 'In the construction of a statute ... the office of the judge is simply to ascertain and declare what is ... contained therein, not to insert what has been omitted, or to omit what has been inserted; ...' [Citation.] Legislative intent will be determined so far as possible from the language of statutes, read as a whole, and if the words are reasonably free from ambiguity and uncertainty, the courts will look no further to ascertain its meaning. [Citation.] 'The court should take into account matters such as *context*, the *376 object in view, the evils to be remedied, the history of the times and of *legislation upon the same subject*, public policy, and contemporaneous construction.’ [Citations.] 'Moreover, the various parts of a statutory enactment must be harmonized by considering the particular clause or section in the context of the statutory framework as a whole.' [Citations.]”

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II. Teachers With Emergency Permits May Be Classified by a School District as Probationary Employees.

As background on the importance of classification as a probationary employee, we observe it brings a teacher two primary benefits.^{FN4} First, service as a probationary employee generally counts toward completing the two-year probationary period required before an employee is classified as permanent. (§ 44929.21, subd. (b).) Second, districts are restricted in the ways they may end the employment of a probationary employee.

FN4 Another benefit is the right to reemployment in certain situations. (See § 44957, subd. (a).)

Midyear dismissals of probationary employees generally must be for unsatisfactory performance or for cause and such a dismissal requires the district to give the employee 30 days prior written notice and the right to a hearing. (§ 44948.3, subd. (a).) The predecessors of this provision have protected probationary teachers for over 80 years. Former Political Code section 1609 gave school boards the power “[t]o dismiss probationary teacher during the school year for cause only” (Stats. 1921, ch. 878, § 1, p. 1665; see Stats. 1927, ch. 875, § 1, p. 1915; Stats. 1935, ch. 690, § 18, p. 1884, former School Code, § 5.680; Stats. 1943, ch. 71, p. 573, former § 13581; Stats. 1959, ch. 2, p. 948, former § 13442.)

When ending the employment of a probationary employee at the close of the school year, school districts are subject to fewer restrictions. A district may “choose not to reelect a probationary teacher for the ensuing school year without any showing of cause, without any statement of reasons, and without an administrative hearing or appeal, as long as the district gives notice to the teacher on or before March 15 of the employee’s second year of employment. (§ 44929.21(b); *Grimsley v. Board of Trustees* (1987) 189 Cal.App.3d [1440,] 1447-1448 [235 Cal.Rptr. 85].)” (*Board of Education v. Round Valley Teachers Assn.* (1996) 13 Cal.4th 269, 279 [52 Cal.Rptr.2d 115, 914 P.2d 193].) Similarly, under former Political Code section 1609, subdivision (i), a school district could notify a probationary teacher on or before the 10th of June that the teacher’s services would not be retained for the ensuing school year. (Stats. 1921, ch. 878, § 1, pp. 1665-1666.) *377

This case does not directly involve the first benefit of probationary status, i.e., counting service towards completion of the mandatory two-year probationary period. That situation was addressed recently by the First District in *Summerfield v. Windsor Unified School Dist.* (2002) 95 Cal.App.4th 1026 [116 Cal.Rptr.2d 233] (*Summerfield*). (3) Instead, Curran seeks the benefit of the statutory provisions restricting dismissal. Curran contends she was a probationary employee for purposes of dismissal from employment and, as a result, she was entitled to 30 days’ notice and a right to a hearing under section 44948.3, subdivision (a). It is undisputed that Golden Valley did not give Curran such notice or right to a hearing prior to her dismissal.

Golden Valley argues Curran was not entitled to the notice and hearing given to probationary employees because that classification requires the teacher to be certificated, and never applies to a teacher holding an emergency permit from the CTC. In response, Curran presents two theories as to why she was entitled to be treated as a probationary employee. First, Curran asserts section 44915 required Golden Valley to classify her as a probationary employee. Second, Curran asserts the school districts chose to classify her as a probationary employee in the written contracts for the 1998-1999 and 1999-2000 school years, this classification was not prohibited by statute and, therefore, the classification fell within the freedom of contract allowed the parties by the Education Code.

The Education Code does not explicitly resolve this dispute. On one hand, the statutory provisions do not explicitly prohibit a teacher with an emergency permit from being classified as a probationary employee. On the other hand, no statutory provision explicitly delineates how teachers with emergency permits should be classified.^{FN5} Consequently, we must determine whether the general rule set forth in section 44915 concerning when a teacher should be classified as a probationary employee applies to a teacher with an emergency permit.

FN5 In comparison, section 44885.5, subdivision (a), provides that certain persons employed by school districts as district interns shall be classified as probationary employees. (*Welch v. Oakland Unified School Dist.* (2001) 91 Cal.App.4th 1421, 1429 [111

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[Cal.Rptr.2d 374](#)).

Neither party has cited, nor are we aware of, any published appellate decision that explicitly holds whether or not the general rule of [section 44915](#) applies to a teacher with an emergency permit. In one reported decision, a school district classified a teacher with an emergency permit as “probationary” and the court stated the classification was a mistake “while she continued to work under an emergency permit.” (*Summerfield, supra*, 95 Cal.App.4th at p. 1035, fn. 6.) However, that statement was dicta. Consequently, in construing the general rule for the classification of teachers set forth in [section 44915](#), we face an issue of first impression. *378

A. *Literal Construction of Section 44915.*

[Section 44915](#) states: “Governing boards of school districts shall classify as probationary employees, those persons employed in positions requiring certification qualifications for the school year, who have not been classified as permanent employees or as substitute employees.”

Golden Valley did not classify Curran as a permanent or as a substitute employee. Therefore, under the plain language of [section 44915](#), if Curran was employed in a “position[] requiring certification qualifications,” then Golden Valley was required to classify her as a probationary employee.^{FN6}

FN6 California Code of Regulations, title 5, section 5501, subdivision (c), recognizes four classifications—substitute, temporary, probationary and permanent. The classification of “temporary employee” is authorized by section 44920, but is inapplicable to the facts of this case because “temporary employees are only to be hired if there are long-term vacancies due to a teacher’s leave of absence.” (*Welch v. Oakland Unified School Dist., supra*, 91 Cal.App.4th at p. 1431.) Curran was not filling a long-term vacancy.

The phrase “position requiring certification qualifications” is defined in section 44001 to include “every type of service for which certification qualifications are established by or pursuant to Section 44000 to 44012, inclusive, Section 44065 and [the chapter on teacher credentialing, sections 44200 to 44374].” The chapter of the Education Code govern-

ing teacher credentialing^{FN7} sets forth the certification qualifications for service as a grade school or high school teacher. There is little doubt, and Golden Valley concedes, that the position of teaching sixth grade math and science is a position requiring certification qualifications as opposed to a position not requiring certification qualifications. Consequently, under a literal construction of [section 44915](#), Curran was employed in a position requiring certification qualifications and, thus, was entitled to be classified as a probationary employee.

FN7 Chapter 2 (commencing with § 44200) of part 25 of division 3 of title 2 of the Education Code.

B. *Construction of Section 44915 in the Context of the Statutory Framework.*

Golden Valley asserts a literal interpretation is not appropriate because it is inconsistent with the way in which the Legislature has treated teachers with emergency permits throughout the Education Code. Golden Valley’s assertion is based on two premises. First, in enacting [section 44915](#) and its predecessors, the Legislature presupposed it would only be applied to certificated employees. Second, a certificated employee must have a credential listed in subdivision (b) of section 44251, not the “emergency permit” referenced in subdivision (c) of section 44251. (See *379 *Jones v. Oxnard School Dist.* (1969) 270 Cal.App.2d 587, 590 fn. 1 [[75 Cal.Rptr. 836](#)] [parties refer to teachers holding provisional credentials as “noncertificated teachers”].)^{FN8}

FN8 “Certificated person” is defined as “a person who holds one or more documents such as a certificate, a credential, or a life diploma, which singly or in combination license the holder to engage in the school service designated in the document or documents.” (§ 44006.)

When used as a noun, the word “certificate” means, “the document issued by a county board of education to license the holder to perform the service specified in the certificate.” (§ 44004.) The record presented on appeal by Curran does not contain a document issued by the county board of education. As currently defined, “credential” includes “a credential, certificate, life docu-

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ment, life diploma, permit, certificate of clearance, or waiver issued by the [CTC].” (§ 44002, as amended by Stats. 2001, ch. 342, § 2.) Prior to the 2001 amendment, “credential” was defined as “a document issued by the State Board of Education or the Commission for Teacher Preparation and Licensing, authorizing a person to engage in the service specified in the credential.” (Former § 44002, added by Stats. 1976, ch. 1010, § 2, p. 3345.)

In considering whether to reject a literal construction of [section 44915](#), we examine the historical development of the provisions concerning (1) classification of teachers, (2) emergency and provisional credentials, (3) counting teacher's service towards attaining permanent classification, (4) the dismissal of teachers, and (5) minimum annual salaries for teachers.

1. *Historical development from 1921 to 1959.*

In 1921, the Legislature (1) authorized school boards to classify teachers as substitute, probationary or permanent; (2) specified the manner in which teachers of each classification could be dismissed; and (3) required persons who had “been successfully employed as teachers by the district for two consecutive school years” to be classified as permanent teachers. (Stats. 1921, ch. 878, § 1, pp. 1665-1666, enacting former Pol. Code § 1609, subs. (c), (d), (e), (h), (i) & (j).) At that time, emergency or provisional credentials were not authorized.

In 1927, former Political Code section 1609 was amended and employment “in positions requiring certification qualifications” was required for an employee to be classified as substitute, probationary or permanent. (Stats. 1927, ch. 875, § 1, p. 1915, amending former Pol. Code, § 1609, subs. (c), (d) & (e).) The same phrase is used in the current versions of section 44917 (substitute employees), [section 44915](#) (probationary employees) and [section 44929.21](#), subdivision (b) (permanent employees).

World War II created a shortage of qualified teachers for the public schools of California because of the entrance of men and women into the military service and war industry. (Stats. 1943, ch. 815, § 6, p. 2615.) The Legislature responded by authorizing the issuance of emergency credentials. *380 (Stats. 1943,

ch. 815, § 1, p. 2614, adding former School Code, § 5.127-1.) To prevent service under an emergency credential or war emergency credential from counting towards attaining classification as a permanent employee, a specific exclusion was enacted. (Stats. 1943, ch. 71, p. 559, enacting Ed. Code; former § 13099.2, added as urgency measure by Stats. 1943, ch. 417, § 2, p. 1956.)

The enactment of this exclusion was necessary only if the Legislature believed that service under an emergency credential could include employment “in position[s] requiring certification qualifications.” No other exclusions affecting teachers with emergency credentials were enacted; in particular, the Legislature did not exclude teachers serving under an emergency credential from (1) the provisions concerning classification as a probationary teacher and the dismissal of such a teacher (Stats. 1943, ch. 71, pp. 559, 573, adding former §§ 13101, 13581-13583), or (2) the minimum salary requirements for persons employed “full time in a position requiring certification qualifications.” (Stats. 1943, ch. 71, p. 580, adding former § 13842.1.) The existence of the specific exclusion and the absence of an enactment excluding emergency credential holders from being classified as probationary employees implies the Legislature intended teachers holding emergency credentials to be eligible for probationary classification and the benefits of that classification, except the benefit of counting that service towards attaining permanent status.

In 1947, the Legislature authorized the issuance of provisional credentials to give persons teaching under emergency credentials the opportunity to qualify for regular credentials. The minimum standard for a provisional general elementary credential was a valid emergency general elementary credential, two years successful experience as a teacher under an emergency general elementary credential, the completion of at least 60 semester units of college work with a C or better average, and any other requirements prescribed by the State Board of Education. (Stats. 1947, ch. 329, § 1, p. 893, adding former § 12130.1.) Paralleling the provisions of former section 13099.2 then in effect governing emergency credentials, the Legislature enacted former section 13099.3 which stated that service under a provisional credential did not count toward attaining permanent classification (Stats. 1947, ch. 329, § 5.1, p. 893, adding former § 13099.3.), ^{FN9} but the Legislature did not exclude

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teachers serving under a provisional credential from (1) the provisions governing the classification of teachers as probationary and *381 protecting probationary teachers from unauthorized dismissal or (2) the provisions governing minimum salary. (Stats. 1947, ch. 1026, § 1, p. 2289, adding former § 13842.) As with the wording and structure of the provisions concerning emergency credentials, the wording and structure of the provisions concerning provisional credentials imply the holder of a provisional credential was eligible for probationary classification.

FN9 Former section 13099.3 provided, “Service by a person under a provisional credential shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee of a school district.” (Stats. 1947, ch. 329, § 5.1, p. 893.)

The foregoing implications of legislative intent were strengthened in 1951 when the Legislature amended the minimum pay provisions and set a separate minimum annual salary for persons employed “full time in a position requiring certification qualifications and serving under other than an emergency credential or provisional credential.” (Stats. 1951, ch. 1157, §§ 1, 2, pp. 2939-2940, amending former §§ 13842, 13842.1.) These amendments are further recognition by the Legislature that teachers serving under an emergency credential or provisional credential were subject to the rules generally applicable to teachers employed in “positions requiring certification qualifications,” unless a specific exclusion was enacted. Again, no provision was enacted to exclude teachers serving under an emergency or provisional credential from classification as a probationary teacher or from benefiting from the restrictions on dismissal of probationary teachers.

In 1953, the Legislature repealed former sections 12130.1, 12131.2 and 12138 concerning minimum standards for provisional and emergency credentials. (Stats. 1953, ch. 1372, § 3, p. 2952.) In their place, the Legislature enacted former sections 12060, 12061 and 12062. Those sections only authorized the issuance of provisional credentials in accordance with regulations adopted by the State Board of Education and empowered it to prescribe the minimum standards for such credentials. (Stats. 1953, ch. 1372, § 2, p. 2952.) No authorization was given for emergency creden-

tials.

2. *Historical development of statutory framework after 1959.*

In 1959, the Legislature reenacted the Education Code. The sections authorizing the issuance of provisional credentials, i.e., former sections 12060, 12061 and 12062, became former sections 13117, 13118 and 13119. (Stats. 1959, ch. 2, p. 909, enacting former §§ 13117, 13118 & 13119.) The history of the legislation concerning provisional credentials and the change in nomenclature to emergency credentials and then emergency permits, which took place from 1959 through the 1988 enactment of section 44300, is set forth in [California Teachers Assn. v. Commission on Teacher Credentialing \(1992\) 7 Cal.App.4th 1469, 1472-1474 \[10 Cal.Rptr.2d 126\]](#), and will not be detailed here.

The statutory language requiring school districts to “classify as probationary employees, those persons employed in positions requiring certification *382 qualifications for the school year, who have not been classified as permanent employees or as substitute employees” was not altered by the 1959 legislation and remains intact today as [section 44915](#). (See Stats. 1943, ch. 71, p. 559, enacting former § 13101; Stats. 1959, ch. 2, p. 937, enacting former § 13334.)

After 1943, while the provisions concerning emergency credentials and provisional credentials were often the subject of legislative action and the language concerning the classification of employees as probationary was not changed, the exclusion of service by teachers holding provisional credentials from the general rule of counting service towards attaining a permanent classification was amended once. Under the Education Code of 1959, former section 13099.3 was repeated without change as former section 13331. (Stats. 1959, ch. 2, p. 937, adding former § 13331.) The language of former section 13331 became the first paragraph of section 44911. A second paragraph was added in 1982 (Stats. 1982, ch. 1388, § 6, p. 5295), and section 44911 now reads in full:

“Service by a person under a provisional credential shall not be included in computing the service required as a prerequisite to attainment of, or eligibility to, classification as a permanent employee of a school district.

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“This section shall not be applicable to teachers granted a one-year emergency credential under the conditions specified in subdivision (b) of Section 44252 and subdivision (h) of Section 44830.”

The term “provisional credentials” as used in section 44911 was construed recently to include emergency permits and, as a result, the first paragraph of section 44911 was held to exclude the service of a teacher holding an emergency permit from counting in computing the teacher’s progress towards permanent status. (*Summerfield, supra, 95 Cal.App.4th at pp. 1031-1032.*) As stated above, this exclusion in section 44911 would not be necessary unless service by teachers with emergency permits was otherwise eligible to be counted towards permanent status. Because only service as a probationary employee counts towards permanent status (§ 44929.21, subd. (b)), the existence of the exclusion in section 44911 implies that teachers with emergency permits can be classified as probationary employees.

The enactment of the second paragraph of section 44911 ^{FN10} also implies the Legislature intended teachers with emergency permits to be eligible for classification as probationary employees. The second paragraph contains an *383 exception to the exclusion set forth in the first paragraph of section 44911. The First District concluded the exception applies only to service by teachers credentialed in another state who are serving under an emergency credential pending completion of a basic skills proficiency test. (*Summerfield, supra, 95 Cal.App.4th at pp. 1031-1032.*) The net effect of the exception to the exclusion is to place teachers within the scope of the exception back under the general rule of *section 44929.21* concerning counting service towards attaining permanent status. The exception does not set forth a positive rule; rather it is stated as an exclusion to the exclusion. Thus, teachers within the scope of the exception can only reap its benefits *if they were within the general rule in the first instance*. Because only employees classified as probationary employees are within the general rule, it follows that teachers holding emergency permits and satisfying the other conditions of the exception may be classified as probationary employees. In contrast, Golden Valley’s position that every teacher with an emergency permit is precluded from being classified as a probationary employee renders the second paragraph of section 44911 nugatory.

FN10 The legislative history concerning the second paragraph of section 44911 is discussed in *Summerfield, supra, 95 Cal.App.4th at page 1031.*

Accordingly, we construe *section 44915* to allow a teacher serving under an emergency permit to be classified as a probationary employee. This construction harmonizes *section 44915* with *sections 44911* and *44929.21* rather than rendering *section 44911* superfluous. As a consequence of this construction, teachers serving under an emergency permit who satisfy the requirements of *section 44915* are entitled to the statutory protections governing the dismissal of a probationary employee.

The foregoing analysis leads to the rejection of Golden Valley’s argument that teachers serving under an emergency permit cannot be given probationary status because of the anomalous possibility that they could achieve permanent status if rehired after two years of service. *Section 44911* precludes this anomaly. Our statutory analysis also causes us to reject the argument that the Legislature presupposed *section 44915* would not apply to the holders of emergency permits. ^{FN11} While there is no question the Legislature has created many distinctions between teachers with a preliminary or *384 life credential and teachers with an emergency permit (see, e.g., § 44300), the existence of these distinctions does not compel a statutory construction that renders *section 44911* nugatory. Rather, the existence of the explicit distinctions implies the Legislature is capable of enacting a separate rule for holders of emergency permits when deemed appropriate.

FN11 While we agree with the First District’s analysis of *section 44911* set forth in *Summerfield, supra, 95 Cal.App.4th 1026*, we disagree with the dicta in footnote 6 (*id.* at p. 1035), which states it was a mistake to classify the teacher as a probationary employee while she worked under an emergency permit. As we have discussed, if a holder of an emergency permit cannot be classified as a probationary employee, then *section 44911* is superfluous and the First District’s detailed analysis of its provisions was unnecessary. Footnote 6 should be viewed in its factual context and narrowly interpreted to mean

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service under an emergency permit may not be counted towards the two-year probationary period, unless the second paragraph of [section 44911](#) applies.

We recognize the existence of public policy arguments for and against giving emergency permit holders the same protections concerning midyear dismissals provided to probationary employees holding a preliminary or life credential. Also, public policy considerations could justify protecting emergency permit holders from unilateral midyear dismissals yet excluding them from the automatic reelection provisions generally applicable to second year probationary employees. However, the question before us is not whether, as a matter of policy, our construction of the statutes achieves the optimal balance of competing societal interests. Our role is confined to construing the statutes in a manner that effectuates the apparent intent of the Legislature. The current Legislature is free to weigh the competing public policies affected by this decision and amend the statutes to strike a different balance among those policies.

III. Golden Valley Was Implicitly Required to Apply for the Emergency Permit.

(4) Golden Valley argues its employment of Curran was prohibited by section 44300, subdivision (a)(3)(A), because it could not legitimately provide the CTC with a declaration of need to justify the CTC issuing an emergency permit to Curran for the 1999-2000 school year in light of the more than 25 applications Golden Valley received from teachers who were fully credentialed and qualified to teach.^{FN12} Golden Valley asks, in effect, for a rule of law that would allow school districts to minimize their risk and uncertainty by signing contracts with teachers holding emergency permits in the early phases of the recruiting period for the upcoming school year and then continue to search for fully credentialed teachers to replace the emergency permit holders and upgrade the faculty. However, a rule of law providing school districts with the unilateral flexibility of walking away from contracts with holders of emergency permits is not warranted under the current provisions of the Education Code. (See generally Wonnell, *Expectation, Reliance, and the Two Contractual Wrongs* (2001) 38 San Diego L.Rev. 53, 63-66). *385

FN12 The declaration of the Golden Valley's superintendent filed with the trial court is not

so specific as to indicate how many, if any, of the applicants were qualified for the position held by Curran.

The logical implication of section 44300 is that the diligent search by a school district must be performed before entering into a contract with a teacher holding an emergency permit. Furthermore, Golden Valley's obligation to apply for the emergency permit is imposed by implication under the contract, because such an obligation is necessary to carry the contract into effect. (*Civ. Code, § 1656; Tarquinio v. Franklin-McKinley School Dist.* (1979) 88 Cal.App.3d 832, 836 [152 Cal.Rptr. 108].) Accordingly, we reject the argument that Golden Valley was prohibited by statute from applying for an emergency permit for Curran. (See *California Teachers Assn. v. Commission on Teacher Credentialing, supra*, 7 Cal.App.4th 1469.)

IV. Applicability of Procedures Governing Midyear Dismissals of Probationary Employees

(5) As a probationary employee, Curran could not be dismissed after the school year began without prior written notice of dismissal and the right to a hearing pursuant to [section 44948.3](#), subdivision (a). Golden Valley argues that there was no employment relationship to terminate because Curran had not fulfilled the conditions precedent in its offer of employment. We conclude the issue of whether a teacher satisfied the conditions precedent specified in the contract with the school district and thereby caused mutual contractual obligations to come into effect is analogous to the issue of whether a teacher's breach of a covenant in the contract was sufficient to terminate the contract. Accordingly, a determination that a school district no longer owes any obligations to a teacher under a contract should be subject to the same procedures applicable to the termination of a teacher's contract during the school year.

Because Curran was not given written notice and a right to a hearing on the issue of whether she complied with the conditions in her contract, we conclude her petition for a peremptory writ of mandate should have been granted.

V. Proceedings on Remand

(6) On remand, the trial court shall grant the petition for peremptory writ of mandate and shall make the findings of fact and conclusions of law it deems necessary to determine the appropriate relief. The

98 Cal.App.4th 369, 119 Cal.Rptr.2d 642, 164 Ed. Law Rep. 818, 02 Cal. Daily Op. Serv. 4128, 2002 Daily Journal D.A.R. 5225

(Cite as: **98 Cal.App.4th 369**)

prayer in the petition requests reinstatement with backpay and benefits or, alternatively, *386 backpay and benefits for the 1999-2000 school year. The prayer also requests declaratory relief, attorney fees under [Government Code section 800](#) or [Education Code section 44944](#), subdivision (e), and costs of suit.

Because the 1999-2000 school year is over and Curran has no enforceable right to employment by Golden Valley in subsequent school years, she is entitled to backpay for the 1999-2000 school year only and is not entitled to reinstatement. (See [Tarquinio v. Franklin-McKinley School Dist., supra, 88 Cal.App.3d at p. 836.](#))

The trial court should consider whether Golden Valley has carried its burden of proving that Curran failed to mitigate her damages by seeking other employment through the exercise of reasonable diligence. (See [Mass v. Board of Education \(1964\) 61 Cal.2d 612, 627-629 \[39 Cal.Rptr. 739, 394 P.2d 579\].](#)) Among the many factors relevant to the exercise of reasonable diligence are the timing of Curran's dismissal relative to the usual hiring period for teachers and the level of competition for positions. The declaration of the superintendent of Golden Valley stating that the district received more than 25 applications from teachers who were fully credentialed and qualified to teach may reflect upon the level of competition.

If Curran is found to have exercised reasonable diligence, then her award of backpay should be reduced by the amounts that Golden Valley affirmatively proves were earned from other sources during the 1999-2000 school year (see [Unzueta v. Ocean View School Dist. \(1992\) 6 Cal.App.4th 1689, 1700-1701 \[8 Cal.Rptr.2d 614\]](#)), provided that the reduction consists only of earnings from employment inconsistent with the original employment. ([California School Employees Assn. v. Personnel Commission \(1973\) 30 Cal.App.3d 241 \[106 Cal.Rptr. 283\]](#) [earnings of wrongfully discharged school bus driver from night or weekend work which would not have been inconsistent with school employment could not be deducted].) From January 31, 2000, through May 26, 2000, Curran was employed by Clovis Unified School District as a temporary, long-term substitute teacher at Tarpey Elementary School and was paid \$6,228, of which \$768 was earned by extra-duty assignments as a coach. The trial court should consider whether the

coaching duties and some or all of the substitute teaching duties were inconsistent with Curran's employment at Golden Valley.

Finally, the trial court should consider Curran's claim to lost benefits and whether the CTA and Curran have established they are entitled to statutory attorney fees.

Disposition

The judgment in favor of Golden Valley and its governing board is reversed and the superior court is directed to (1) vacate the order denying the *387 peremptory writ of mandate, (2) enter an order granting the writ, and (3) determine the appropriate relief for Curran and the CTA. Costs on appeal are awarded to appellants.

Dibiaso, J., and Cornell, J., concurred.

Respondents' petition for review by the Supreme Court was denied August 28, 2002. Baxter, J., did not participate therein. *388

Cal.App.5.Dist.

California Teachers Assn. v. Governing Bd. of the Golden Valley Unified School Dist.

98 Cal.App.4th 369, 119 Cal.Rptr.2d 642, 164 Ed. Law Rep. 818, 02 Cal. Daily Op. Serv. 4128, 2002 Daily Journal D.A.R. 5225

END OF DOCUMENT



State Of California
 California Commission On Teacher Credentialing
 Box 944270
 1900 Capitol Avenue
 Sacramento, CA 94244-2700

Telephone:
 (916) 445-7254 or (888) 921-2682
 E-mail: credentials@ctc.ca.gov
 Web site: www.ctc.ca.gov

VERIFICATION OF EMPLOYMENT AS AN EDUCATION SPECIALIST

To be Completed by Employing Agency

1. PERSONAL INFORMATION

Applicant's Full Legal Name: _____

Social Security Number: _____ - _____ - _____

2. EMPLOYING AGENCY

Title of Education Specialist Position _____

Date of Initial Employment (mm/dd/yy) _____

County of Employment _____

Name of Employing Agency _____

Mailing Address _____

City _____ State _____ Zip _____

Telephone () _____ - _____

Name of Immediate Supervisor _____

Position _____

 Signature of Employer or Designee

 Date

 Printed Name of Employer or Designee

 Title

3. TENTATIVE PLAN FOR DEVELOPING THE INDIVIDUALIZED INDUCTION PLAN

Name of Support Provider(s) Assigned to New Specialist _____

Position Held by Support Provider(s) _____

Credential(s) Held by Support Provider(s) _____

Employing Agency (if different from teacher) _____

Institution Tentatively Selected for Development of Individualized Induction Plan and
 Completion of Professional Clear Level II Program _____

I understand I must develop an Individualized Induction Plan during the first 120 days of employment on my Preliminary Level I Education Specialist Credential with the Level II institution and employer designee.

 Signature of Applicant

 Date

Submit this form with Level I application; copies to Level II institution and support provider.



PRESS RELEASE

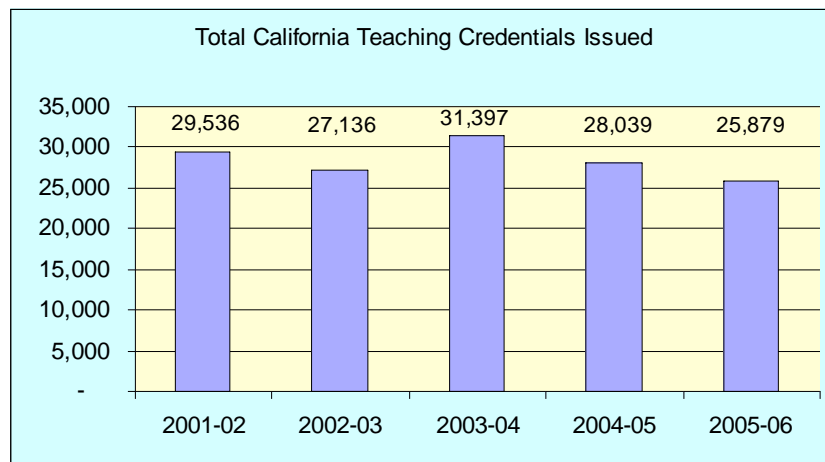
FOR IMMEDIATE RELEASE
THURSDAY, MAY 3, 2007

CONTACT:
MARILYN ERRETT (916) 445-7912

Teacher Supply Dips

SACRAMENTO – California saw an 8% decrease in the number of newly credentialed teachers overall last year according to a report by the Commission on Teacher Credentialing (Commission).

"The combination of an overall downward trend in credential production and an increase in emergency permits is worrisome in terms of promoting greater teacher quality. Those of us who run teacher education programs owe it to our K-12 partners to step up production of highly qualified candidates," noted P. David Pearson, Chair of the Commission and Dean of the Graduate School of Education at the University of California, Berkeley.



The annual report, *Teacher Supply in California*, is issued pursuant to legislation, AB 471 (Scott, Chapt. 381, Stats. of 1999). The legislation requires the Commission to report to the Governor and the Legislature on the number of teachers who received

credentials, certificates, permits and waivers. *Teacher Supply in California* provides policy makers with an essential tool for analyzing how current statutes and policies impact teacher recruitment, teaching incentives and teacher preparation.

Other findings from the report:

- California universities prepare 87% of the newly credentialed teachers in the state. Teachers prepared in other states who become credentialed in California comprised 12% of newly credentialed teachers. The remaining 1% of teachers was prepared through school district internship programs.
- Of teachers prepared by the three segments of higher education, California State University (CSU), University of California (UC) and Private/Independent Universities—CSU prepared 54% of the new teachers; Private/Independent Universities prepared 41% and UC programs prepared 5% of new teachers.
- Total enrollments in university programs leading to credentials are also down by 4%; however, enrollments in programs that recommend credentials for high school teachers are up by 3%.
- Numbers of newly credentialed special education teachers increased by 16%.
- Permits authorizing “emergency” service in the public schools increased by 16% last year ending a five-year trend of decreasing reliance on partially certificated teachers in California schools.

Since 2001-02, California has seen a 76% decrease in the number of emergency teaching permits issued, and an 84% decrease in the number of credential waivers issued. Taking into account the total number of certificated teaching staff in California’s schools and the number of emergency type teaching permits issued, the percentage of teachers on emergency type permits has increased from 2.5% in 2004-05 to 2.9% in 2005-06.

The full *Teacher Supply* report can be accessed on the Commission website at: http://www.ctc.ca.gov/reports/TS_2005_2006.pdf

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CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Minutes of the December Commission Meeting

December 3-4, 2003

Commission Offices, 1900 Capitol Avenue, Sacramento

COMMISSION MEMBERS ATTENDING

Margaret Fortune, Public Representative, Chair (Absent Wednesday, December 3)

Lawrence Madkins, Teacher, Vice-Chairman

Kristen Beckner, Teacher

Chellyn Boquiren, Teacher (Absent Wednesday, December 3)

Beth Hauk, Teacher

Leslie Littman, Designee, Office of the Superintendent of Public Instruction

Alberto Vaca, Teacher

Os-Maun Rasul, Non-Administrative Services Credential Holder

Elaine Johnson, Public Representative

Steve Lilly, Faculty Member

COMMISSION MEMBERS ABSENT

Alan Bersin, Administrator

EX-OFFICIO REPRESENTATIVES

Sara Lundquist, California Postsecondary Education Commission

Karen Symms Gallagher, Association of Independent California Colleges and Universities

Athena Waite, University of California

Bill Wilson, California State University

COMMISSION STAFF PRESENTING

Sam Swofford, Executive Director

Mary Armstrong, General Counsel, Director, Professional Practices Division

Janet Vining, Staff Counsel, Professional Practices Division

Kimberly Hunter, Staff Counsel, Professional Practices Division

Lee Pope, Staff Counsel, Professional Practices Division

Dale Janssen, Director, Certification, Assignment & Waivers Division

Elizabeth Graybill, Interim Director, Professional Services Division

Leyne Milstein, Director, Information Technology & Support Management Division

Crista Hill, Manager, Fiscal & Business Services

Michael McKibbin, Consultant, Professional Services Division

Marilyn Fairgood, Consultant, Professional Services Division

Rod Santiago, Consultant, Professional Services Division

Teri Clark, Consultant, Professional Services Division

Suzanne Tyson, Assistant Consultant, Professional Services Division

Cheryl Hickey, Consultant, Professional Services Division

Karen Sacramento, Assistant Consultant, Professional Services Division

Amy Jackson, Administrator, Professional Services Division
Diane Tanaka, Assistant Consultant, Professional Services Division
Kathleen Beasley, Proceedings Document Recorder

Wednesday, December 3, 2003

CLOSED SESSION ITEMS

The Commission granted the following Petitions for Reinstatement:

1. Karie Orendorff
2. Ronald Pegula

The Commission denied the Petition for Reinstatement in the matter of Mark Raisler.

The Commission rejected the Administrative Law Judge's Proposed Decision and called for the transcript in the matter of Victor Vizcarra.

Thursday, December 4, 2003

GENERAL SESSION

The general session was called to order by Chair Fortune. Roll was taken and everyone joined in the Pledge of Allegiance.

APPROVAL OF THE NOVEMBER 2003 COMMISSION MINUTES

A motion to approve the November 2003 Commission minutes with one correction (addition of June 3, 2004 meeting date for Commission on page 20466 under Old Business) was made (Madkins), seconded (Vaca) and carried without dissent. Commissioner Johnson abstained since she was not present at the November meeting.

APPROVAL OF THE DECEMBER 2003 AGENDA

A motion to approve the agenda for the December 2003 meeting with in-folder items (pertaining to FPPC-1, GS-10 and Public Hearing 1) was made (Madkins), seconded (Littman) and carried without dissent.

APPROVAL OF THE DECEMBER 2003 CONSENT CALENDAR

A motion to approve the December 2003 Consent Calendar was made (Madkins), seconded (Rasul) and carried without dissent. Ex-Officio Representative Symms Gallagher asked that her name and some figures be corrected in the included Paraprofessional Teacher Training Program report.

CONSENT CALENDAR

For your approval, the following items have been placed on the Consent Calendar for the December 3-4, 2003 meeting of the California Commission on Teacher Credentialing:

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the

recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time.

AMEZCUA, Araceli Los Angeles, CA

The expired Pre-Intern Certificate is **suspended for a period of thirty (30) days** for misconduct pursuant to Education Code section 44421.

AVANI, Kari L. Sunnyvale, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

BERGQUIST, Kimberly Pleasanton, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

CARLIN, Michael L. Moreno Valley, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

DANI, Albert I. King City, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** for misconduct pursuant to Education Code section 44421.

DILLON, James M. Hollister, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** for misconduct pursuant to Education Code section 44421.

DOUGLAS, Jacquelyn F. Chicago Park, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

EDU, Maurice E. B. Fontana, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

FLOURNOY, James I. Bass Lake, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

GAMBRELL, Cathy Los Angeles, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

GAUNCE, Joanne J. Palm Desert, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

HOERR, Robert P. Fresno, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

HOWARD, Brett J. Long Beach, CA

Mr. Howard is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

HOY, Thomas A. Chico, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** for misconduct pursuant to Education Code section 44421.

JAQUETTE, Roger Orange, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

KRUCZYNSKI, Lawrence J. South San Francisco, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** for misconduct pursuant to Education Code section 44421.

McPHERSON, Sean B. Redondo Beach, CA

Mr. McPherson is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

MOEN, Robert E. Port Hueneme, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.

MULBERRY, Samuel J. Oakland, CA

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** for misconduct pursuant to Education Code section 44421.

QUARLES, Michael A. Visalia, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

SANCHEZ, Raymundo Orange Cove, CA

All pending applications are **denied** for misconduct pursuant to Education Code section 44345.

VU, Thien H. Los Angeles, CA

Mr. Vu is the subject of **public reproof** for misconduct pursuant to Education Code section 44421.

CONSENT DETERMINATIONS

IRBY, Nyieshia T. Inglewood, CA

The Proposed Consent Determination, which allows Ms. Irby to **withdraw** her application, is adopted.

KING, Patsy T. Sacramento, CA

The Proposed Consent Determination, which stipulates that Ms. King's credentials are **suspended for a period of sixty (60) days**, however, **the suspension is stayed with an actual thirty (30) day suspension**, is adopted.

MEYER, Timothy E. Sherman, CA

The Attorney General's Proposed Consent Determination, which allows Mr. Meyer to **withdraw** his application, is adopted.

ORMSBY, Gregory L. El Cajon, CA

The Proposed Consent Determination, which stipulates that Mr. Ormsby's credentials are **revoked**, however, **the revocation is stayed** and Mr. Ormsby is placed on **probation for a period of three (3) years**, is adopted.

PANTLE, Timothy Fair Oaks, CA

The Proposed Consent Determination, which stipulates that Mr. Pantle's credentials are **revoked**, however, **the revocation is stayed** and Mr. Pantle's credentials are **suspended for a period of ninety (90) days**, after which time, he is placed on **probation for a period of two (2) years**, is adopted.

STRAND, David K. Chico, CA

The Attorney General's Proposed Consent Determination, which stipulates

that Mr. Strand's application is **granted** and **revoked**, however, the **revocation is stayed** and Mr. Strand is placed on **probation for a period of three (3) years**, is adopted.

TITLER, Stephanie A. Los Angeles, CA

The Proposed Consent Determination, which stipulates that Ms. Titler's application is **granted** and **revoked, however, the revocation is stayed** and Ms. Titler is placed on **probation for a period of two (2) years**, is adopted.

PRIVATE ADMONITION

Pursuant to Education Code section 44438, the Committee of Credentials recommends one (1) private admonition for the Commission's approval.

REQUESTS FOR REVOCATION

The Commission may revoke credentials upon the written request of the credential holder pursuant to Education Code sections 44423 and 44440.

HERNANDEZ, Felipe Indio, CA

Upon his written request, pursuant to Education Code section 44423, his Multiple Subject Teaching Credential is **revoked**. This does not constitute consent for purposes of Education Code section 44440(b).

KINDER, Craig Irvine, CA

Upon his written request, pursuant to Education Code section 44423, his Single Subject Teaching Credential is **revoked**.

WITHDRAWAL OF APPLICATION

TRAN, Christopher Fontana, CA

Pursuant to his request and while allegations of misconduct were pending, Mr. Tran's application is **withdrawn**. This does not constitute consent for purposes of Education Code section 44440(b).

DIVISION OF PROFESSIONAL PRACTICES

MANDATORY ACTIONS

All certification documents held by and applications filed by the following individuals are mandatorily revoked or denied pursuant to Education Code sections 44346, 44346.1, 44424, 44425 and 44425.5, which require the California Commission on Teacher Credentialing to mandatorily revoke the credentials held by individuals convicted of specified crimes and to mandatorily deny applications submitted by individuals convicted of specified crimes.

ANDRADE, Marcia J. La Quinta, CA

BEUS, Robert P. San Diego, CA

MAJESKO, John J. Tehachapi, CA

MESA, David R. Fullerton, CA

PHELPS, Barbara F. Camarillo, CA

RANDALL, Shelly A. Sierra Madre, CA

SCHROEDER, Robert L. Manteca, CA

SPENCER, Roger D. Torrance, CA

TROTTER, Chris A. Fresno, CA

VALENZUELA, Limber J. San Diego, CA

AUTOMATIC SUSPENSION

All certification documents held by the following individual were automatically suspended because a complaint, information or indictment was filed in court alleging he committed an offense specified in Education Code section 44940. His certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d) and (e).

COTTON, Steve W. Rocklin, CA

NO CONTEST SUSPENSIONS

All credentials held by the following individuals were suspended, pursuant to Education Code section 44424 or 44425, because a plea of no contest was entered to an offense specified in the above sections of the Education Code. The credentials will remain suspended until final disposition by the Commission.

MEDEEN, Darryl J. Los Angeles, CA

CERTIFICATION, ASSIGNMENT & WAIVERS DIVISION

DENIAL OF CREDENTIAL WAIVER REQUESTS

The Appeals and Waivers Committee having reviewed these waiver requests has recommended they be denied. The employing districts have not asked for reconsideration of the Committee's decisions.

- Rahmon Kelani/Contra Costa County
- Brenda J. Richard/Sequoia Union High School District
- Ruth Veronica Pachas/San Jose Unified School District
- Tymeshia Beeks/Rossier Park Jr./Sr. High School (NPS)
- Irma Claire Cruz Sales/San Jose Unified School District

- Debbie Draper/Antioch Unified School District
- Timothy Curry/Byron Union Elementary School District
- Willora Gail Jordan/Turlock Joint Elementary School District
- Catharina St. Marie/Sacramento City Unified School District
- Yvonne Gee/Kernville Union Elementary School District
- Eric Alfaro/Los Banos Unified School District
- Todd Bonesteele/Rossier Park Jr./Sr. High School (NPS)

PROFESSIONAL SERVICES DIVISION

APPROVAL OF PROFESSIONAL TEACHER INDUCTION PROGRAMS

The Induction Program Review panel has judged that the following proposed Professional Teacher Induction Programs meet all applicable standards established by the Commission and recommends the program for approval by the Commission.

The 6 programs of professional teacher induction being recommended for approval at this time are the:

- Anaheim City School District Beginning Teacher Support and Assessment Induction Program
- Anaheim Union High School District Beginning Teacher Support and Assessment Induction Program
- Bellflower School District Beginning Teacher Support and Assessment Induction Program
- Mount Diablo Unified School District Beginning Teacher Support and Assessment Induction Program
- Riverside Unified School District Beginning Teacher Support and Assessment Induction Program
- San Bernardino Unified School District Beginning Teacher Support and Assessment Induction Program

APPROVAL OF SUBJECT MATTER PREPARATION PROGRAMS SUBMITTED BY COLLEGES AND UNIVERSITIES

The program review panels have judged that the following proposed programs meet all applicable standards established by the Commission and recommend the program for approval by the Commission.

Subject Matter Programs:

Languages Other Than English: French

- San Francisco State University

Professional Preparation Programs:

- La Sierra University

APPROVAL OF THE REPORT TO THE LEGISLATURE ON THE PROGRESS OF THE CALIFORNIA SCHOOL PARAPROFESSIONAL TEACHER TRAINING PROGRAM

The 2003 Report to the Legislature on the progress of the California School Paraprofessional Teacher Training Program provides an update on the 42

programs that provide assistance to paraprofessionals seeking to become certified teachers in California classrooms. To date, the PTPP program has trained 605 fully credentialed teachers. A copy of this report is in Appendix A of this agenda item.

APPROVAL OF THE REPORT TO THE LEGISLATURE ON THE CALIFORNIA MATHEMATICS INITIATIVE FOR TEACHING

This report provides the Legislature with information about the implementation of the California Mathematics Initiative for Teaching established by AB 496 (Lempert), including the administration of the loan forgiveness program and development of supplementary authorization standards as directed by this statute. Also included is a recommendation regarding the continuation, modification or termination of the loan forgiveness program. Staff recommends that the Commission adopt this report and direct that the report be forwarded to the Legislature prior to January 1, 2004. A copy of this report is in Appendix B of this agenda item.

APPROVAL OF A PROPOSED CONTRACT AMENDMENT FOR THE SINGLE SUBJECT ASSESSMENTS FOR TEACHING

The current contract for administration of the Single Subject Assessments for Teaching expires with the 2003-04 testing year. Commission staff seeks to amend this contract to extend the service period until August 31, 2005 while the Commission completes the transition to the California Subject Examinations for Teachers (CSET). This action would continue to provide teacher candidates with subject matter testing options for completion of subject matter competence requirement for Single Subject Teaching Credentials in agriculture, art, business, French, health science, home economics, industrial and technology education, music, physical education, and Spanish. There is no fiscal impact to the Commission as all test administration costs for the Single Subject Assessments for Teaching are compensated for by revenue from examinee fees as required by Education Code §44298.

ANNUAL CALENDAR OF EVENTS

The annual calendar of events was provided as an information item.

CHAIR'S REPORT

Chair Fortune noted the shared Dec. 5 birthday of Commissioners Boquiren and Hauk.

EXECUTIVE DIRECTOR'S REPORT

Dr. Swofford shared with the Commission that long-time State and Commission employee Edna Lee is retiring. She began working for the State in 1950 and the Commission in 1992. A noted gardener and flower arranger as well as a valued employee, Ms. Lee will be missed for the beautiful floral displays she contributed to the Commission's lobby and special events.

Dr. Swofford noted the birthday of Wilma Wittman, a long-time friend to the

Commission and former Commissioner.

To mark the final Commission meeting for Chair Fortune, Dr. Swofford her with a special edition of Alice's Adventures in Wonderland, representing the challenges of leading the Commission through the uncertain territory and changing rules of the past year under the No Child Left Behind Act. He said Chair Fortune always sought to find the policies and decisions that would benefit children the most.

REPORT ON MONTHLY STATE BOARD MEETING

A summary of the State Board of Education November meeting was provided in the agenda materials. The Board has disseminated regulations that define highly qualified teacher for public comment; chose to not take over any schools that failed to make progress under the Immediate Intervention/Underperforming Schools Program; and voted to replace some of the more difficult math and English questions on the High School Exit Exam with questions designed to test more basic skills.

GS-10: TIMELINE TO DISCONTINUE THE ISSUANCE OF EMERGENCY PERMITS

Dale Janssen, Director, Certification, Assignment and Waivers Division, reported that staff met with stakeholders to discuss options for discontinuing the issuance of emergency permits. Stakeholders included representatives of CTA, CFT, Los Angeles Unified School District, ACSA, Tri-County Personnel Directors and Pajaro Valley Unified School District, PASSCo-CCSESA, Hesperia Unified School District, CSBA, State Board of Education, Long Beach Unified School District, School District Personnel Administrators of San Bernardino and San Diego Counties and the state Assembly.

Three options were discussed with the stakeholders and they offered a fourth one for dealing with the NCLB requirement that teachers be NCLB-compliant by July 1, 2006. They are:

Option 1: Emergency permits would no longer be issued or renewed after July 1, 2004 and existing permits would be allowed to expire at their normal time.

Option 2: New emergency permits would no longer be issued; however, existing permits could be renewed for up to two years as long as requirements were met so that holders could complete efforts to become fully credentialed.

Option 3: This plan maintains the status quo for the 2004-05 school year (issuing both permits and renewals). No new permits would be issued in 2005-06, but renewals could be made. All would expire on June 30, 2006.

Option 4 (crafted by the stakeholders): The status quo would be maintained for 2004-05. In 2005-06, permits would continue to be available with the

understanding that employers would ensure that permit holders be aware that the time to complete their work for a credential is capped at June 30, 2006. An alternative document would be developed that would replace emergency permits to would take care of unanticipated staffing needs as they arose.

In addition to the in-folder item describing the options, the Commission received a letter from California Teachers of English to Speakers of Other Languages supporting Option 4.

Commissioner Lilly asked if under Option 4 there would be a criterion that permits would only be issued to those with a reasonable expectation of completing credential requirements by June 30, 2006. Mr. Janssen replied that the employer and the employee would both be aware that the deadline would mean the person could not be rehired unless they completed the credential, but that there is the possibility districts would hire someone who had no reasonable expectation of completing requirements in time.

Commissioner Johnson expressed concern that a structure is being built that encourages teachers to be pulled into the classroom early without completing student teaching. Mr. Janssen said the proponents of Option 4 could speak to her concerns.

The Commission invited public comment. Speakers, all of whom thanked the Commission and staff for working closely with them on the issue, included:

Carolina Pavia, Los Angeles Unified School District, who reported on continued progress in the district. Since she spoke to the Commission in November, emergency permit holders were reduced from 1,106 to 1,013. Overall, the district has achieved an 83 percent reduction in 18 months. She said despite the progress and the anticipated continuation of that progress, districts still need flexibility and she asked the Commission to adopt Option 4. She responded to Commissioner Johnson's concern about student teaching by noting that many prospective teachers today can no longer afford to complete their student teaching without having a paying job.

Andrea Ball, Long Beach Unified School District, who recommended Option 4 because of the flexibility provided to districts. She said her district has reduced the number of emergency permits by meeting with each holder and mapping out a plan for them to become credentialed. Option 4 allows the flexibility for people to complete the process.

Joy Carter, Orange County Department of Education and 27 school districts in Orange County, who urged adoption of Option 4. She said time is needed to develop a system that will cover emergencies in the future. During the 2002-03 school year, Orange County schools had 408 multiple subject emergency permit holders and that has been reduced to 140 this school year. Nonetheless, emergencies do happen and a system needs to be

created that will address them. Option 4 addresses the issue.

Kathryn Benson, Pajaro Valley Unified School District and Tri-County Personnel Directors, who supports Option 4. She said districts must hire throughout the year when situations arise and it is difficult to find a fully credentialed teacher in mid-year who is not already working. She says Option 4 continues to provide districts with an alternative to rotating 30-day substitutes, while also recognizing the requirements of NCLB. She said Option 4 should not be viewed as a way to avoid meeting the requirements of NCLB but as a way to support the flexibility that districts need to do so.

Merrilee Johnson, Glenn County Office of Education, CCSESA and PASSCo, who said she has been closely involved with NCLB implementation in Glenn County and updating the Local Education Agency plan. She said she has understood the federal posture to be one of accountability but also reasonableness about what can be achieved. She said Option 4 is a reasonable alternative that allows districts to reach the goal of having highly qualified teachers.

Sharon Robison, Association of California School Administrators, who said her organization also supports Option 4 because it provides flexibility while also meeting the intent of NCLB. Emergencies will always exist, she said, and Option 4 provides for the development of a mechanism that will deal with those. She provided an example of a district near Vandenberg Air Force Base that might lose a teacher during the year when an enlisted spouse is transferred. Another example is a district that might need a part-time music teacher but cannot find a fully credentialed teacher willing to work part time. Still other districts might locate a talented person who qualified for the internship program but cannot enter it until an open enrollment period. She said her organization will be glad to work with the Commission on developing an alternative document to deal with these types of situations.

Bruce Kitchen, school district personnel and human resources administrators for San Bernardino and San Diego Counties, who said an alternative to emergency permits must be created because districts will always face unexpected staffing issues. He said Option 4 provides the most realistic timeframe for developing a new system. It is in harmony with the State Board of Education requirements for school districts to submit NCLB compliance plans.

Stephanie Farland, California School Boards Association, who said emergencies will arise and each district has different needs. There would be no alternative if permits are eliminated without developing a different system. She said 2006 is the date in LEA plans to have qualified teachers so it makes sense for the Commission action to align with that date. Option 4 provides the districts with flexibility, while holding districts accountable and continuing to focus on student achievement and the ability of a district to

meet student needs.

Ana Valencia, Unified Teachers Los Angeles, who represents 45,000 teachers, librarians and professionals in the Los Angeles Unified School District. She encouraged the Commission to adopt the most flexible option, which is Option 4. She said the reality is that there is a need for emergency permits. She said the union is working closely with the district to ensure that emergency permit teachers enter teacher preparation programs.

Scott Schmerelson, a principal in the Los Angeles Unified School District, who said teachers are human beings and as such are subject to life-changing events, like illness, accidents and pregnancy. He said it is difficult to find the best substitute teacher in situations like these and then know that after 30 days, the person must be replaced. He asked for a limited number of emergency permits so that districts can address true emergencies. He said the Commission's actions to date have been effective in forcing permit holders to get into programs and districts are relying less and less on emergency permits. But districts still need flexibility when they do have an emergency.

Chair Fortune asked Ms. Pavia, Ms. Ball, Ms. Farland and Mr. Schmerelson to return to the table to take questions from Commissioners.

Commissioner Johnson asked Mr. Janssen about what documentation is needed for a student teacher to be in a classroom. Mr. Janssen said there is a certificate of clearance that covers fingerprint results but it does not authorize teaching. If a district compensates the person or places them in an intern program, then they have to have some kind of Commission permit. Thus, if a district hires someone away from student teaching, they must have them on an intern certificate or in an intern program to be compliant with the law.

Vice Chair Madkins said that in his experience as a classroom teacher who sometime supervises student teachers who are on the district rolls as a substitute, the person who is already in the classroom - that is, the student teacher qualified to be a substitute - is often the best person to continue with the class when an emergency need arises.

Commissioner Lilly said he is prepared to support Option 4 but continues to question if it makes sense to issue emergency permits to individuals who cannot conceivably complete requirements in time for the June 30, 2006 deadline.

Ms. Pavia responded that sometimes individuals have done all of the coursework and just needs one last requirement to receive a credential. Commissioner Lilly pointed out that such a person would likely qualified by June 30, 2006. His concern is with someone granted an emergency permit who is missing several or many of the requirements.

Mr. Janssen said that during the discussion of Option 4, stakeholders talked about employers determining who can meet requirements within a year but that districts wanted flexibility.

Commissioner Boquiren asked if there will be some mechanism for ensuring that those given the emergency permits will clearly understand the limitations and requirements. Ms. Ball said it is definitely in the best interests of the districts to make sure that emergency permit holders know what they must do to become fully credentialed and to understand the timeline.

Mr. Janssen said the difference between Option 3 (which does not allow new permits in 2005-06) and Option 4 is the flexibility a district has to get an emergency permit for someone who is close to completing their credential. He agreed with Ms. Ball that districts have an interest in making sure individuals understand the requirements.

Ex-Officio Representative Symms Gallagher asked if the alternative process was going to define what an emergency means. She said that would seem to be an important part of the option. She said the Commission needs to discuss with stakeholders what truly is an emergency and what solution will be acceptable and within the provisions of NCLB. Chair Fortune asked stakeholders at the table to discuss the emergency concept.

Mr. Schmerelson said to some degree the Commission has to trust school districts and principals to use good judgment and not play games. He said emergencies include things like illness, family illness, accidents and pregnancies. Ms. Pavia agreed, but said there are also time lapses when a person cannot get into an intern program but could be teaching and that a placeholder document is needed until the program opening date. Ms. Ball provided the example of a teacher who was in a serious car accident, but also said districts have difficulty when they need to find a teacher after the school year has already started and most credentialed teachers are already employed.

Commissioner Lilly said that there are varied interpretations of emergency and that when Commission staff and stakeholders begin to form a definition, the Commission should be provided with their proposal as early as possible to give plenty of time for discussion and consideration. He said he will be looking for a definition of emergency that is considerably tighter than the current system provides and that does limit what can be called an emergency.

Ex-Officio Representative Waite said that the stakeholder group should also discuss special education needs.

Commissioner Hauk said she would be interested in seeing a provision that would require districts to seek a long-term person rather than rely on 30-day

substitutes as she has seen some districts do.

Chair Fortune said that before the Commission begins to craft a solution, it would be a good idea to have a full time of inquiry to explore the alternatives.

Vice Chair Madkins asked those at the table if they understood that the alternative will not fill the void left by eliminating emergency permits. He said he doesn't want anyone to think the Commission will simply create another document that will do the same thing that emergency permits now do. He said he supports Option 4 because he can see a need for a safety net, but that whatever takes the place of emergency permits will not be the same.

Ms. Pavia said that stakeholders do understand that. Ms. Farland said that stakeholders also recognize that when districts abuse the current process, it makes it difficult to come to the Commission and compellingly argue that a new system is needed. But there is a fine line, she said, between the district's responsibility for hiring needs and what is best for the student and the Commission's responsibility for accountability and NCLB compliance. She said that districts are already held accountable by NCLB and the coordinated compliance review. She said that even though there are bad-apple districts that make the rest look bad, the reality is that a safety net is needed. She said districts are ready to work with the Commission on creating a more rigorous system so abuse can't happen.

Chair Fortune asked Mr. Janssen to confirm that Option 3 provides only one more year of new emergency permits while Option 4 provides two years, but that both have all permits expiring on June 30, 2006. Mr. Janssen agreed. She asked about statutory changes and Mr. Janssen replied that all of the options may require clean-up changes because current law provides emergency permits for one full year, rather than the shortened period that the June 30, 2006 deadline would require.

Chair Fortune also asked Mr. Janssen to address what the Commission's current documentation requirements are for emergency permits and a district's due diligence in looking for a fully qualified teacher. He said that the districts annually file a declaration of need that estimates the number of emergency permits that they will need. Chair Fortune asked if the declaration of need or the LEA report mentioned in testimony provides a higher level of due diligence. Mr. Janssen said he is not familiar with the LEA plans. Dr. Swofford said the plans are not within the Commission's purview but that it would be helpful to see one to see what the documents contain and how that might align with what the Commission wants to do.

Chair Fortune asked Ms. Pavia to describe the plan. She said last year's report was the first year and it was unclear what was required because many of the provisions of NCLB had not yet been clarified. Ms. Merrilee Johnson said the plan has five goals: math and reading proficiency, English language

learners' achievement level, highly qualified teachers, safe environment and students graduating from high school. In regard to the highly qualified teachers piece, her county assessed how many emergency permits districts were using, what needed to be done to move people into intern programs and how that would be accomplished by June 2006. She said districts are accountable for what they describe in the plan, and that it is in their best interest to demonstrate they have done everything possible to find qualified teachers.

Chair Fortune said there seems to be consensus that the Commission needs to find a way for districts to demonstrate that there has been due diligence to find a qualified teacher. An alternative document should not only narrowly define emergency but also set out requirements for how districts document emergency needs and their efforts. In terms of timing, the alternative system needs to be developed in a timely way that provides for a transition from emergency permits to a true emergency-staffing document. She asked for a sense of the Commission about the options.

Commissioner Beckner said it is important to recognize the Commission is not the employing agency and that the Commission should work in concert with districts, guiding them toward NCLB compliance. She said Option 4 appears to be the best way to go, providing a longer timeline and more flexibility. She said she looks forward to the discussion on the definition of an emergency but added that she believes that to some degree, districts must be trusted to do the right thing.

Commissioner Beckner moved that the Commission adopt Option 4; Commissioner Johnson seconded the motion. Superintendent Designee Littman asked if the motion included the language in Option 4 that clarified the responsibility of districts; Commissioner Beckner said it did.

At Chair Fortune's request, Mr. Janssen clarified that in 2005-06 an initial issuance of emergency permits would be done with the understanding by both employers and employees that the permit holder should have high expectation of completing the credentialing process by June 30, 2006. Similarly, renewals should also be done with that expectation. The option also provides for the development of an alternative document that would be implemented after emergency permits are eliminated on June 30, 2006. Commissioners Beckner and Johnson said those elements were part of their motion.

Superintendent Designee Littman said she wants to insure that rural schools are included in the stakeholders who work on developing the new system since they have special needs. Mr. Janssen said they have been and will continue to be.

Commissioner Lilly asked if the motion could be amended with a friendly amendment to provide a timeline, with the Commission seeing the proposal

by May 2004. Commissioner Beckner asked if the deadline was doable. Dr. Swofford said the situation requires meeting with stakeholders and legislators and suggested that staff could return with a timeline on how to move forward.

Ex-Officio Representative Lundquist said she would like to see the discussion include not only what is an emergency but also what is not an emergency. She said she would not expect an exhaustive list, but that separate delineations would be helpful. Ex Officio Representative Symms Gallagher said she thinks the focus should be on what the alternatives are for a district in different situations.

Ex Officio Representative Wilson said one situation that no one has discussed is what a district does when a teacher gives notice at the end of the school year, the district looks for a replacement during the summer - but one is not found. He questioned whether that is an emergency and said those types of questions will need to be answered.

Chair Fortune said the purpose of the stakeholder conversations will be to find a way to preserve flexibility yet really be disciplined about finding qualified teachers. She asked if Members of the Commission agreed that the concept of documenting due diligence needs to be included. Commissioner Johnson said that originally requests for emergency permits came to the Commission; now they come through the district and they seem to be a bit more blurry about need. She said she favors revisiting the process and looking for something that will work well for districts and the Commission. Dr. Swofford said that staff can accept the direction to look at the documentation issue, as well as what constitutes an emergency.

Chair Fortune called for the motion, after noting that staff direction includes a developing a timeline and exploring the issue of documenting due diligence. The motion carried without dissent.

Before moving to the public hearing, Dr. Swofford noted that Secretary for Education Riordan and the Governor's Office sent congratulations and thanks to Commission members for all of their hard work, and in particular to those whose terms are now expiring. Chair Fortune presented a plaque to Commissioner Boquiren for serving on the Commission from 2000-2003, noting her dedication to high standards for teacher preparation. Vice Chair Madkins then presented Chair Fortune with a plaque for her service, noting her leadership, insight and hard work during the past year and throughout her tenure on the Commission.

PUB-1: PUBLIC HEARING: PROPOSED AMENDMENT OF SECTIONS 80049, AND DELETION OF SECTIONS 80632, 80632.1, 80632.2, 80632.3, 80632.4 AND 80632.5 TO TITLE 5 CALIFORNIA CODE OF REGULATIONS PERTAINING TO PUPIL PERSONNEL SERVICES

Dr. Joe Dear, Consultant, Professional Services Division, reviewed the

proposed changes, which are based on Standards of Quality and Effectiveness for Developing and Evaluating Credential Programs of Professional Psychology, School Social Work and Child Welfare and Attendance Services adopted by the Commission in December 2000. The changes make the requirements for counseling, psychology and social work comparable to national standards. They include:

- School counselor: changes from a minimum of 30 semester units of post-baccalaureate study to 48 units, with the minimum number of field experience clock hours going from 450 to 600.
- Social worker: changes minimum number of field experience clock hours from 450 to 1,000.
- School psychologist: changes field experience clock hours from 540 (including practica) to 1,200 hours of field experience plus a minimum of 450 clock hours of practica.
- Child welfare and attendance specialist: changes from field experience clock hours of 90 to 150.

Dr. Dear said notices were sent to stakeholders and that the Commission received a total of 15 written responses - 10 in support, three in opposition and two with no position.

Commissioner Johnson asked if field experience for a school psychologist meant time on campus and Dr. Dear replied that it does. Commissioner Johnson asked if that is paid time and Dr. Dear replied that it oftentimes is, but sometimes not. She asked about the practica; Dr. Dear said it is time spent with colleagues, fellow students and professors practicing and preparing for the field experience.

Chair Fortune opened the hearing from public comment. The following people spoke:

Sharon Robison, ACSA, who said the increased number of field work hours may make it difficult for districts to fill psychologist positions that are already hard to staff. She asked the Commission to consider a two-step process where a candidate who completed the current requirement could be hired under a provisional credential and then complete the rest of the hours within some set timeframe.

Vice Chair Madkins asked if Ms. Robison had examples of other programs that worked similarly. She replied she did not. He asked if districts would want to use such an option. She said she believed they would because of the desperate need for school psychologists.

Ex Officio Representative Lundquist asked if she was seeking the two-step process for all of the categories or just psychologists. Ms. Robison said for all. She said that her organization feels the changes are a huge increase and that ACSA does not support the changes. But if the Commission is going to adopt

the changes, then ACSA is seeking the two-step approach to make it more workable.

Vice Chair Madkins said he is always interested in portability; if the changes represent the national standards, why shouldn't they be adopted?

Ms. Robison said national standards in general are "nirvana" or the optimum condition, but that it is not always possible to meet a standard. She said they should be goals to aspire to rather than barriers to districts hiring needed professionals.

Dr. Steve Rock, California Association of School Psychologists and an assistant professor at CSU Sacramento, who said his organization - which had been counted as having stated no opinion - wants to go on record as strongly supporting the changes. He said they are actually minimal training standards that will bring California standards in line with other states.

Delores Curry, President, California School Counselors Association, who said her organization supports the regulations that would affect school counselors. She said some preparation programs, such as Cal State Northridge, have already implemented the changes and that it has not discouraged enrollment. She said the change will enhance the professionalism and credibility of school counselors.

Dr. Ellen Curtis Pierce, Chapman University, who said the university - originally listed as having no position - also is in support of the changes and believes it is important for the state to match national standards.

Chair Fortune closed the public hearing after receiving no further requests for public comment.

Commissioner Johnson asked if the changes were the result of a panel that considered the matter for 21 months. Dr. Dear replied that they are.

Commissioner Lilly said he had concerns, similar to Ms. Robison's, about the scale of change. He asked if there is compelling evidence that the current requirements are inadequate. He also noted that if the requirements are increased, there may be fewer individuals qualified for jobs that are already difficult to fill. He said he was intrigued by Ms. Robison's two-step process, which sounds analogous to the Tier1/Tier 2 professional administrative credentialing process.

Dr. Dear said the standards are actually recognized as bare minimum by many professionals and that the vast majority of universities have already been moving their programs in this direction for the past three years. Since the Commission adopted the standards three years ago, most of the universities have met or exceeded the requirements.

Commissioner Boquiren asked if enrollment has been affected at universities that have implemented the new standards. Dr. Dear said he has not heard about any negative impact from the universities, who would be likely to bring it up as an issue if it were occurring. Three institutions have said the standards are too high, but only one program has been dropped and two have been added under the new standards - so no negative impact has been seen.

Dr. Swofford noted that these changes were thoroughly discussed and addressed several years ago and that there was no negative feedback at the time. It has not been a controversial issue with the institutions, which have moved forward to comply. He agreed with Dr. Dear that the institutions would have spoken up if there had been a negative impact on program enrollment.

Commissioner Rasul said he works closely with LaVerne University in the Bay Area and that they have seen no negative impact on enrollment or candidates. He moved to adopt the changes; Commissioner Johnson seconded the motion. The motion carried without dissent.

Before convening a committee session, the Commission paused to hear from Greg Geeting, assistant executive director of the State Board of Education. Speaking on behalf of Board President Reed Hastings, Geeting commended Chair Fortune for her accomplishments during her tenure at the Commission. He said her leadership was instrumental in creating a cooperative partnership between the two agencies that was essential to the state's ability to respond to NCLB. He praised her for consistently and diligently following the path of doing what is best for children.

In return, Chair Fortune thanked Mr. Geeting and asked him to carry her appreciation to President Hastings.

FISCAL PLANNING AND POLICY COMMITTEE OF THE WHOLE

Commissioner Boquiren convened the Fiscal Planning and Policy Committee of the Whole.

FPPC-1: Update on the Fiscal Year 2003-04 Budget

Leyne Milstein, Director, Information Technology and Support Management Division, provided the Commission with copies of Executive Orders from the new Governor that freeze the regulatory process for 180 days and freeze hiring. Both impact the Commission.

Under the regulatory freeze, all agencies are directed to cease processing regulations for 180 days, postpone action on any regulations that are not yet effective and provide reports that re-assess the regulatory impact of any proposed regulations. Agencies are to report on any regulations that have been adopted, changed or repealed since January 1999. The Commission

proceeded with the public hearing that it just completed only because it had already issued notices before the Executive Order was filed. Those regulations will now be held for 180 days.

The hiring freeze specifically gives leeway to agencies that are not relying on the General Fund; however, those non-General Fund agencies that are in danger of incurring a deficit are not exempted. The Commission staff is working with the Department of Finance to resolve its budget challenges, which would allow it to pursue an exemption from the hiring freeze.

Ms. Milstein also reported that the Senate adopted a different bond proposal from the Governor's, proposing one that has a faster, 7-year payback period. This would necessitate higher annual payments, which would in turn put further pressure on current expenditures.

Commissioner Johnson asked if the Commission will be directed to rescind some regulations. Ms. Milstein said that any action to be taken is still under consideration but that her understanding is that the Governor's order was most targeted at regulations that affect business and the cost of doing business in California. Dr. Swofford agreed but noted that the Executive Order speaks to both businesses and individuals, casting a very wide net. At this point, the order is also holding up the State Board's NCLB regulations.

FPPC-2: First Quarter Report of Revenues and Expenditures for Fiscal Year 2003-04

Crista Hill, Manager, Fiscal and Business Services Section, reported on the revenues and expenditures for the Commission during the first quarter of the fiscal year. At this point in the year, receipts appear low because of the lag time between receipt and depositing funds and expenditures appear high because of the practice of encumbering the entire amount for year-long contracts at the beginning of the year. However, expenditures and revenues are about where they are expected to be at this time of year.

FPPC-3: Update on the Teacher Credentialing Service Improvement Project

Darren Addington, Manager, Enterprise Technology and Support Services Section, reported that the Teacher Credentialing Service Improvement Project continues to show success. Both Phase 1 (online credential status) and Phase 2 (online renewal and payment) have been functioning for some time. The site attracts 800 visitors per day and more than 2,600 credential holders renew online every month.

The project is currently in Phase 3, which entails designing an automated processing and reporting system that replaces all of the Commission's legacy database software and hardware. This phase, which is expected to become operational next spring, is moving into the testing phase. A budget-caused delay in obtaining hardware was resolved when the Department of Finance worked with the Commission to get vendors IBM and Hewlett-Packard to

reduce their prices.

Commissioner Lilly asked about paperless transmission of credential documents. Mr. Addington replied that it is part of Phase 3 and will be implemented in the spring.

PREPARATION STANDARDS COMMITTEE OF THE WHOLE

Commissioner Johnson convened the Preparation Standards Committee of the Whole.

PREP-1: A Report on Teacher Development Programs

Suzanne Tyson, Consultant, Professional Services Division, presented a report on the status of four teacher development programs: paraprofessional, pre-intern, intern and BTSA. Each program has the same goal of increasing the number of qualified teachers, but each targets distinct populations with different developmental needs.

Ms. Tyson provided a brief summary about each program:

- The paraprofessional program addresses candidates who are already in the classroom as teacher aides and who are vested in the community and know the working conditions. Retention rates tend to be high.
- The pre-intern program helps hard-to-staff districts move toward the NCLB goals by providing subject matter preparation for teachers and then moving them into the intern program. Twenty-nine percent of all those in the intern programs come from the pre-intern program.
- The intern program is an alternative to student-teaching based programs. It is an alternative route that benefits those who serve as the teacher of record while completing program requirements. It is a particularly good path for career changers, as well as different ethnic and gender groups.
- BTSA, co-sponsored by the Commission and the Department of Education, is designed to address the needs of teachers in their first two years of teaching. It is the Commission-designated preferred option for meeting the requirements of a professional credential.

Ex Officio Representative Lundquist complimented staff on an outstanding report that is well written and clear. She suggested that it be included in briefing materials for new commissioners. She said she was glad to note that there is funding flexibility between the pre-intern and intern programs to address fluctuation in need. Mike McKibbin, consultant, Professional Services Division, noted the flexibility is there for the paraprofessional program as well.

Dr. Swofford said the comments in support of the programs are appreciated. In light of the NCLB requirements, it will be interesting to see if incentive dollars can be re-directed to the programs for sustainability. With the approaching retirement age of many teachers, there is an ongoing need for continuing to expand the teacher workforce. He said it is important to find the funding sources to keep these programs alive.

Commissioner Johnson asked about the relationship between the paraprofessional program and the requirements of NCLB. Marilyn Fairgood, consultant, Professional Services Division, said that program coordinators meet and assess each person's needs (in terms of the number of units they need to complete) before enrolling them in the program. She said she believes requirements include having a certain amount of classroom experience. Beth Graybill, director, Professional Services Division, clarified that to be NCLB compliant, the paraprofessionals have to have two years of study, an associate of arts degree, or have passed a rigorous assessment.

Ex Officio Representative Lundquist said the paraprofessional program has the additional benefit of providing enhanced employability to the participants even if they never advance to certified teachers because of the added education level that they obtain.

Ex Officio Representative Wilson asked if there is data about the number of BTSA-eligible teachers who do not participate in BTSA - not because of lack of funding but because of their own choice. Teri Clark, consultant, Professional Services Division, said she does not have firm data and that BTSA is a voluntary program. There were about 21,000 participants this year. Ex Officio Representative Wilson said his figures show that about 25 percent of first-year teachers don't participate. He also asked about the impact on student achievement of teachers going through the induction process. Ms. Clark said that studies are under way but that there is no data at this time.

The report was for information only.

PREP-2: Proposal for Revision of the Commission's Accreditation Policies and Procedures

Dr. Swofford shared some of the reasons behind the need to undertake a review of the current accreditation system. First, the Education Code requires the Commission to undertake regular and ongoing review of the system to assure quality. Second, the Commission is operating with limited resources and funding that has supported accreditation in the past has been substantially diminished. The current system requires a substantial investment by both the Commission and the institutions, who are also facing budget pressures. Therefore, it seems prudent to explore ways to accomplish the mission of accreditation in a way that ensures quality but is also cost effective. Third, the system is operating in a different environment today because of NCLB and the upcoming reauthorization of the Higher Education Act. There is an obvious trend to the use of quantifiable data to support conclusions about programs. These external forces should be looked at in terms of their impact on accreditation. He added that the intent is to fully discuss the review over time with the field, but the intent of the agenda item is to bring the matter to the Commission and receive guidance on how staff should proceed.

Beth Graybill, Interim Director, Professional Services Division, agreed with Dr. Swofford that there are forces in play - both driving ones and constraining ones - that affect the accreditation system. Overall, there is the driving force for greater accountability from policy makers and the constraining force of budget and resource limitations. Staff, led by Cheryl Hickey, consultant, Professional Services Division, has been looking at the accreditation system in light of these forces.

Ms. Hickey reminded the Commission that in December 2002 Commissioners voted to delay accreditation visits then scheduled for 2003-04 for two reasons: to allow institutions and the Commission to focus on implementation of SB 2042 initial program accreditation and, as noted in the agenda item at that time, to give the Commission and the Committee on Accreditation (COA) time to research and consider other options for an accreditation system.

Ms. Hickey said the agenda item today is to begin one of many discussions that should take place about accreditation and should be viewed only as a starting place, with staff seeking direction. She said staff does not have a preconceived notion about what a revised system would look like. The activities to date have focused on looking at the strengths of the current system and seeking out opportunities for improvement. She said staff intends to work closely with COA.

In the agenda item, staff suggested four general policy goals for Commission consideration and listed seven elements of the existing accreditation that were addressed in an evaluation report. The evaluation, known as the AIR Report, presents useful information but is narrow in scope since it was only intended to review the present system and not necessarily review all options. The recommendations from the report are on pages 35 through 38 of the agenda materials.

Rod Santiago, Consultant, Professional Services Division, reviewed the current legislative mandate and the role of COA. Under the statutes, the Commission is responsible for adopting, implementing and modifying the framework for accreditation. The Commission also is expected to establish program standards, do initial accreditations, appoint members to the COA, resolve appeals and be responsible for allocating resources. The COA is responsible for carrying out Commission policies, making accreditation decisions, determining comparability of standards submitted, establishing guidelines for reviews and producing an annual report to the Commission.

Marilynn Fairgood, Consultant, Professional Services Division, said that the annual average cost of all accreditation activities is about \$200,000, with the average cost of a site visit almost \$10,000. Between them, the sites and the Commission bear the costs.

Ms. Hickey presented four policy goals for developing a revised accreditation system, a proposed timeline for revision, and conceptual changes to the key elements of the existing accreditation system.

Commissioner Johnson invited public comment. Dr. Beverly Young from the California State University System said she had comments about both the process and the content of the proposal. She said that the proposal presented by staff includes recommendations that are contrary to recommendations by both the AIR report and COA. She said the staff recommendations de-emphasize the qualitative elements of accreditation. While she recognizes the need to supplement those with more quantitative data, lessening the qualitative aspect is a concern. She said the seven elements advocate an increased role by Commission staff and go beyond the scope of a regular review.

Dr. Young also objected to the proposed timeline because it indicates that staff would begin development of a new system but not expect to seek public input until April. She said that brought her to the issue of process. She felt that both the agenda material and the presentation indicate that the Commission has exclusive authority to revise the system. She said that both the Education Code and the existing framework require the Commission to consult with COA, IHEs and other organizations. She said the framework governs the Commission's authority in this process and that it says the Commission will maintain the framework without changes until there is evidence that significant modification is warranted - and then that determination is made by the Commission with the concurrence of UC, CSUS, independent colleges and the COA. She said no such consultation has occurred. She said even staff presenting goals and plans without consultations is inappropriate.

Dr. Young argued that the action item should be changed or withdrawn and that there should be a public process to review the AIR report, followed by an agreement by the three systems to proceed with any changes.

In her final remarks, Dr. Young said that she was testifying in the spirit of trying to restore a positive working relationship and that the IHEs have a long history of working collaboratively with the Commission to reach a shared goal of doing what is best. Referring to similar testimony she gave six months ago on a different issue, she said she is getting tired of having to remind the Commission staff about the importance of collaborative work.

Dr. Swofford said he does not believe there is any disagreement with the need to work collaboratively but that staff cannot go forward with any discussions until the Commission has first given permission and directed them to proceed. He said the process does not begin with seeking stakeholder guidance, but with the Commission determining how it wants staff to proceed on an issue. He said the proposal is in its formative stage and that the intent was to bring it to the Commission for authorization to

proceed with discussions.

Commissioner Johnson said that she heard consensus on the need to have a healthy process to examine changes that may be needed in response to an altered policy environment, but that what staff intended is not what has been perceived. Instead, there appears to be the perception that something is already much further along in development than was intended. She said that Dr. Swofford is correct that staff cannot move forward without a design or idea about what work need to be done. But she said the last thing the Commission would want to do is move ahead with action that would seem to exclude stakeholders from a process that affects them so centrally. She suggested that the Commission direct staff to allow discussion to take place to rethink the goals of accreditation, what the AIR report says and what a system revision might include.

Ex Officio Representative Wilson said he thought Commissioner Johnson's idea was good. Since an Executive Order has frozen action on regulations for 180 days, there should be no compelling need to rush.

Vice Chair Madkins said he sees no problem with staff seeking Commission direction first before going out to stakeholders. He said some of the Commission's best work has been in going out and coordinating with stakeholders and that he expects that to continue. But he said he doesn't buy the idea that the staff and Commission can't get their in-house thinking in order before asking for input, as Dr. Young's criticism seems to imply. He said if the Commission doesn't have an understanding itself about what it ought to be doing, then it is difficult to know what to ask stakeholders. He said the purpose of the item was to bring the concept to the Commission and see where it wants to start. He said he doesn't see that as cutting stakeholders out of the process.

Ms. Hickey said that staff doesn't want to be put in the position of doing something contrary to what the Commission wants reflected. She said staff is not trying to exclude anyone but instead is trying to understand where the Commission stands at this time.

Dr. Swofford reiterated again that the world has changed dramatically with the fiscal crisis. The Commission had a process in place, which was deferred at least partly because there is no money. The question is what can IHEs expect down the road. He noted that in other states, IHEs pay independent bodies for accreditation reviews. The state has used an accreditation process that is subsidized through fees that have been reduced. In addition, the Commission has suffered cuts in positions and reductions in its budget. All of these are curtailing the ability of the Commission to do what IHEs have expected it to do in regards to accreditation. That's why the issue has been brought to the Commission; staff needs guidance on how to move forward with the issue. He said the Commission staff is not trying to sidestep its partnership with COA; that's why the AIR report was shared with COA. He

said Commission staff is only trying to get direction from the Commission.

Commissioner Lilly said he is concerned that there has not been prior discussion about the possibility of the state and Commission fiscal condition having a differential impact on the accreditation piece of the business conducted by the Commission. If the Commission can no longer afford the current accreditation process, he said he would like to see such a discussion take place within a broader budget analysis context. He also said he understands that staff needs to seek direction from the Commission before proceeding with an issue. But he said when an item includes goals, activities and a timeline that does not include input until next April, he believes the item goes too far. He said the emergency permit process earlier in the meeting shows how important it is to get stakeholder input; the end result is better policy. He said there needs to be stakeholder involvement before the Commission adopts goals for a process.

Ms. Milstein reminded the Commission that part of the December 2002 action to curtail accreditations was a discussion of the Commission's capacity to continue standard operating procedures in the face of declining revenue and budget cuts. She said the Commission's action reflected the opportunity to use resources to finish approval of the programs under SB 2042 and then come back to see how operations might be changed in light of diminishing resources. In addition, FPPC 3, presented in August 2003 also documented the impact of declining resources on both accreditation and department-wide operations. She said she felt that a thorough analysis was offered and will take additional opportunities to further explain changes as they have been necessitated.

Chair Fortune indicated that she believes, contrary to Dr. Young's comments, that the Commission and staff have worked hard to be inclusive. She said it is her sense that it is appropriate for staff to come to the Commission and ask for permission to go forward.

Commissioner Lilly commented that he agreed that Ms. Milstein has presented budget information but that he believes there has been no specific discussion about the need to change accreditation procedures because of budget issues.

Dr. Young asked to further comment. She said that she tried to use a liberal interpretation that the item is just staff asking for direction but that it is difficult to do so when the item includes four goals and a timeline with input slotted in April. She said that the issue of collaboration is not exclusive to this item; the issue has been growing for some time. She argued that if staff were just seeking direction, the item would have just been for information rather than for action.

Commissioner Johnson said there seems to be agreement that the process has to start somewhere but that there is disagreement about where the

starting point is. Dr. Swofford said that staff could be given direction through an action item that tells them to work with COA, institutions and other stakeholders and come back with information on the ideas that are generated.

Ex Officio Representative Wilson said that he does not believe that anything was done intentionally but that there are certain sensitivities that constituency groups have when one starts talking about accreditation. He said he favors the kind of process that Dr. Swofford outlined.

Vice Chair Madkins said the Commission shouldn't be assaulted for trying to get a process started. He said he has no objection to including people, but that the Commissioners around the table need to decide for themselves how the process should start.

Commissioner Beckner said that it appears more time needs to be taken on the issue. She said she wants to ensure that the Commission continues its work in the collaborative nature that she believes was intended by staff.

Dr. Swofford said tabling the item does not move the issue forward. He advised that an action would need to be taken that would direct staff to move forward with a review process. Such an action would not set up a prescriptive scenario of what the outcome will be but instead solicits input.

Vice Chair Madkins proposed a two-part motion: that the item be received as an information item and that staff be directed to begin a review of the accreditation system and come back with input on how the system might be revised. Commissioner Beckner seconded the motion. No time frame was set in order to give staff flexibility to meet with all of the relevant stakeholders.

Ex Officio Representative Lundquist asked for the opportunity to review the AIR report.

Commissioner Johnson reminded the Commission that the 2042 reform process began with the question of what a credentialing system would look like if it could be designed from scratch. Perhaps the same initial approach would work with accreditation - if the system could be reformed, what would it look like and what would the end result be. Using this as a first principle might put everyone on the road to a system that can be agreed upon rather than starting from a place of tension.

The vote was taken and the motion carried without dissent.

PERFORMANCE STANDARDS COMMITTEE OF THE WHOLE

Commissioner Lilly convened the Performance Standards Committee of the Whole.

PERF-1: Recommended Passing Standards for the California

Subject Examinations for Teachers (CSET): Sciences (Specialized) Subtests IV in Biology, Chemistry, Earth and Planetary Science, and Physics

Diane Tanaka, Assistant Consultant, Professional Services Division, presented the recommended passing standards for the new CSET exams for the science subtests in biology, chemistry, Earth/planetary science and physics. She noted that there were two errors in the agenda materials: 1) the fiscal impact and policy issue summaries were switched; and 2) on page 10, the number of panel members should have been 35.

She reminded the Commission that in April 2003, the Commission adopted a policy establishing a single subject credential in science in four sub-areas for those with specific expertise in science who wanted to teach only in one area. There are three approved options for obtaining these credentials: exam (CSET subtest) or one of two coursework options. Since then, the Commission staff has been working with the test contractor to establish the exam option. Independent panels made up of a cross-section of 35 educators participated in standard-setting studies. The recommended passing standards are presented in a table on page 20 of the agenda materials that pertain to this item.

A motion to adopt the recommendation was made (Littman), seconded (Vaca) and carried without dissent.

REPORT OF CLOSED SESSION

The Commission granted the following Petitions for Reinstatement:

1. Karie Orendorff
2. Ronald Pegula

The Commission denied the Petition for Reinstatement in the matter of Mark Raisler.

The Commission rejected the Administrative Law Judge's Proposed Decision and called for the transcript in the matter of Victor Vizcarra.

REPORT OF APPEALS AND WAIVERS COMMITTEE

Commissioner Lawrence Madkins called the meeting of Appeals and Waivers Committee to order at approximately 3:19 p.m., Wednesday, December 3, 2003.

A&W-1: Minutes of the November 5, 2003, Meeting of the Appeals and Waivers Committee - (Action)

It was moved, seconded, and carried (Vaca/Johnson) that the minutes of the Appeals and Waivers Committee meeting of November 5, 2003, be APPROVED

A&W-2: Waivers: Consent Calendar - (Action)

It was moved, seconded, and carried (Johnson/Vaca) that the Committee APPROVE the 296 waiver requests on the Consent Calendar.

A&W-3: Waivers: Conditions Calendar - (Action)

It was moved, seconded, and carried (Johnson/Beckner) that the Committee APPROVE the 53 waiver requests on the Conditions Calendar with specific conditions attached.

A&W-4: Waivers: Denial Calendar - (Action)

It was moved, seconded, and carried (Hauk/Vaca) to recommend preliminary denial of the 63 Waiver Requests on the Denial Calendar. These waiver requests will be brought to the Commission for action at the January 2004 meeting.

Adjournment

The meeting of the Appeals and Waivers Committee was adjourned at approximately 3:24 p.m., Wednesday, December 3, 2003.

COMMISSION MEMBER REPORTS

Commissioners Beckner and Hauk both expressed their appreciation for the hard work and fellowship of Chair Fortune and Commissioner Boquiren during their tenures. Commissioner Boquiren thanked the Commissioners in turn for being not only colleagues but also mentors.

AUDIENCE PRESENTATIONS

At Chair Fortune's invitation, the new liaison from CTA, Kathy Harris, came forward and introduced herself.

OLD BUSINESS

The quarterly agenda for January, February and March 2004 was presented for information only.

NEW BUSINESS

None.

ELECTIONS OF THE COMMISSION CHAIR AND VICE CHAIR FOR 2004

Dr. Swofford reminded the Commission that at the November meeting Commissioner Madkins was nominated as Chair and Commissioner Johnson as Vice Chair. No nominations were received by mail. He asked for further nominations; there were none. He closed the nominations for both offices and asked each to deliver statements.

Vice Chair Madkins said that it is an honor to be considered for Chair and pledged to continue the Commission's commitment to open and respectful dialogue with all members of the education community. Issues that will continue to engage the Commission include the implementation of NCLB and the possible reform of the Commission's accreditation system. He said he plans to provide strong and effective leadership as the Commission navigates through these and other issues.

Commissioner Johnson said she also is honored to be considered for Vice Chair. She said the Commission operates best when there is a rich dialogue, with the Commissioners listening to and responding to education stakeholders. She said she wants to see the Commission continue to grow as an organization that is fully committed to sound public policy. She said she will do her best to foster the strength already present by supporting the new chairman, the executive director and staff.

The roll was then taken for each office. Both were elected by unanimous vote.

ADJOURNMENT

The meeting adjourned. The next meeting will be held on January 8, 2004 at the California Commission on Teacher Credentialing Office, 1900 Capital Avenue, Sacramento, California.

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(Cite as: 270 Cal.App.2d 587)



SADIE L. JONES, Plaintiff and Appellant,
 v.
 OXNARD SCHOOL DISTRICT et al., Defendants
 and Respondents.

Civ. No. 32970.

Court of Appeal, Second District, Division 1, Cali-
 fornia.
 Mar. 11, 1969.

HEADNOTES

(1) Appeal § 967--Review--Judgment on Demurrer.

In reviewing the sustaining of a demurrer to a complaint, an appellate court is required to construe the complaint liberally to determine whether, assuming the facts pleaded to be true, a cause of action has been stated.

(2) Schools § 77--Actions--Judicial Control Over Official Acts.

In an action arising out of defendant school district's failure to hire plaintiff (an allegedly qualified certificated teacher), the complaint failed to state a cause of action where it, in effect, called for judicial review of the district's administrative action in filing statements of need under Cal. Admin. Code, tit. 5, § 611, with the State Board of Education in order to hire noncertificated teachers at a time when it had plaintiff's application on file, and where use of the words "qualified regularly certified applicant" in § 611 was required to be construed to empower the appropriate management personnel acting for the district to make a discretionary determination of whether certificated applicant was otherwise qualified for employment. See **Cal.Jur.2d, Rev.**, Schools, §§ 217, 218.

(3) Schools § 78--Judicial Control Over Official Acts--Mandamus.

The action of a school board in filing a statement of need for a noncertificated teacher with the State Board of Education (Cal. Admin. Code, tit. 5, § 611) was not within the definition of quasi-judicial activity so as to be within the ambit of [Code Civ. Proc., § 1094.5](#) (administrative mandamus); it was but a preliminary step by one governmental agency (district) enabling another (the State Board) to act; nor was

there available in the law any other method of review of the accuracy of either the district's determination under the section that no qualified, certificated applicant was available or the necessarily included determination that one whose application was on file with the district was not qualified.

(4) Schools § 67--Liability of Officers and Employees.

In an action arising out of failure of a school district to hire plaintiff (an allegedly qualified certificated teacher), the trial court properly sustained the demurrer of defendant district officials and defendant superintendent of schools, where liability of such defendants was predicated upon allegations that they improperly and unlawfully induced the district to deny plaintiff's application for employment and wrongfully, falsely, fraudulently, maliciously, and unlawfully executed statements of need for noncertificated teachers under Cal. Admin. Code, tit 5, § 611, and where the sole factual charging allegation was that the individual defendants caused such statements of need to be filed in spite of the existence of an employment application by plaintiff who was both qualified and certificated, which allegation could not attach liability to the authorized exercise of discretion by the individual defendants under the facts alleged.

See **Cal.Jur.2d, Rev.**, Schools, § 135.

(5) State of California § 57--Liability--Immunity--Discretion of Employees.

Discretionary action by administrative government personnel taken within the scope of their authority is privileged against tort liability, but "discretionary" is to be given a flexible definition which balances the harm that may be caused by inhibition upon the governmental function against the desirability of providing redress for wrong that may have been done.

(6) Schools § 73--Actions--Pleadings.

In an action arising out of failure of school district to hire plaintiff (an allegedly qualified certificated teacher), a conclusion of law that defendants' conduct was unlawful could not be said to render the complaint sufficient against a general demurrer in the absence of factual allegations from which liability could be determined, where there was nothing in the complaint which tended to notify defendants of the basis of the claim against them except allegations with respect to

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certification.

SUMMARY

APPEAL from a judgment of the Superior Court of Ventura County. Ben F. Ruffner, Judge. Affirmed.

Action against a school district and certain of its officials for denying plaintiff's applications for employment. Judgment of dismissal after general demurrer to first amended complaint was sustained with leave to amend but was not amended, affirmed.

COUNSEL

Cohen & Alexander and Charles W. Cohen for Plaintiff and Appellant.

Herbert L. Ashby, County Counsel, and Dorothy L. Schechter, Assistant County Counsel, for Defendants and Respondents.

THOMPSON, J.

Appellant originally filed her verified complaint on May 1, 1962, alleging that she was a qualified certificated elementary school teacher and that she had been denied a teaching position by the respondent school district at the inducement of the individual respondents because of her Negro ancestry. The complaint in two counts sought damages against the individual respondents and injunctive relief against the school district. A general demurrer to the complaint was sustained upon the basis that: (1) action by the individual respondents was privileged; and (2) appellant was barred from proceeding against the district by reason of not having exhausted the remedies granted by the California Fair Employment Practices Act.

Appellant then filed her verified first amended complaint, the pleading now before us. The first amended complaint is also framed in two counts, one pertaining to the school year 1960-1961 and the other to the school year 1961-1962. It is in essence the same as the original complaint except that it omits reference to racial discrimination. The pleading alleges the official position of the individual respondents. It states that appellant was a qualified elementary school teacher and the holder of a general elementary teaching credential; that she registered her credential with the Ventura County Superintendent of Schools; and

that she applied for a teaching position with the respondent Oxnard School District. The charging allegations are that: (1) the individual respondents "improperly and unlawfully" induced the district not to enter into an employment contract with appellant for each of the school years; (2) the district "improperly and unlawfully" denied appellant's application for employment "in that Plaintiff [appellant] was a qualified regularly certificated *590 applicant, ready, willing and available to accept such a teaching position ..."; (3) the district employed a number of elementary school teachers who were not duly certificated "in violation of law which provides for the hiring of noncertificated teachers upon applications accompanied by a statement of need signed by the District Superintendent of Schools and approved by the County Superintendent of Schools or by the head of the State Board of Education, indicating that no qualified regularly certificated applicant of the type needed is available and that the applicant, if granted the provisional credential applied for, will be employed in a specified position"; and (4) that the individual respondents "wrongfully, falsely, fraudulently, maliciously and unlawfully" executed a number of such statements of need.

The trial court sustained a general demurrer to the first amended complaint with leave to amend. Appellant did not amend, the action was dismissed, and this appeal followed.

(1) We, as required of us by the law, construe the first amended complaint liberally to determine whether, assuming the facts pleaded to be true, a cause of action has been stated. (*Gressley v. Williams*, 193 Cal.App.2d 636 [14 Cal.Rptr. 496].) We conclude it has not.

The District

(2) The complaint asserts an obligation upon the district to employ appellant and to refrain from employing provisionally credentialed or noncertificated teachers^{FN1} so long as appellant's application for employment was on file.

FN1 Appellant and respondents have used the term "noncertificated teachers" as meaning teachers provisionally credentialed pursuant to California Administrative Code (1960) title 5, section 611.

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The factual support of that assertion consists solely of the propositions that appellant was a qualified, certificated teacher who had filed an application for employment with the district which, while rejecting her application, took the step of a statement of need which enabled it to employ provisionally credentialed teachers without certificates.

Appellant does not assert that her certificate gave her a vested right to employment by the district. (*Matteson v. Board of Education*, 104 Cal.App. 647, 655 [286 P. 482].) She does argue that the respondents improperly created competition in the labor market in which she was competing by falsely attesting to documents which permitted other teachers to be provisionally certified by the state board of education *591 and thus available for employment by the district. That argument is based upon subchapter 3, [title 5, of the Administrative Code](#). The subchapter established the standards for issuance of provisional credentials by the state board of education. During the relevant period, section 611 of that subchapter dealt with the issuance of initial provisional certificates for full-time service. It required the submission of letters verifying teaching experience, transcript of college and university training, and a statement by the applicant of intent to undertake no less than a specified amount of further academic training. Section 611 also required, by subparagraph 4, the submission of a statement of need signed by the county or district superintendent of schools which “shall indicate that no qualified, regularly certificated applicant of the type needed is available and that the applicant, if granted the provisional credential applied for, will be employed in a specified position. ...” It is appellant's contention that by reason of section 611, she has stated a cause of action against the district when she alleges that the facts were contrary to the content of the statement of need, i.e., that a qualified certificated teacher in the person of appellant was available to the district.

The vice in appellant's argument is that it calls for judicial review of an administrative action of the district which is not so reviewable. Appellant does not attack the propriety of the action of the state board of education in issuing the provisional credentials, which permitted other persons to be employed in the positions sought by her. She has elected not to make the state board a party to the action. Her attack is against intermediate action by the local district which led to

the ultimate decision of that board.

That attack can succeed only if the district refused to exercise a discretion that it was required to exercise or if it failed to act as enjoined by law. Neither situation is present here. There is no contention that respondents failed to exercise a discretion which the law required of them. Rather, it is appellant's theory that being certificated she was per se “qualified” so that the district was duty bound not to determine to the contrary or to file the statement of need. If such were the case, mandate or prohibition conceivably might lie.^{FN2} But so to read section 611 reduced the word “qualified” in that section to surplusage. The fair meaning of the section as *592 written empowers the appropriate management personnel acting for the district to determine whether a certificated applicant is otherwise qualified for employment. That being the case, the district cannot be mandated to exercise the power in a particular fashion.

FN2 We express no opinion on this point.

As traditional mandate of [Code of Civil Procedure section 1085](#) is inapplicable, so is administrative mandamus of [section 1094.5](#). (3) The action in filing the statement of need is not within the definition of quasi-judicial activity so as to be within the ambit of the latter section. It is but a preliminary step by one governmental agency (the district) which enables another (the state board) to act. Neither is there available in the law any other method of review of the accuracy of either the district's determination that no qualified, certificated applicant was available or the necessarily included determination that appellant was not qualified.

No concept of due process here requires that we find a method of judicial review where none is provided by the statute. We are not dealing with a vested procedural or substantive right of appellant to employment by the district. (*Board of Education v. Wilkinson*, 125 Cal.App.2d 100 [270 P.2d 82]; *Matteson v. Board of Education*, 104 Cal.App. 647 [286 P. 482].) We are concerned rather with an administrative decision vested by law in an agency of a coordinate branch of government possessed of a particular expertise. (See *Board of Education v. Weiland*, 179 Cal.App.2d 808 [4 Cal.Rptr. 286].) Recognition of the limitations of judicial authority precludes review under the circumstances here.

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The Individual Respondents

(4) The complaint names each of the individual respondents as the occupant of an official position in the district or, in the case of respondent Triggs, as Ventura County Superintendent of Schools. Liability of those respondents is predicated upon their “improperly and unlawfully” inducing the district to deny appellant's application for employment and their “wrongfully, falsely, fraudulently, maliciously and unlawfully” executing statements of need. The quoted descriptive words are, in the context used, conclusions of law. (*Hancock v. Burns*, 158 Cal.App.2d 785 [323 P.2d 456]; *Meyer v. Board of Public Works*, 51 Cal.App.2d 456 [125 P.2d 50].) The sole factual charging allegation is that the individual respondents caused statements of need to be filed in spite of the existence of an employment application by *593 appellant who was both qualified and certificated. The allegation seeks to attach liability to an authorized exercise of discretion by the individual respondents. It cannot do so under the facts alleged.

The case at bar originated before the California Tort Claims Act of 1963. (5) The applicable rule then as now was that “discretionary” action by administrative governmental personnel taken within the scope of their authority is privileged against tort liability. “Discretionary” is, however, to be given a flexible definition which balances the harm that may be caused by inhibition upon the governmental function against the desirability of providing redress for wrong that may have been done. (*Johnson v. State of California*, 69 Cal.2d 782 [73 Cal.Rptr. 240, 447 P.2d 352].) The potential of harm in the judiciary exercising hindsight in the determination of qualification of applicants for employment in the executive branch is great. Analogizing to similar situations in which the Supreme Court has held the doctrine of immunity applicable, we conclude that the potential bars liability here. (See *Hardy v. Vial*, 48 Cal.2d 577 [311 P.2d 494]; *Lipman v. Brisbane Elementary School Dist.*, 55 Cal.2d 224 [11 Cal.Rptr. 97, 359 P.2d 465] ^{FN3} in which discretionary conduct of supervisory personnel leading to the discharge of governmental employees was held privileged against tort liability.)

FN3 Cited with approval in *Johnson v. State of California*, *supra*.

General Demurrer to Conclusions of Law

(6) Appellant argues that although the complaint may be bereft of factual allegations from which liability upon any of the respondents may be determined, the pleading is sufficient against general demurrer because of the conclusion of law stated in it: that the respondents' conduct was unlawful. The argument finds support in isolated language of some decisions. (See *San Christiana Inv. Co. v. City & County of San Francisco*, 167 Cal. 762, 769 [141 P. 384, 52 L.R.A. N.S. 676].) It does not, however, save the pleading considered here. The applicable principle is that the “conclusion of law-ultimate fact” dichotomy is not an absolute but that the fair import of language used in the pleading must be received to determine whether the adversary has been fairly apprised of the factual basis of the claim against him. (2 Chadbourn, Grossman, and Van Alstyne, California Pleading (1961) § 1227, p. 428.) Here there is nothing in the complaint which tends to *594 notify respondents of the basis of the claim against them except the allegations with respect to certification. Under the most liberal of tests, such a complaint is vulnerable to general demurrer. ^{FN4}

FN4 Since we have found the complaint otherwise defective, we do not reach respondent's contention that the allegations of racial discrimination contained in the original complaint must be considered as continuing and thus to constitute a bar to the action by reason of appellant having failed to exhaust the administrative remedies granted her by the Fair Employment Practices Act.

The judgment is affirmed.

Wood, P. J., and Fourt, J., concurred.

Cal.App.2.Dist.
Jones v. Oxnard School Dist.
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END OF DOCUMENT

Professional Growth Manual

For Multiple Subject, Single Subject, Services, and Specialist Credentials



*The California Commission
on Teacher Credentialing is
committed to ensuring that those
who educate the children of this
state are academically talented
and professionally prepared.*

California Commission on Teacher Credentialing

Alan Bersin

Chairperson

Sam Swofford, Ed.D.

Executive Director

Commissioners

Position

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Administrator

Chellyn Boquiren

Teacher

Margaret Fortune

Public Representative

Beth Hauk

Teacher

Elaine C. Johnson

Public Representative

Carol Katzman

Public Representative

Lawrence Madkins

Teacher

Alberto Vaca

Teacher

Marilyn Whirry

*Designee, Office of Superintendent
of Public Instruction*

Vacant

Faculty Member

Vacant

Non-Administrative Services Credential

Vacant

Public Representative

Vacant

School Board Member

Vacant

Teacher

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Joyce Justus

Regents, University of California

David Leveille

California Postsecondary Education Commission

Bill Wilson

California State University

Professional Growth Manual

For Multiple Subject, Single Subject, Services, and Specialist Credentials





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INTRODUCTION



Since its inception in 1970, the Commission on Teacher Credentialing has supported and encouraged the professional development of all educators. An educator's growth is valued as a mark of professional stature and as a source and a stimulant of student growth and achievement. The Commission believes that "learning students" are most likely to be found in the presence of "learning teachers" and other educators.

The Commission strongly believes that an individual educator's professional growth should be guided by goals and priorities that relate to enhanced competence, performance, and effectiveness in the education of students and that it should be planned as cohesive sequences of activities. The Commission also believes that professional educators benefit from a collegial process of consultation regarding their professional goals, priorities, and needs. Such collegial consultation should be available for educators when they conceive and develop their professional

growth plans. Individual educators should consult with professional colleagues or advisors regarding their growth goals, priorities, and plans throughout the professional growth process.

The California *Professional Growth Manual For Multiple Subject, Single Subject, Services, and Specialist Credentials* has been published to explain, interpret, and clarify state laws and regulations pertaining to professional clear credentials. This manual relates to professional clear credential holders of multiple and single subject teaching credentials and to holders of services and specialist credentials. If your credential states **Professional Clear** on the face of it, this manual is for your use.

If you hold more than one professional clear credential, you need to complete only one set of renewal requirements. The activities and service may relate to one or more of the credentials held. If you hold both a professional clear multiple subject, single subject, services, or specialist credential and a professional clear designated subjects credential, you are required to complete the more stringent standard of activity requirements and successful service.



GLOSSARY OF TERMS



Key terms that appear throughout this manual are defined below.

Preliminary Credential refers to a credential that has academic requirements to be verified before its status can be changed to professional clear. Professional growth is not required for the preliminary credential.

Clear Teaching Credential refers to a teaching credential with no further academic requirements to be verified that was issued prior to September 1, 1985. Professional growth and successful service are not required of holders of these clear credentials.

Professional Clear Teaching Credential refers to a clear Multiple or Single Subject Teaching Credential that was issued after August 31, 1985, as the recipient's first clear basic teaching credential, and that is subject to the renewal requirements of California Education Code Section 44277.

Clear Services or Specialist Credential refers to a services or specialist credential with no further academic requirements to be verified, issued prior to July 1, 1994. Professional growth and successful service are not required of holders of these clear credentials. Services credentials include Administrative, Library Media Teacher, Health, Clinical or Rehabilitative, and Pupil Personnel. Specialist credentials include Agriculture, Bilingual Crosscultural Instruction, Early Childhood Education, Health Science, Mathematics, Reading and Language Arts, and Special Education.

Professional Clear Services or Specialist Credential refers to a clear services or specialist credential that was issued after June 30, 1994, and is subject to renewal requirements of Title 5, Article 7, California Code of Regulations.

Permanent Credential refers to a professional, professional clear, clear and life credential.

Credential Holder refers to a person who holds a professional clear teaching, services, or specialist credential.

Employing Agency refers to an entity whose employees are required to hold valid teaching, services, and specialist credentials that are subject to professional growth and service requirements.

Professional Growth refers to participation in activities that contribute to a credential holder's competence, performance, or effectiveness in the profession of education.

Professional Growth Advisor for Multiple or Single Subject Teaching Credentials refers to a holder of a permanent teaching or services credential who has been designated by an employing agency to advise credential holders regarding their professional growth and development.

Professional Growth Advisor for Services and Specialist Credentials refers to a holder of a valid services or specialist credential or an instructor in the area of expertise in an approved credential program at the postsecondary level who is selected by the credential holder to give advice regarding professional growth and development.

Professional Service Requirement refers to successful service in a certificated position or another professional capacity in a preschool, elementary school, middle school, or secondary school for the equivalent of at least one-half of a school year through the five-year renewal cycle.

Renewal Cycle refers to the five-year period commencing with the date that appears on a professional clear credential; for the initial issuance or late renewals, the renewal cycle continues through the end of the same month, five years later.



WHAT IS NEEDED TO RENEW A PROFESSIONAL CLEAR CREDENTIAL



To renew a Multiple Subject, Single Subject, Services, and Specialist Professional Clear Credential, you must complete the following three requirements at five-year intervals:

Professional Growth

Complete an individual program of professional growth activities that consists of a minimum of 150 clock-hours of participation in activities that contribute to competence, performance, or effectiveness in the profession of education. This requirement is referred to as the professional growth requirement, and is explained on page 6. See pages 31 and 32 for the Professional Growth Plan and Record form.

Professional Service

Serve successfully in a certificated position or in another professional capacity in a public or private preschool, elementary school, middle

school, or secondary school for the equivalent of at least one-half of a school year. This requirement is referred to as the professional service requirement, and is explained on page 15. See page 33 for the Verification of Successful Service form.

Submission of Materials

Submit to the Commission a completed Renewal & Reissuance Application form (41-REN) with the self-verification section completed and the current processing fee. You do not need to submit the Professional Growth Plan and Record or the Verification of Successful Service forms with your application for renewal; however, the Commission reserves the right to request submission of these forms for auditing purposes any time within one year following submission of the application.



FIVE STEPS TO RENEW YOUR PROFESSIONAL CLEAR CREDENTIAL



Obtain a Professional Growth Advisor

The key to the professional clear renewal is working with a professional growth advisor. The advisor serves as your mentor, helping you to set goals that will be valuable to your growth. The advisor also discusses professional growth activities that will contribute to your competence, performance, or effectiveness as an educator. The advisor verifies you have completed your professional growth activities.

Plan Your Activities

Formulate a set of goals with your advisor and complete items 7–8 on the Professional Growth Plan and Record. Choose activities that will potentially meet your goals and complete items 11–14. Your advisor must sign item 20 certifying that your initial plan meets state laws and regulations.

Complete Your Activities and Keep Records

As you complete your professional growth activities, you should meet with your advisor to discuss your progress. Fill in item 17 accurately with reasonable verification of time spent so your advisor can complete item 18. You may amend your goals and activities during the five-year renewal cycle. Discuss the changes with your advisor and have the advisor complete items 9–10 and 15–16 on the growth plan. Once you have completed the required 150 hours, sign item 21 and have your advisor sign item 22.

Complete the Professional Service Requirement

You must serve successfully in a certificated position or in another professional capacity for the equivalent of at least one-half of a school year during the five-year renewal cycle. Your employer needs to complete the Verification of Successful Service form verifying you have met this requirement.

Renew Your Credential

Verify that everything is complete on the Professional Growth Plan and Record form and on the Verification of Successful Service form. You will need to complete a Renewal & Reissuance Application form (41-REN), not included in this manual, with the self-verification section completed and the current processing fee. You do not need to submit the Professional Growth Plan and Record or the Verification of Successful Service forms with your application for renewal; however, the Commission reserves the right to request submission of these forms for auditing purposes any time within one year following submission of the application.

Application forms may be ordered by voice mail by phoning the Commission at (916) 445-7254 or (888) 921-2682.

Mail the completed **original** application in the last year of the five-year renewal period. For credential holders renewing more than one professional clear credential, submit a separate application and fee for each credential (but you need to complete only one set of renewal requirements).



PROFESSIONAL GROWTH REQUIREMENT



Article 5, California Code of Regulations, Section 80556(b). To be eligible to be a professional growth advisor for teaching type credentials, a person must hold a valid permanent* California teaching or services credential, and a baccalaureate degree from an accredited institution of postsecondary education. An employing agency that designates one or more professional growth advisors may establish additional qualifications for advisors.

* A permanent California credential is either a professional, professional clear, clear, or life credential.

To renew a professional clear credential, you must plan a program of professional growth activities in consultation with a professional growth advisor. Each activity in the program must satisfy five standards. Before you begin any activities, your advisor must certify that the activities satisfy the standards. Once the activities have been completed, your advisor must verify the time spent on them.

The first step in planning your growth plan is to select a professional growth advisor. The second step is to set your goals. The third step is to plan your activities. Each activity must meet the standards outlined on page 8. The planned activities must meet the domains of professional growth and be appropriate to the categories of professional growth.

Regardless of how many professional clear credentials you hold, you need to complete only one set of professional growth activities in each five-year renewal cycle. You may choose activities applicable to any of your credentials and may complete one Professional Growth Plan and Record form for all your credentials.

Professional Growth Goals

Section 8 on the Growth Plan

All activities must contribute to your competence, performance, or effectiveness as an educator.

Every goal selected must meet this standard. Your goals may relate to teaching, specialist, or services credentials or to authorizations that you currently hold or ones you are trying to attain. The goals and activities that you select should potentially lead to your growth and improvement as an educator, to the overall improvement of your school, or to education as a profession. Routine planning, extracurricular activities, and personal improvement activities should not be included in your credential renewal goals or used as activities.

Selecting a Professional Growth Advisor

Holders of Multiple Subject and Single Subject Teaching Credentials

If you are employed in California, you should choose your professional growth advisor from the list provided by your employer. If you are unable to find a suitable advisor from the list, you may request that your employer approve someone of your choice who has agreed to help you by serving as your advisor. An advisor must hold a baccalaureate degree from an accredited institution and a valid permanent California teaching or services credential. The employing agency may require additional qualifications.

► *Credential Holders Not Currently Employed in Public Schools or Residing Out of State or Country—see pages 16–17.*

Optional methods of obtaining a professional growth advisor include the following:

1. You may ask another employing agency to appoint an advisor from their approved list.
2. You may ask the Commission to approve the qualifications of a person you suggest to be your advisor. Send a signed and dated request naming the person you wish to have approved and a copy of his or her qualifying credential.

Promising groups of potential advisors include principals, mentor teachers, other teachers, appropriately credentialed persons who have retired from service as teachers or administrators, college or university personnel who hold credentials, and staff members in teacher centers and other regional service organizations in education.

3. If you are unsuccessful in obtaining a professional growth advisor after trying all methods mentioned above, you may request that the Commission serve as your advisor. As you will not receive the benefit and support that face-to-face contact provides, we ask that you use the Commission as the last alternative. Mail your request, with the Professional Growth Plan and Record form found in this manual, to

**Professional Growth Advisor
Commission on Teacher Credentialing
P.O. Box 944270
Sacramento, CA 94244-2700**

Holders of Services and Specialist Credentials

Title 5, California Code of Regulations, Section 80556.1(b) *Eligibility to be a professional growth advisor for service or specialist credential holders requires satisfaction of one of the following: (1) The advisor holds a valid (clear or professional clear) specialist or services credential, and a baccalaureate degree from an accredited institution of postsecondary education; (2) Those who instruct in the area of expertise in an approved credential program at the post-secondary level may serve as professional growth advisors; (3) Alternatively, the professional service or specialist credential holder may choose an advisor in the area of his or her teaching credential provided that the provisions of Section 80556 have been met.*

The responsibility for selecting an appropriate professional growth advisor rests with you. A

collegial model of advising is recommended. Although the employing agency may help identify potential professional growth advisors, you are not required to pick your advisor from their list. You may select a certificated professional or an instructor in the credential area who is most able to contribute to your growth. The regulations also allow you to select more than one professional growth advisor, if appropriate.

- ▶ *Credential Holders Not Currently Employed in Public Schools or Residing Out of State or Country—see pages 16–17.*
- ▶ *Persons who are renewing more than one professional clear credential develop one professional growth plan. These individuals may work with one advisor or more than one advisor in the development of that plan.*

Potential sources of credential advising:

1. You may select a colleague who holds a specialist or services credential in your own credential area. For example, if you are renewing an administrative services credential you can select another administrator.
2. You may select an advisor from a district's approved list of credential advisors, providing that person holds a credential in at least one of the areas of your credential renewal.
3. You may ask a qualified person from a nearby district or local county office of education to serve as your advisor.
4. You may select an instructor who teaches in your credential area at your local college. That person does not need to hold the credential, but should teach classes related to your credential area.
5. You may contact professional organizations to see if they can suggest someone in your area who would be willing to serve as your advisor.



PROFESSIONAL GROWTH REQUIREMENT *(continued)*



If you are unable to obtain an advisor, you may contact the Commission on Teacher Credentialing as indicated on page 7.

Professional Growth Activities

Section 11 on the Growth Plan

You must decide if each activity will contribute to your competence, performance, or effectiveness in one or more of the domains of professional growth. To satisfy the credential renewal requirements of state law and regulations, your professional growth program must satisfy each of the following standards.

Professional Growth Program Standards

- Each activity must be likely to contribute to your competence, performance, or effectiveness in one or more of the domains of professional growth described on pages 8–10.
- Each activity must begin after the issuance date of the initial five-year professional clear credential or the issuance date of the subsequent renewal of this credential.
- Each activity must be of high quality and consistent with your professional growth goals, as stated in item 8 of the Professional Growth Plan and Record.
- Each activity must be included in one or more of the categories of professional growth activities described on pages 10–14.
- Your Professional Growth Plan and Record must ultimately include activities in at least **two** of the categories on pages 10–14.

You should identify activities that satisfy these standards on your Professional Growth Plan and Record, items 11 through 14. Your professional growth advisor should complete item 15, initial item 16, and sign item 20 of the plan if the activities listed in items 11 through 14 fulfill all of these standards.

Once a professional growth plan has been developed and the form signed by your advisor, you may add more activities to items 11 through 14. Added activities must also meet the standards. If they do, your advisor should certify the added activities by completing items 15 and 16.

Whether an activity is of high quality and will contribute to your competence, performance, or effectiveness should be decided collaboratively by you and your advisor **before** the Professional Growth Plan and Record is signed, and **before** an amendment is initialed. The standards provide you and your advisor considerable latitude to exercise professional judgment and discretion as activities are being planned. The success of the professional renewal program depends largely on the careful selection of professional growth activities. Thoughtful planning must occur when activities are selected and approved by your advisor, because you will not be penalized after completing an approved activity if it proves to be of little merit.

Domains of Professional Growth for Multiple Subject and Single Subject Credential Holders

Section 13 on the Growth Plan

The substance or content of each activity must clearly fit one or more of the following domains of professional growth for **multiple or single subject** teaching credentials.

1. A subject or subjects the credential holder teaches, or reasonably expects to teach, in kindergarten or in grades 1 through 12.
2. A field of specialization in which the credential holder serves, or reasonably expects to serve, in kindergarten or in grades 1 through 12. Examples of fields of specialization include

(but are not limited to) bilingual education, crosscultural education, and special education. Professional growth activities that lead to additional credentials and authorizations are allowed and encouraged.

3. Concepts, principles, and methods of effective teaching, curriculum, and evaluation in kindergarten or in grades 1 through 12. Examples include (but are not limited to) learning about classroom management, inquiry strategies, curriculum improvement, and diagnostic assessment of pupil progress.
4. Concepts and principles of physical, intellectual, social, and emotional development among children and youth. Examples include (but are not limited to) learning about research on motor development, theories of intellectual growth, or ways to foster students' ethical development.
5. Concepts and principles of human communication, learning, motivation, and individuality. Examples include (but are not limited to) learning about language structure, theories of the psychology of human learning or motivation, and studies of individual differences in humans.
6. Languages and cultural backgrounds of groups of children and youth who attend California schools.
7. Concepts and principles of effective relationships among schools, families, and communities. Examples include (but are not limited to) learning about community involvement in education and strategies for conducting parent conferences.
8. Roles, organization, and operation of public education and of institutions that promote public education. Examples include (but are not limited to) learning about the history and functions of public education, the effective management of public schools, and the pur-

poses and contributions of professional and civic organizations in education.

Domains of Professional Growth for Services and Specialist Credential Holders

Section 13 on the Growth Plan


The following are the domains of professional growth for the **specialist and services** credentials. These broad categories define the content areas within which the professional growth activities are to be completed. The examples are intended to suggest, not limit, involvement in each domain.

1. A field of specialization in which you serve, or reasonably expect to serve, or service which you provide or reasonably expect to provide. Examples of fields of specialization include agriculture, bilingual crosscultural instruction, early childhood education, reading, mathematics, health sciences, and special education. Examples of services include administrative, clinical or rehabilitative, health, library media, and pupil personnel. Professional growth activities that lead to additional credentials and authorizations are allowed and encouraged.
2. Concepts, principles, and methods of effective intervention, instruction, curriculum design, evaluation, assessment, and consultation. Examples of topics related to these areas include the purpose and value of play, the student study team and Individualized Educational Program (IEP) process, effective staff development planning, effective learning strategies, principles of classroom management, curriculum improvement, and non-biased assessment.
3. Concepts and principles of the interrelationships of family members and the physical, intellectual, social-emotional, and language



PROFESSIONAL GROWTH REQUIREMENT *(continued)*

development of children and youth. Examples include enhancing self-esteem, the impact of changing lifestyles, cultural diversity, development and facilitation of communication skills, and the implications of serious health issues on individuals and families.

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4. Concepts and principles of human communication, learning, motivation, individuality, and family dynamics. Examples include learning about language structure and function, theories of family systems, theories of the psychology of human learning or motivation, and studies of similarities as well as differences in humans.
 5. Understanding of ethnic, cultural, and gender diversity, especially the current demographics, diverse language/dialects, and multicultural backgrounds of the California population. Examples of topics in this area include second language acquisition, persons with disabling conditions, library media programs and resources, the gender gap in math studies, and issues related to integrated reading/language arts programs for students of diverse cultural backgrounds.
 6. Concepts and principles of effective relationships among schools, families, agencies, businesses, and local communities. Examples include practices which lead to family enabling, empowerment, and participation; strategies which lead to interagency cooperation; and implementation of school, community, and business partnerships.
 7. Understanding of, and problem solving related to, current issues facing schools and communities. Examples of such issues include substance abuse, violence, transiency, dropouts, facilities, and finances.
 8. The organization, operation, management, and leadership of programs or sites and the roles

of the people who work at these sites or in these programs. Examples of topics include organizational restructuring, recruitment and retention of qualified personnel who reflect cultural and gender diversity throughout all levels of the organization, understanding the functions of the people in the organization, supervision and evaluation of personnel, current trends in management, and leadership (collaborative negotiations, site-based management, shared decision-making, conflict management).

9. The understanding and use of technology in educational settings. Examples include computer-assisted instruction, management applications of computer technology, adaptive technology for students, and the use of teleconferencing and interactive video for instructional purposes.

You should choose, and your advisor must certify, only activities whose substance is clearly subsumed within one or more of these domains of professional growth.

Categories of Acceptable Activities

Section 14 on the Growth Plan

The seven categories of acceptable activities are defined below. Activities must be chosen from at least **two** of the following categories and must be completed during the five-year renewal cycle. Excess hours completed in one five-year cycle may not be saved and subsequently applied to the next cycle. Professional growth activities begin with the initial issuance of a five-year professional clear credential.

If you hold a credential that requires prerequisite credentials, you may choose activities which are applicable to either your services or specialist credential or your supporting teaching credential area, provided your advisor approves such activities.

If you hold a services credential and have licenses in other areas directly related to the credential (e.g., Health Services School Nurse Credential holder with a California Registered Nurse license), you may use continuing education hours taken to satisfy renewal requirements for the license toward the 150 hours needed for credential renewal. Any additional professional growth activity needed to complete credential renewal requirements must be confined to the activities in the allowable domains on pages 9–10.

1. Complete one or more college or university courses.

Acceptable courses include lower division, upper division, or graduate level courses offered on campus, off campus, or through

extension by any regionally-accredited two-year or four-year college or university, in California or outside of this state. Courses may be taken for college credit, or for continuing education units, or may be audited for clock-hours. Courses must be completed, and the credential holder must earn a grade of C or better in courses that are taken for credit (or a pass in courses taken on a “pass or fail” basis).

Clock-hours recorded on the Plan and Record form are restricted to time spent in class, time spent in laboratory or discussion sections that are associated with the class, and time spent on out-of-class assignments that you and your professional growth advisor agree would qualify as activities in categories 2 through 7. For example, you could record time spent on an individual study that was part of a college course, provided you examine a specified topic, produce a written report or other tangible product, and evaluate the individual project and its product.

If time spent seated in the classroom is longer than the times listed in the conversion table, an explanation will be needed. Required lab work is an example of when extra time might be recorded.

Time spent completing routine out-of-class assignments, such as reading assignments or preparing for tests, may not be recorded.

2. Attend conferences, workshops, institutes, academies, symposia, teacher center programs, or staff development programs.

Acceptable workshops and programs include those whose purpose is to increase the professional knowledge, competence, performance, or effectiveness in education of the participants, regardless of the source of sponsorship or funding for the activity.

Conversion of Units to Clock-Hours

Quarter/ Continuing Ed Units	Semester Units	Clock- Hours
1		10
	1	15
2		20
3	2	30
4		40
	3	45
5		50
6	4	60
7		70
	5	75
8		80
9	6	90
10		100

KEY

Quarter Unit 10 Clock-Hours
 Semester Unit..... 15 Clock-Hours
 Continuing Education Unit 10 Clock-Hours

PROFESSIONAL GROWTH REQUIREMENT *(continued)*

Recorded clock-hours must be restricted to time spent in those portions of the conferences, workshops, or programs that contribute to participants' professional knowledge, competence, performance, or effectiveness in education, and time spent completing outside assignments that would qualify in categories 3 through 7. Time spent in "business" meetings of the sponsoring organizations may not be recorded.

Course work taken at institutions of higher education that are not regionally accredited may not be counted in category 1; however, time from these courses may be used as workshops for the purposes of professional growth. These courses may not be used for the purposes of adding supplementary authorizations to a credential.

3. Perform systematic programs of observation and analysis of teaching or performance of a peer-alike job.

To be acceptable, each program must be planned, must focus on one or more predetermined aspects of teaching, and must include follow-up activities such as discussion, critique, or application of what has been observed or analyzed.

This category is designed to encourage peer assistance, modeling, and coaching while the credential holder learns new skills or strategies.

Acceptable clock-hours are those spent planning and conducting the observations, discussing or critiquing the activity, and planning applications of what has been learned for your classroom.

4. Provide service in a leadership role in an educational institution.

Acceptable activities include those in which you contribute to the improvement of a

school, school district, or other educational institution, including the planning and implementation of the improvement. The following examples illustrate acceptable activities in this category.

- Time spent assisting teachers, developing curriculum, providing staff development, or serving on a school site council engaged with improvement of the school either as a mentor teacher or in another official capacity in the school or district.
- Time spent planning and developing new sets of materials for teachers or students, either in an official capacity in a school or as a member of a district, state, national, or international panel or committee.
- Time spent preparing a proposal to create a new facility, course of study, or program in an educational institution.
- Time spent selecting mentor teachers, or screening proposals for instructional improvement grants, or participating on a school accreditation team, or serving on the advisory board of a teacher center, to the extent that this time contributes to the improvement of the educational institution.

Time that may not be recorded includes time spent on the routine functioning of an educational institution, and time spent carrying out a teacher's basic responsibilities, including (but not limited to) planning lessons, arranging a classroom environment, preparing assorted instructional materials, assessing student performance, or keeping records.

5. Provide service in a leadership role in a professional organization.

For the service to be acceptable, you must serve as an elected officer, a chair of a

committee, or an official representative of an organization of professional educators. Recorded hours must be restricted to time spent charting, planning, or forming educational or professional policies, positions, or directions for the organization to pursue. Examples of acceptable activities in this category include the following:

- Time spent chairing meetings of a curriculum and instruction committee of a state teacher's organization during which new policies regarding curriculum and instruction are planned and developed for the organization to pursue.
- Time spent developing legislative proposals as the chair of the legislative committee of a statewide organization of mathematics teachers.
- Time spent formulating standards for computer education teachers as an official representative of Computer Using Educators.
- Time spent developing new standards of professional ethics as an elected officer of a national organization of school administrators.
- Time spent planning new structures of community involvement in schools while serving as the official representative of a local bargaining unit to the local PTA chapter.

Recorded clock-hours must be restricted to time spent in meetings of the educational or professional committee, or as an official representative of the professional organization, when policy decisions are discussed.

Activities that contribute to the ongoing operations or functioning of a professional organization are not acceptable. Examples

of activities that are **not** acceptable are listed below.

- Time spent representing an employee bargaining unit in contract negotiations with the employer.
- Time spent as the chair of a membership drive for the state organization of science teachers.
- Time spent developing and maintaining fiscal records as the treasurer of a professional organization.

6. Conduct educational research and innovation.

Participation in efforts to conduct educational research or to investigate educational innovations are acceptable, provided that you have an active role in one or more of the following stages of the effort: planning, analyzing, interpreting, demonstrating, disseminating, or evaluating a study or innovation. Examples of acceptable activities in this category include the following:

- Time spent planning and evaluating field tests of new science experiments for possible use in elementary classrooms.
- Time spent as a member of a group to identify the elements of effective teaching as a basis for determining the staff development needs of a school district.
- Time spent analyzing the results of a study of the relative effectiveness of two systems of reading instruction, and time spent explaining the study to parents, teachers, and administrators.
- Time spent demonstrating an experimental program of drug abuse education.



PROFESSIONAL GROWTH REQUIREMENT *(continued)*

Examples of activities that are **not** acceptable in this category are listed below.

- Time spent filling out a questionnaire or other data-collection instrument.
- Time spent teaching routine lessons which are observed by faculty members and students from a local university.
- Time spent arranging for pupils to be released from class to participate in an experimental program to address the school dropout problem.

7. The Commission has determined that the activities specified below may also fulfill the professional growth requirements.

- Participation in a professional exchange program in which you change positions with another educator for an extended period of time. For example, a high school chemistry teacher trades teaching assignments for one semester with a professor who teaches the chemistry methods course at a local university.
- Participation in alternative work-experience programs, paid or volunteer, in which you fulfill new professional responsibilities for a specified period of time. For example, a high school auto shop teacher takes a sabbatical leave and works at a Chrysler Motors assembly plant.
- Participation in a program of independent study, provided that you investigate a specified aspect of education, produce a written report or other tangible product, and evaluate the independent study and its product. For example, an elementary teacher undertakes a program of reading the leading theorists in early childhood education, including Maria Montessori, Bruno Bettelheim, and Jean Piaget. She completes a journal as she reads. Afterwards, she writes a brief critique of early childhood education theories and practices.
- Creative endeavors, provided that you either create a tangible product that exhibits originality of thought and execution, or exhibit a creative talent while participating in a group production, and provided that the creative endeavors directly relate to a subject or student group you teach or reasonably expect to teach. For example, a junior high teacher of dance earns a role in a local production of *A Chorus Line*, or an elementary teacher assigned to produce a school play volunteers to design sets for the local theater group.
- Cultural experiences such as attendance at museums or musical, dramatic, or dance productions, or crosscultural immersion in the language and culture of an ethnic or national group, provided that each experience directly relates to a subject or student group you teach, or reasonably expect to teach. For example, a high school Spanish teacher spends the summer in a Spanish immersion program in Mexico, or an elementary music resource teacher attends a concert by the Tokyo Philharmonic Orchestra in San Diego.
- Instruction in cardiopulmonary resuscitation (CPR), including training in subdiaphragmatic abdominal thrust (also known as the “Heimlich maneuver”), may be an acceptable activity if it meets the standards of quality of either the American Heart Association or the American Red Cross or can be shown to be of equivalent quality.



PROFESSIONAL SERVICE REQUIREMENT



To renew a professional clear credential, you must serve successfully in a certificated position or in another professional capacity for the equivalent of at least one-half of a school year during the five-year renewal cycle. Your service must satisfy the following provisions:

1. The service must be rendered for at least five hours per day for at least 90 days, or the equivalent, after you have been issued a professional clear credential. For part-time employees and substitute teachers, equivalent service may be calculated by counting all hours rendered on behalf of students at the location of service. For those who accumulate their service on an hourly basis, the total requirement is 450 hours.
2. The service for a **multiple subject and single subject** teaching credential may be rendered in accordance with options a, b, or c.

The service for a **services or specialist** credential may be rendered in accordance with options a, b, c, or d.

- a. Service may be rendered in a position that requires certification in preschool, kindergarten, or grades 1 through 12 during full-time employment, part-time employment, employment as a substitute teacher, or employment under another contractual agreement.
- b. Service may be rendered on behalf of students and/or certificated personnel in preschool, kindergarten, or grades 1 through 12 at the site of one or more preschools, elementary schools, or secondary schools.
- c. Service may also be rendered in alternative settings, such as adult schools, home

schools, paid tutorials, and other types of instruction, as long as the service is rendered in subjects that are commonly taught in public schools. Hours spent in alternative service must be independently verified and affirmed by the credential holder under penalty of perjury.

- d. Service may be rendered in the area of either the services or specialist credential or in another professional capacity related to a services or specialist credential area which must be performed in a public or private preschool, elementary school, or secondary school, or in a related educational setting serving children, youth (birth to 22), or families.
3. You must not have been terminated for cause by the employing agency after you applied for the professional clear credential or for the most recent renewal of the credential.
4. Only one professional service requirement needs to be completed in each five-year cycle, regardless of the number of credentials held.
5. Service must be verified by an official at the employing school, district, county, or other agency as appropriate. Verification may be on the form provided on page 33, or on letterhead paper from the verifying agency.

The professional service requirement allows service to other credentialed educators to meet this requirement. Furthermore, Commission staff has interpreted the intent of this requirement to be that credential holders should remain current in the application of their professional skills; therefore, opportunities in which professional skills are employed in relation to school-age children are deemed acceptable to meet this requirement.



CREDENTIAL HOLDERS IN SPECIAL SITUATIONS



Substitute Teachers

California statute requires that any district that employs certificated teachers, whether in a full-time, part-time, or substitute basis, must provide an advisor for those teachers.

A substitute teacher may choose an advisor from any of the school districts where he or she works. Unfortunately, some school districts have not met their obligations of providing an advisor. When the Commission receives information that this has occurred, phone calls and/or letters are sent to the personnel directors and/or superintendents in the districts. In those rare cases when a district does not provide an advisor, there are three options that you may choose:

1. You may go to any local education agency such as a county office or other district and ask that an advisor be appointed.
2. You may write to the Commission and ask that a person whom you have selected be designated as your advisor. That person must hold a valid teaching or services credential. These persons serve voluntarily. Please enclose a photocopy of the advisor's credential at the time of the request. Among those particularly well suited to serve as advisors are teachers, retired teachers, and university educators who have maintained the validity of their teaching credentials.

3. If you do not have someone that you would like to have designated as an advisor, then the Commission may serve as an advisor. This should be the "last resort" choice since it is difficult to form the collegial bond that one should have with an advisor when the communication is done largely through correspondence and over the phone.

Credential Holders Not Currently Employed in Public Schools

Persons who are not currently employed in a public school setting may use the same options available to public school employees (see response above for substitute teachers). Multiple and Single Subject Teaching Credential holders may select any person designated by the head of the private school where they teach (i.e., private schools may designate advisors in the same way that public schools do). Credential holders who select from a list established by a private (or public) school do not need to seek approval of the advisor from the Commission.

Services and specialist credential holders should select a colleague who holds a similar credential. The advisor may be selected from a list designated by the private school where one is employed or a college instructor who teaches in the credential area of the holder.



Multiple Subject and Single Subject Credential Holders Working in Other States or Countries

Teachers who want to maintain the validity of their California credentials may complete renewal requirements wherever they reside. There are three ways to select an advisor:

1. If you began employment in California before you moved and had an advisor, that advisor may continue to serve by mutual agreement.
2. You may nominate a person to serve as your advisor. In order to be eligible, that person must hold valid certification with a credential like yours in the state, country, or circumstance in which they are working. For example, if you are employed in Department of Defense Schools, certification from any state can be used to authorize service in the school system; therefore, you could choose any DODS certificated employee to serve as your advisor. All that is needed is that you submit a simple letter to the CTC naming the person you are nominating and enclose a photocopy of that person's credential.
3. You may ask the Commission to serve as your advisor if you have been unable to locate an advisor locally. As above, simply write a letter with your request and mail to

Professional Growth Advisor
Commission on Teacher Credentialing
P.O. Box 944270
Sacramento, CA 94244-2700

Because nearly all communication is made by letter and occasionally by phone, this is seen as a less acceptable mode of receiving advice.

Services and Specialist Credential Holders Working In Other States or Countries

If you want to maintain the validity of your professional clear services or specialist credentials, you may complete renewal requirements wherever you reside.

1. The advisor should hold a services or specialist credential valid in the state, country, or circumstance in which you are working.
2. You may select an instructor from a local college or university who teaches in your credential area.
3. If you are unable to locate an appropriate advisor, you may ask the Commission to serve as your advisor. Write a letter with your request and mail to

Professional Growth Advisor
Commission on Teacher Credentialing
P. O. Box 944270
Sacramento, CA 94244-2700

Because all communication is made by letter and occasionally by phone, this should be the last option.



EXTENSION OF TIME TO COMPLETE PROFESSIONAL GROWTH REQUIREMENTS



If you do not complete the professional growth or service requirements during the five-year renewal period, your credential will expire. You are eligible for a one-time, two-year extension of the professional clear credential. However, there is no penalty for allowing a credential to expire as long as you are not currently employed in a position which requires it.

The one-time, two-year extension is appropriate for individuals who leave the education profession to raise a family or pursue another career. The two-year extension should be requested at the time you wish to return to education. Professional growth activities and successful service accumulated during the expiration of the credential can be used toward the renewal at the end of the two-year reinstatement.

- You are responsible for requesting the extension in a written statement to the Commission, including an application form and fee.
- The request for automatic extension may be made for any reason, but you are eligible for extension only **once** during your career (California Education Code, Section 44279

[a]). Subsequent requests for extension will be dealt with on a case-by-case basis by the Certification Division of the Commission.

- Within the two-year extension period, you must complete all unfinished renewal requirements or the Commission will not renew the credential (California Education Code, Section 44279 [b]).
- To be eligible for extension of an expired credential, you must fulfill all requirements that are in effect for issuance of the credential at the time you apply.
- The Long-Term Emergency Multiple or Single Subject Permit is not available to holders of professional clear credentials that have expired.

The two-year extension requires the following:

- Application form (41-4 or 41-REN) and current fee.
- A written request for a one-time, two-year extension of the professional clear credential.



PERSONS WHO FINISH PROFESSIONAL GROWTH AND SERVICE EARLY



The Commission does not have statutory authority to issue a professional clear credential for more than a five-year period. Therefore, if you submit your forms, application, and fee before the end of the fourth year of the credential renewal period, the new renewal period (next professional growth cycle) will begin on the date of application for renewal and is valid for five years. If you renew your credential in the last year of the renewal period, the next renewal period will begin with the expiration of the current credential.

Example 1

The professional clear credential was issued on 9/15/96 and expires 10/1/01. You finish the requirements and apply for renewal on 6/20/99. The new credential will be valid 6/20/99 to 7/1/04.

Example 2

The professional clear credential was issued 9/15/96 and expires 10/1/01. You finish the requirements on 6/20/99 but wait to submit the application until 1/15/01. The new credential will be valid from 10/1/01 to 10/1/06.

By renewing the credential early, you cancel any time remaining on your current credential. It is in your best interest to **wait until the last year** of the five-year renewal period before applying for renewal. However, you may request an early renewal by submitting an application, fee, and a signed request.



PROFESSIONAL CLEAR CREDENTIAL HOLDER'S RESPONSIBILITIES AND RIGHTS



The purpose of this section of the manual is to explain your responsibilities and rights in completing the professional growth and service requirements.

1. Professional growth goals.

You have a responsibility to formulate one or more professional growth goals, to write those goals on the Professional Growth Plan and Record, and to discuss those goals with a professional growth advisor before beginning professional growth activities. You have a responsibility to formulate goals that are based on an assessment of your professional growth needs. You must be prepared to discuss the basis for the goals with your advisor, but you have the right to determine your own professional growth goals.

2. Professional growth advisor.

Multiple or single subject credential holders have the right to choose their own professional growth advisor from those advisors who have been designated by the employing agency. Services and specialist credential holders may select from a list designated by their employing agency or select an advisor based on the criteria on page 7. (If no suitable advisors have been designated, or if you are not employed in a public school, see pages 16–17.)

3. Professional growth activities.

You have a responsibility to discuss potential activities with your professional growth advisor, and to select activities that are likely to contribute to your competence, performance, or effectiveness in the profession of education. You have the right to select your professional growth activities, but should not

begin the activities until your advisor has determined that they comply with state laws and regulations.

4. Amendments to the plan.

You have the right to change any element of your professional growth plan at any time. However, you should not begin to pursue the amended goals or activities until your advisor has determined that they comply with the laws and regulations. No advisor or other person has the right to compel you to change a plan that has previously been determined to comply with the laws and regulations.

5. Record of hours spent.

You have a responsibility to record accurately the actual number of clock-hours that have been spent on completed activities. If you willfully sign and submit inaccurate records which you know to be false, you are subject to the penalties for perjury and unprofessional conduct. Time that may be counted includes those minutes/hours actually spent participating in the activity. Preparation time may be counted only in special circumstances. Time in university course work may be counted by determining the “seat time” spent in the class or by using the conversion schedule developed by the Western Association of Schools and Colleges (WASC) (see table on page 11). Each semester unit is the equivalent of 15 clock-hours; each quarter unit is equivalent to 10 clock-hours; and each continuing education or extension unit is equivalent to 10 clock-hours.

6. Verification of time spent.

After completing activities, it is your responsibility to give your advisor reasonable verification of time spent, if your advisor requests it. Reasonable verification could

include (but need not be limited to) college transcripts, materials distributed at workshops or staff development programs, records of conference attendance, or other tangible evidence of time spent.

7. Credit for hours spent.

You have a right to receive full credit for all hours spent at professional growth activities that are identified on a Professional Growth Plan and Record signed by your advisor, and for which reasonable verification of time spent has been presented to your advisor.

If you need to change advisors before completing all of the activities in a plan, you should record the time already spent in item 17 of the plan, and the advisor who authorized the activity should initial each activity for which you provide reasonable verification. However, you retain the right to receive credit for time spent even if you change from one employer or assignment to another, or if your advisor changes, or if your credential lapses.

8. Completion and submission of forms.

You are responsible for filling out all items except items 9, 10, 15, 16, 18, 20, and 22 on the Professional Growth Plan and Record (pages 31 and 32), and submitting this form to your professional growth advisor for discussion. You are also responsible for filling out the top portion of the Verification of Successful Service (page 33), and presenting this form to each employing agency for verification. Once your advisor has signed items 20 and 22 on the Professional Growth Plan and Record, and each employing agency has signed the Verification of Successful Service,

you may submit your Renewal & Reissuance Application form (41-REN) and fee in order to renew your credential. This should be done during the last year of the credential renewal period. You do not need to submit the Professional Growth Plan and Record or the Verification of Successful Service forms with your application for renewal; however, the Commission reserves the right to request submission of these forms for auditing purposes any time within one year following submission of the application.

9. Appeal of adverse action.

You have a right to appeal to the Commission on Teacher Credentialing if your advisor has taken an adverse action that you consider to be unfair, arbitrary, or contrary to the terms of the law, regulations, or this manual. For details regarding the appeal procedures and grounds for appeals, see page 22.

10. Extension of expired credential.

You have a right to request, in accordance with the terms of California Education Code Section 44279, that the Commission on Teacher Credentialing issue an extension of an expired professional clear credential. For details regarding the extension requirements and terms, see page 18.



APPEAL PROCEDURE



credential holder may appeal an adverse action by a professional growth advisor (see California Education Code, Section 44278).

The appeal must be addressed to the Executive Director of the Commission on Teacher Credentialing. Grounds for ruling in favor of the appeal include the following:

- The advisor refused to sign a Professional Growth Plan and Record or an amendment that satisfies the requirements of California Education Code, Section 44277. If the Commission determines that this has occurred, the Commission will approve the plan or the amendment.
- The advisor refused to verify time spent at professional growth activities that satisfy the requirements of California Education Code, Section 44277. If the Commission verifies time spent at the activities, and if other requirements have been met, the Commission will renew the professional clear credential.
- Bias, fraud, unfair discrimination, or arbitrary action by the advisor prevented the credential holder from fulfilling the terms of a signed Professional Growth Plan and Record. If the Commission determines this has occurred, the Commission will grant you up to five years additional time to complete your program of professional growth.

Whenever possible, you are encouraged to resolve disputes at the local level by employing **one** of the following methods:

- Requesting assistance from a local Professional Growth Panel, if one has been established.
- Seeking another advisor.

Any credential holder who wishes to appeal an adverse action related to professional growth activities or service shall state in writing:

- What action has prompted the appeal.
- The names of the persons involved.
- What attempts have been made to resolve the problem at the local level.

Any problems that can be resolved administratively between the Commission staff, the credential holder, and the employing agency or professional growth advisor will be resolved at this level. Any cases that cannot be handled administratively will be referred to a Professional Growth Appeals Board that is established by the Commission.

- The Professional Growth Appeals Board shall consist of five members, who shall be appointed in accordance with the Commission's procedures for appointing advisory panels. Three of the members will be practicing teachers. At least one of those practicing teachers shall have served as a professional growth advisor. One other member shall be a practicing administrator, and one member shall be appointed at large. Members' terms shall be for two years, and they may be reappointed.

If you decide to appeal a decision by the Professional Growth Appeals Board, your case shall be heard by the Licensing and Professional Development Committee of the Commission. Contact the Commission office for specific information about applying for an appeal.



ANSWERS TO FREQUENTLY ASKED QUESTIONS BY CREDENTIAL HOLDERS



How do I select a professional growth advisor for renewal of a Multiple or Single Subject Teaching Credential?

If you are employed in California and are renewing your Multiple or Single Subject Teaching Credential, you should choose your professional growth advisor from the list provided by your employer. If you are unable to find a suitable advisor from the list, you may request that your employer approve someone of your choice who has agreed to help you and serve as your advisor. An advisor must hold a baccalaureate degree from an accredited institution and a valid clear, professional, or professional clear California teaching or services credential. The employing agency may require additional qualifications.

Optional methods of obtaining a professional growth advisor are explained on page 6.

What if I reside in another state or country?

If you decide to keep your California professional clear credentials current while residing in other states or countries, you may do so by completing professional growth activities and professional service in your place of residence. An advisor must be designated by the Commission as described on page 17. If no qualified and suitable advisor is available, the Commission will serve as your advisor if a written request is made.

How do I select a professional growth advisor for renewal of a specialist or services credential?

The responsibility for selecting an appropriate professional growth advisor rests with you. A collegial model of advising is recommended. Although your employing agency may help identify potential professional growth advisors,

you will not be required to pick your advisor from a list of potential advisors. You may select a certificated professional or an instructor in the credential area who is most able to contribute to your growth. The regulations also allow you to select more than one professional growth advisor if deemed appropriate.

Services or specialist credential holders who are renewing more than one credential will develop one plan, but may work with one or more advisor in the development of that plan.

How do I select a professional growth advisor for renewal of more than one credential?

If you are renewing more than one credential, you will complete only one plan for your professional development. You will select a professional growth advisor who you feel can best guide the development of your plan. That person should hold a credential in at least one of your credential areas. It would be most appropriate to select someone who works in an area closely related to your own area of assignment.

You may want to select more than one advisor to help you define professional development goals for multiple credential areas.



ANSWERS TO FREQUENTLY ASKED QUESTIONS BY CREDENTIAL HOLDERS *(continued)*

What can I do if my advisor won't approve my Professional Growth Plan?

If your advisor has a good reason for not signing the plan, or for not initialing a particular addition to it, the Commission recommends that you heed her or his suggestions. If you believe that the advisor is not justified in his or her refusal, there are several options you may take. See page 22 for details.

- If a local Professional Growth Panel has been established, discuss the disputed issues(s) with the panel.
- Seek the advice of another advisor designated by your employing agency.
- Appeal by writing to the Executive Director of the Commission on Teacher Credentialing.

What if I am not currently employed in a public school and want to continue to hold a valid teaching credential?

You may ask any employing agency (including county offices) to give you a list of names and work locations of advisors who can assist you. If you are unsuccessful in engaging an advisor or are living outside of California, you may contact the Commission directly for approval of an advisor you pick, or for approval of your Professional Growth Plan or Record.

Who is responsible for getting the credential renewal documents signed and sent to the Commission?

You are responsible for completing all forms, keeping records of all activities, requesting all signatures, and mailing all required items to the Commission before the credential expires.

What happens if I change districts or work in more than one district?

If you change employment after your plan has been signed by an advisor, your signed plan remains valid. If an advisor has verified time spent, you retain credit for those hours. You may want to amend your plan to reflect any new responsibilities. If you need a new advisor, you should request a list of advisors from an administrator of the new employing agency.

If you work as a substitute teacher or in another capacity for more than one district, you may request the assistance of a professional growth advisor from either district.

What should I do if my advisor tries to charge me a fee or requires that I provide some service in exchange for signing my plan?

Tell your advisor that payment or service in exchange for approval is prohibited by state regulations. If the advisor persists, inform the chief administrative officer of the employing agency and, where available, the Professional Growth Panel. You may want to seek a new



advisor. If these measures do not bring relief, contact the Commission.

What happens if I move to another state or country?

Professional clear credential holders who want to maintain their California credentials may complete professional growth and service requirements in any location around the world. Activities may be selected and teaching service may be performed in any part of the world. You will need a professional growth advisor. Consult page 17 to find out how to obtain an advisor.

What if I hold more than one professional clear credential?

You are required to complete a total of 150 hours of professional growth activities even if you hold several professional clear credentials. The activities may relate to any one of your professional clear credentials or a combination of your credential areas. You are also required to complete one-half year of successful service. This service may be on any professional, professional clear, clear, or life credential. For example, if you hold a Professional Clear Administrative Services Credential and a Life Multiple Subject Teaching Credential, your service requirement may be met as either a teacher or an administrator or a combination of both.

When do I start my professional renewal requirements?

The renewal requirements of 150 clock-hours of professional growth and 90 days of successful service start with the issuance date of your initial five-year professional clear credential, or the issuance date of all subsequent renewals of your credential.

What happens if I allow my credential to lapse?

Some credential holders find it necessary to leave the education profession to raise a family or pursue another career. During the period you are away from education it is acceptable to allow the credential to lapse or become invalid. There is no penalty for allowing a credential to expire as long as you are not currently employed in a position which requires it. When you decide to return to the education profession, you may request a one-time, two-year reinstatement of the professional clear credential. During this two-year period, you must complete all renewal requirements. Activities completed while the original credential is valid, during the time the credential is lapsed, and during the two-year extension period may be counted toward the 150 clock-hours of professional growth needed for the full five-year renewal.

I don't want to use my two-year reinstatement option. May I appeal for a one-year extension?

There are no appeals for additional time to complete professional growth requirements. The legislation allows everyone the opportunity to have the two-year extension without question.

Can my supervisor or master teacher also be my professional growth advisor?

Yes. However, if your professional growth advisor also serves as your supervisor or master teacher in an employment situation, he or she must take great care not to combine an evaluation of professional growth activities completed for renewal of the permit with an evaluation of job performance as it affects your employment status.



INFORMATION FOR PROFESSIONAL GROWTH ADVISORS



To serve as a professional growth advisor, an individual must hold a baccalaureate degree from an accredited college or university and a valid clear, professional, professional clear, or life California teaching or services credential. Services and specialist professional growth advisors may also be postsecondary instructors in the credential holder's area in an approved credential program. Those persons who are serving as professional growth advisors in states or countries outside of California must hold valid certification applicable in the place of employment, and must be designated as an advisor by the Commission on Teacher Credentialing.

Employing agencies, such as school districts, designate certificated individuals to serve as professional growth advisors on behalf of credential holders who must fulfill the professional growth requirements. The following paragraphs outline the responsibilities and rights of professional growth advisors.

1. Know the requirements.

A professional growth advisor should know the contents of this manual, discuss these with the credential holder, and answer questions about them. The advisor should serve as a source of helpful information about the credential holder's obligations.

2. Recommend activities.

An advisor should discuss the staff development needs of the employing agency and the school with the credential holder. The advisor has a right to recommend professional growth activities and domains of activities, but does not have a right to compel the credential holder to pursue particular activities.

3. Advise credential holders.

An advisor should advise credential holders about their professional growth plans and activities. He or she may ask questions, make observations and suggestions, and assist credential holders in obtaining information about professional growth opportunities.

4. Use the standards.

An advisor has a responsibility to determine whether activities identified on a Professional Growth Plan and Record satisfy the standards that are explained on page 8 of this manual. The advisor has a right to ask a credential holder to explain how or why the planned activities satisfy the standards. If the planned activities are consistent with the standards, the advisor has a responsibility to sign item 20 on the Professional Growth Plan and Record. If one or more of the planned activities does not satisfy the standards, the advisor has a responsibility to inform the credential holder.

5. Include the categories of activities.

When an advisor discusses the professional growth plan with the credential holder, the advisor should indicate that the Professional Growth Plan and Record must include activities in two or more categories listed on pages 10–14 if two or more categories are not reflected in the original plan.



6. Initial additions to a Professional Growth Plan and Record.

An advisor has the responsibility to initial any addition to a plan that is consistent with the standards on page 8. The advisor should initial added goals in item 10 and added activities in item 16 of the plan.

7. Consider activities already begun before signing.

An advisor is not required to sign item 20 on the Professional Growth Plan and Record if the credential holder has already begun one or more of the activities identified on the plan. The advisor may sign item 20 if he or she believes that the credential holder had a good reason for beginning the activities before the plan was signed.

8. Verify time spent.

An advisor has a responsibility to examine items 17 and 19 on a credential holder's Professional Growth Plan and Record. He or she has a right to require the credential holder to provide reasonable verification that items 17 and 19 are accurate. The actual hours spent on an activity should be recorded. Use the table on page 11 as a guide in converting course work units into clock-hours. Such records are for the use of you and your advisee and need not be sent to the Commission on Teacher Credentialing.

If a credential holder needs to change advisors before completing the activities in a signed plan, the original advisor should initial each activity in item 18 for which he or she has seen reasonable verification.

9. Sign a Professional Growth Plan and Record.

An advisor has a responsibility to sign item 22 on a Professional Growth Plan and Record if he or she believes all of the information is accurate, based on verification by the credential holder or a previous advisor, and the activities were identified on the professional growth plan signed by an advisor. If the Professional Growth Plan and Record does not satisfy these conditions, the advisor has an obligation to inform the credential holder.

10. Maintain independence from performance evaluations.

A professional growth advisor must discharge his or her responsibilities independently of any evaluation of the credential holder's performance that is conducted to determine the credential holder's employment status.



ANSWERS TO FREQUENTLY ASKED QUESTIONS BY PROFESSIONAL GROWTH ADVISORS



How much time am I expected to spend with the credential holder(s) I advise?

No time requirements are mentioned in state laws or regulations. An employing agency may set contact requirements if it chooses to do so. The Commission has estimated that each advisor will spend, on average, about five hours per credential holder each school year. Not all meetings need to be in person; interactions can be by telephone, written messages, or e-mail.

What are the grounds for not signing item 20 on a credential holder's plan?

As a professional growth advisor, you should sign a Professional Growth Plan and Record only if you are satisfied that all of the following are true:

1. Each proposed activity is of high quality and is consistent with the credential holder's professional growth goals as stated in the plan.
2. Each proposed activity is likely to contribute to the credential holder's competence, performance, or effectiveness in one or more of the domains of professional growth that are defined on pages 8–10 of this manual.
3. Each proposed activity fits one of the categories of activities that are defined on pages 10–14.
4. The credential holder did not commence any of the activities before applying for the professional clear credential, or for the most recent renewal of this credential.

If any of these standards are not met, do not sign the plan.

If a credential holder requests an advisor's signature or initials for an activity that he or she has already begun or completed, the advisor may sign item 20 or initial item 16, but is not required to do so.

What are the grounds for not signing item 22 on a record?

As an advisor, you should sign item 22 on a Professional Growth Plan and Record only if you are satisfied that the credential holder has engaged in the activities identified and spent the number of hours shown. Do not sign the record if either of these provisions do not apply.

What does "reasonable verification" mean?

A professional growth advisor should require a credential holder to provide evidence that he or she has engaged in a particular activity, or that the record of time spent is accurate. Reasonable verification may include (but is not limited to) products of an activity; official records of attendance; copies of notes or minutes; materials distributed at classes, workshops, conferences, or staff development programs; or other tangible records of activities. Professional growth advisors may use some discretion in requiring evidence. For example, if communication has occurred consistently between the advisor and the credential holder, less verification evidence should be necessary.

Where do I go if I have questions about the professional growth requirements?

If your employing agency has set up a Professional Growth Panel, its members may be a good source of information. Other professional growth advisors may also be able to answer your questions. For information about the availability of professional development activities, you may want to talk to your school district's manager of staff development. For information about the renewal requirements, you may also call or write the Commission.


PROFESSIONAL GROWTH PLAN AND RECORD INSTRUCTIONS

When the form is completed, submit a Renewal & Reissuance Application form (41-REN) with the self-verification section completed and the current processing fee. You do not need to submit the Professional Growth Plan and Record or the Verification of Successful Service forms with your application for renewal; however, the Commission reserves the right to request these forms for auditing purposes any time within one year following submission of the application.

Please print or type your name as listed on your professional clear credential. If you wish to have a different name on your new credential, please indicate it on the credential application form.

Type or print the title and date of expiration of each credential you hold.

Each goal must be numbered.


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E-mail: credentials@cte.ca.gov
Web site: www.ctc.ca.gov

PROFESSIONAL GROWTH PLAN AND RECORD

Please fill out this form **completely**. Before you begin, please read the Growth Plan and Record instructions in the *Professional Growth Manual*. Make enough copies of this form to include all of the goals, activities, and amendments that you plan and complete.

1. Name of Credential Holder: Holder Mary Ann Credential

2. Home Address: 000 18th Street Sacramento CA 00000

3. Daytime Telephone Number: (916) 555-7254

4. Social Security Number: 000-00-0000

5. Name each credential you hold: Expiration Date:

Multiple Subject Credential	7-1-01
Administrative Services Credential	7-1-01

6. Name each professional growth advisor who has advised you.

First Advisor: John Doe Approximate Dates of Service: 7-1-94 to present
 Credential Held: Administrative Credential Number: 93000004

Second Advisor: _____ Approximate Dates of Service: _____
 Credential Held: _____ Credential Number: _____

Third Advisor: _____ Approximate Dates of Service: _____
 Credential Held: _____ Credential Number: _____

Professional Growth Plan

7. Goal Numbers	8. Professional Growth Goals	9. Date Approved	10. Advisor's Initials
1	To seek a CLAD/BCLAD credential		
2	To learn new ways to communicate with parents in the school community		
3	To become better prepared for new leadership responsibilities in a restructured school setting		

(continued)

Print or type the address where you would like the Commission to send your renewed credential.

Type or print the name of each professional growth advisor who has advised you, the approximate term of advisement, the title of the credential your advisor holds, and its credential number.

Your advisor must initial each goal.

Type or print your specific goals for professional growth. Your goals must contribute to your competence, performance, or effectiveness in the profession of education.

Your advisor must approve each new goal by writing in the date of approval.



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 Web site: www.ctc.ca.gov

PROFESSIONAL GROWTH PLAN AND RECORD

Please fill out this form **completely**. Before you begin, please read the Growth Plan and Record instructions in the *Professional Growth Manual*. Make enough copies of this form to include all of the goals, activities, and amendments that you plan and complete.

1. Name of Credential Holder: _____
Last *First* *Middle*

2. Home Address: _____

City *State* *Zip Code*

3. Daytime Telephone Number: _____

4. Social Security Number: _____

5. Name each credential you hold: _____ **Expiration Date:** _____

6. Name each professional growth advisor who has advised you.

First Advisor: _____ Approximate Dates of Service: _____

Credential Held: _____ Credential Number: _____

Second Advisor: _____ Approximate Dates of Service: _____

Credential Held : _____ Credential Number: _____

Third Advisor: _____ Approximate Dates of Service: _____

Credential Held: _____ Credential Number: _____

Professional Growth Plan

7. Goal Numbers	8. Professional Growth Goals	9. Date Approved	10. Advisor's Initials

(continued)



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VERIFICATION OF SUCCESSFUL SERVICE Professional Service Requirement

Name: _____
Print or Type

Social Security Number: _____

Instruction for Chief Administrative Officer or Designee of the Credential Holder's Employing Agency

The holder of a professional clear credential must successfully complete the equivalent of full-time service for one-half of a school year during each five-year renewal cycle. For the purpose of this requirement, full-time service is defined as five hours per day. One-half of a school year is defined as 90 school days. "Successful" service means the person was not terminated for cause by the employing agency during the credential renewal period. Please check your records and complete this form by checking the appropriate box and filling in the appropriate blanks.

I certify that the above named person has successfully completed service in the school district or other employing agency listed below for the period of time I have specified.

Full-time teaching or other qualifying experience for a minimum of 90 school days in

List years of service (e.g., 2000-2001)

Part-time teaching, substitute teaching, or other contractual or voluntary service on behalf of students or certificated personnel for a total of _____ days for an average of _____ hours per day in

List year(s) of service

Other service rendered to K-12 students in alternative education settings. (Attach statement and verification letters if this box is checked.)

Service rendered in a professional capacity related to a specialist or service credential area. (Attach statement and verification letter if this box is checked.)

Verified by:

Print Name

Signature

Title

District/Educational Institution

Date

Make additional copies if necessary

First edition published September 1985. Revised 1987, 1990, 1992, 1994, 1996, 1998, 2001.

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6B

Information/Action

Legislative Committee of the Whole

Analyses of Bills of Interest to the Commission

AGENDA INSERT

Executive Summary: Staff will present analyses of educator preparation or licensing bills introduced by Legislators. The analyses will summarize current law, describe the bills' provisions, estimate its costs and recommend amendments if applicable.

Information will be provided in an Agenda Insert.

Recommended Action: The Commission may take a position on the measures. Positions of the Commission to consider are: Sponsor, Support, Support if Amended, Seek Amendments, Watch, Oppose Unless Amended, Oppose, or No Position.

Presenter: Bonnie Parks, Director, Office of Governmental Relations

Strategic Plan Goal: 4

Continue effective and appropriate involvement of the Commission with policymaker's on key education issues.

- ♦ Influence legislation regarding the preparation and certification of professional educators

ANALYSIS OF BILLS OF INTEREST TO THE COMMISSION

Bill Number: Senate Bill 1209

Author: Senator Jack Scott

Sponsor: Senator Jack Scott

Subject of Bill: Implementation of recommendations by The
Center for the Future of Teaching and Learning:
Status of the Teaching Profession, 2005

Date Introduced: January 4, 2006

Date Last Amended: May 26, 2006

Status in Leg. Process: Assembly Desk

Recommended Position: Support

Date of Analysis: May 31, 2006

Analysts: Anne Padilla and Marilyn Errett

*Summary of Current Law and Summary of Current Activity by the
Commission*

SB 1209 would make changes to several sections of the Education Code related to the work of the Commission on Teacher Credentialing (Commission). This section of the analysis offers a summary of current law and current activity related to the following functions of the Commission:

- Intern programs and funding;

- Teacher Examinations [California Basic Skills Test (CBEST), California Subject Examinations for Teachers (CSET) and Reading Instruction Competence Assessment (RICA)];
- The Teaching Performance Assessment (TPA);
- Professional clear credential requirements for multiple and single subject credentials: Fifth-year/beginning teacher induction program standards;
- Beginning Teacher Support and Assessment (BTSA) program and funding;
- Requirements for the education specialist credential;
- California requirements for out-of-state prepared teachers;
- Professional growth requirements for the renewal of professional clear credentials.

In addition to the functions of the Commission noted above, SB 1209 proposes new functions for the California Department of Education (CDE) including the establishment of: 1) a Certificated Staff Mentoring Program to encourage excellent experienced teachers to teach in staff priority schools and to assist teacher interns during their induction and first years of teaching; and 2) Personnel Management Assistance Teams and grant funding for alternative salary schedules to compensate teachers for the “additional responsibilities, time, and effort required to serve in challenging school settings, and reward teachers for professional growth tied to their particular assignments.”

Intern programs and funding¹: Intern programs provide an alternative pathway for earning a credential. Intern programs are accredited by the Commission and are required to meet the Commission’s standards of program quality. Interns must first meet California’s basic skills requirement, the subject matter knowledge requirement and undergo the fingerprint and teacher fitness background check. They then complete a pre-service program covering basic teaching necessities such as classroom organization and management, reading instruction, and basic teaching techniques. They become the salaried “teacher of record” and teach while they continue coursework and receive supervision provided by mentors from the program and from the school district. Upon completion of the internship, the candidate can be recommended by the program for a preliminary credential and then move into a supported induction program. Intern programs may be offered by colleges and universities or by a school district or county office of education. The Commission administers a grant program to support intern programs.

Teacher Examinations:

*The California Basic Skills Test (CBEST)*²: Passage of the CBEST is required for the initial issuance of California’s teaching and services permits and credentials with the exception of those that do not require a baccalaureate degree, such as the designated subject vocational education credential. Once the examination has been passed, the candidate does not need to re-take it or provide evidence of passage for the issuance of subsequent permits or credentials.

¹ Education Code sections 44325-44329, 44350-68, 44380-44386 and 44830.3

² Education Code section 44252, 44222,44830

*The California Subject Examinations for Teachers (CSET)*³: Candidates for a multiple subject teaching credential must demonstrate subject matter knowledge competence by passing a subject matter examination covering the subjects commonly taught in self-contained classrooms. Candidates for a single subject teaching credential may demonstrate subject matter knowledge by completing a Commission-approved subject matter program (usually a baccalaureate degree program with a minimum of 45 semester units in the subject and aligned with California's K-12 academic content standards) or by passing a Commission-approved subject matter examination in the subject(s) listed on their credential. The current set of examinations approved by the Commission for this purpose is the California Subject Examinations for Teachers (CSET). All CSET examinations are aligned with the state's K-12 academic content standards and frameworks. Candidates for education specialist credentials must also meet a subject matter knowledge requirement.

*The Reading Instruction Competence Assessment (RICA)*⁴: Passage of the reading instruction competence assessment is required for all candidates for the multiple subject teaching credential and the education specialist teaching credential. The Education Code requires the Commission to offer the examination in two forms to accommodate the testing preferences of the candidates: one testing option is a written exam and the other is a video performance option.

The Teaching Performance Assessment (TPA)⁵:

Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) requires all Preliminary Teaching Credential candidates to pass a teaching performance assessment (TPA). The purpose of this assessment is for teacher candidates to demonstrate that they have the knowledge, skills and abilities needed as a beginning teacher in California. Professional teacher preparation programs may use the California Teaching Performance Assessment (CA TPA) developed by the Commission on Teacher Credentialing or they may develop their own assessment that meets Commission standards. The use of the TPA or other assessment instrument by teacher preparation programs is currently voluntary. The Commission contracted with Educational Testing Service (ETS) in 2001-03 to develop the performance assessment tasks, benchmark cases, independent scoring cases, and training materials. The initial development work of the CA TPA system was funded by an HEA Title II federal Teacher Quality grant. The Commission does not charge for assessor training and the teacher preparation programs fund the assessor's travel expenses.

For the past three years, the Commission has conducted statewide lead assessor trainings to train faculty from the institutions that are implementing the CA TPA on a voluntary basis. Each task-specific training consists of a three day module, with an average of 30 participants in each training session. The Commission has trained to date more than 600 assessors (or about half of all assessors who will need initial training), most in all four TPA tasks. Currently, training and materials are only

³ Education Code sections 44280-44282

⁴ Education Code sections 44283, and 44283.2

⁵ Education Code section 44320.2

available in high demand programs: multiple subjects and single subjects, mathematics, English, science and social science. Subject specific training and materials in lower demand single subject programs such as foreign language, home economics, agriculture, physical education, music, art, still need to be developed.

Professional clear requirements for the multiple subject and single subject teaching credentials: Fifth-year/beginning teacher induction standards⁶:

Candidates for a professional clear multiple subject or single subject teaching credential are required to first hold the preliminary credential and to then complete a Commission-approved program of beginning teacher induction, if available. If a beginning teacher induction program is not available to the candidate, or if the beginning teacher is required under the federal No Child Left Behind Act to complete subject matter coursework to be qualified for a teaching assignment, the candidate must complete a "fifth-year" of graduate study that includes the study of health education, study and field experience in education services to students with exceptional needs and study of advanced computer-based technology.

Beginning Teacher Support and Assessment (BTSA) program and funding⁷:

The Beginning Teacher Support and Assessment (BTSA) program is established in law as a program jointly administered by the Commission and the California Department of Education. The program is intended to provide essential support, assessment, and feedback to beginning teachers during their critical first years in the classroom. Funding for this program is provided through the Categorical Education Block Grant in which the Teacher Credentialing Block Grant contains only the BTSA program. Funding is provided to the CDE for program administration and is intended to provide support and assessment for all beginning teachers in the state.

Requirements for the education specialist credential⁸:

The Education Code authorizes the Commission to establish specialist credentials based on a baccalaureate degree from an accredited institution of higher education and a program of professional preparation as determined by the Commission. Education specialist credentials are established through regulation by the Commission. The Commission currently issues the following education specialist credentials:

- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Deaf and Hard of Hearing
- Visual Impairments
- Physical and Health Impairments
- Early Childhood Special Education

California requirements for out-of-state prepared teachers⁹:

⁶ Education Code sections 41500-41570, 44259(c) and 44279.1-44279.7

⁷ Education Code section 44279.1

⁸ Education Code section 44265

⁹ Education Code sections 44274-44274.5 and 44275.3-44275.4

Current Education Code sections outline specific options and requirements for teachers prepared in other states who wish to become credentialed in California. These sections pertain to multiple subject teaching credentials, single subject credentials and education specialist credentials. Teachers with a minimum of three years successful experience in another state qualify for a preliminary credential and are required to pass CBEST within one year. Teachers with fewer than three years of experience may qualify for this option if they were prepared in a state found by the Commission to have comparable teacher preparation requirements. For professional clear credentials, teachers with fewer than five years of experience are required to complete a beginning teacher induction program and those with five or more years of experience are required to complete 150 hours of professional development. Teachers who do not fit into any of the options above and those prepared in other countries may submit transcripts to the Commission for an individual review of course work comparability.

Professional growth requirements for the renewal of professional clear credentials¹⁰

Individuals who earn a professional clear teaching or service credential are currently required to meet professional growth requirements every five years to renew their credential. The requirements are: one half of a school year serving in a school setting and 150 hours of individualized professional growth. Credential holders work with a professional growth advisor in the school district to determine appropriate professional goals and to identify professional growth activities. Individuals may choose from a wide variety of activities including, university course work, professional conferences and workshops, professional activities outside of normal job responsibilities and an individualized program of reading and study.

Analysis of Bill Provisions

Intern programs and funding:

SB 1209 would specify that, subject to verification and approval by an induction program director, a beginning teacher shall not be required to demonstrate that an induction standard has been met, or complete an element of an approved induction program designed to assist a candidate in mastering a given standard, if the candidate previously met the induction standard while participating in a commission-approved preparation program. Additionally, the bill proposes to establish an enhanced intern grant program to address the distribution of beginning teachers to any school district or county office of education that agrees to enrich their intern program by offering 40 additional hours of preservice that includes training of methods to address the needs of English language learners, as specified. In addition, the program would provide funding for an additional 40 hours of classroom observation, supervision, assistance and assessment by experienced teachers for all program interns, as specified.

¹⁰ Education Code sections 44277-44279

Programs that serve schools ranked in deciles 1-3 of the API would receive first priority for enhancement funding. Programs would be required to maintain a ratio of no less than one experienced teacher to five teacher interns at the same school site. To continue receiving enhanced intern program funding, a school district would need to demonstrate to the Commission that no high priority school will have a higher percentage of beginning teachers than the district wide average of beginning teachers at a school in that year.

Increased funding of up to a total of \$4,000 (\$1,500 above the current state contribution of \$2,500 per intern) may be awarded to a school district or county office of education that meets program requirements.

Teacher Examinations: *The California Basic Skills Test (CBEST), California Subject Examinations for Teachers (CSET), Reading Instruction Competence Assessment (RICA):*

SB 1209 proposes to allow specified scores on the Graduate Record Examination (GRE) General Test, the Scholastic Aptitude Test (SAT) Reasoning Test and the ACT Plus Writing test to satisfy the basic skills testing requirement for a preliminary credential, in lieu of a passing score on the CBEST. The bill would require the Superintendent of Public Instruction (SPI), in consultation with the Commission, to set a passing rate for the GRE, SAT and ACT by July 31, 2007.

In addition, the bill requires that by July 1, 2007, the CSET: Multiple Subjects examination be modified to assess basic writing skills. Candidates taking this modified examination would not be required to take the CBEST.

Also, SB 1209 would require the Commission to modify the CSET: English and CSET: Mathematics examinations to assess basic skills in reading, writing and mathematics by July 1, 2009. Candidates taking these modified examinations would not be required to take the CBEST. The bill would require the Commission to study and report on the feasibility of modifying all other existing CSET Single Subject examinations to include basic skills in reading, writing, and mathematics no later than July 1, 2009.

Finally, SB 1209 would require the Commission to study the feasibility of incorporating the RICA examination into the Teaching Performance Assessment and report to the Governor and Legislature by July 1, 2009.

The Teaching Performance Assessment (TPA):

SB 1209 would require that the TPA be instituted as a statewide requirement for teacher preparation programs beginning July 1, 2008. Currently, the assessment is being used voluntarily at a number of teacher preparation programs. Statewide implementation of the TPA will require that the Commission provide training and materials for all program assessors, as required in statute. In addition, the

Commission will need to develop subject-specific training, validate the TPA and oversee the administration of the assessment.

Professional clear credential requirements for multiple and single subject credentials: Fifth-year/beginning teacher induction standards

The bill recasts requirements for professional clear credential programs to focus on application of knowledge and skills previously acquired in a preliminary credential. SB 1209 proposes to delete references to “the study of” specific subjects in favor of applied knowledge and skill in the areas of health, mainstreaming, and advanced computer-based technology.

Beginning Teacher Support and Assessment: program review and program funding:

SB 1209 requires that by December 1, 2007, the SPI and the Commission report on the current status of the BTSA system. The report at a minimum is to review the articulation of teacher preparation programs and teacher induction programs to eliminate duplicative requirements and address the following:

- Revisions to laws, regulations or policies to eliminate duplicative requirements between teacher preparation and teacher induction programs, with particular attention paid to eliminating duplication between induction requirements and requirements for completion of state-approved alternative certification programs;
- Revisions to the system to ensure that teacher credential candidates achieve teaching competence and programs use best practices to transition candidates from teacher preparation programs to induction programs;

By July 1, 2008, the SPI and the Commission is to review and revise (as necessary) the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs of March 2002* and ensure that these standards address the application of knowledge and skills previously acquired in a preliminary credential program and to remove any requirements or activities that require candidates to duplicate the acquisition of knowledge through coursework. The SPI and the Commission are also charged with revising the formative assessment system, as necessary.

The measure would also modify the current block grant funding by allowing for changes based on the number of program participants. In addition, SB 1209 specifies that a candidate may participate in the program for up to two years.

Requirements for the education specialist credential:

SB 1209 requires the Commission to report to the Legislature and the Governor on the current process and requirements for obtaining a specialist credential in special education and recommend modifications to enhance and expedite these procedures, by December 1, 2007.

California requirements for out of state prepared teachers:

SB 1209 proposes to streamline the options available to out-of-state prepared teachers by directing the Commission to issue a five-year preliminary credential to a teacher who meets the following requirements:

- Earned or qualified for a teaching credential in a state other than California. (Multiple subject, single subject or education specialist teaching credential.)
- Meets California requirements for fingerprint and character and identification clearance.

The measure would delete the California Basic Educational Skills Test (CBEST) requirement for out-of-state prepared teachers as a credentialing requirement, but would require the employing school districts to ensure that the teachers either passed a basic skills test in the state in which they originally earned their credential or that they pass a basic skills test administered by the employing school district.

To simplify the options for earning a professional clear teaching credential and to ensure that teachers are prepared to educate students who are English learners, SB 1209 would require the following:

For teachers with less than two years of out-of-state teaching experience --

- Complete a Commission-approved beginning teacher induction program, or for the education specialist credential, a Level II education specialist credential program.
- Earn an authorization to teach English learners.

For teachers with two or more years of out-of-state teaching experience –

- Complete 150 hours of professional development.
- Earn an authorization to teach English learners.

If an out-of-state teacher meets these requirements based on course work completed out-of-state when first applying for a credential in California, the measure directs the Commission to issue a professional clear credential instead of a preliminary credential.

Education Code section 44274.5 pertaining to teachers prepared in other countries is up-dated for technical reasons in SB 1209.

Professional growth requirements for the renewal of professional clear credentials:

Education Code sections 44277 through 44279, outlining the professional growth requirement for the renewal of professional clear teaching and service credentials, are deleted in SB 1209. Instead, professional growth would become the responsibility of the local education agency.

The measure would retain the five-year validity period of professional clear credentials and would retain the update on the background check for renewal.

Analysis of Fiscal Impact of Bill

The May Revision of the Governor's Budget set aside \$20 million to implement the provisions of SB 1209.

Analysis of Relevant Legislative Policies by the Commission

The following Legislative policies apply to this measure:

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

Organizational Positions on the Bill

Support¹¹:

Asian Pacific Islander Youth Promoting Advocacy and Leadership
California ACORN (Association of Community Organizations
for Reform Now)
California State University
Community Asset Development Re-defining Education (CADRE)
PICO California
Public Advocates

Opposition

None

Reason for Suggested Position

SB 1209 is based on many of the same educational principles that are held by the Commission: support of new teachers, strengthening professional requirements, streamlining the credentialing process and bringing new understanding to issues related to teaching, and ensuring that all students have access to well-prepared teachers. For this reason, staff is recommending a SUPPORT position on SB 1209.

¹¹ Senate Floor Analysis, May 26, 2006

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Designated Subjects Credential Program

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Supervision & Coordination



Important Links:

- [Supervision & Coordination Application Materials](#)
- [Supervision & Coordination Credential Requirements](#)

Supervision and Coordination credentials are used to provide services in Designated Subjects programs in some school districts. This credential authorizes the holder to supervise and coordinate subjects and classes in all types of Designated Subjects programs. This credential does not authorize the holder to supervise teachers. An Administrative credential is required to do so. The CCTC website has more information about the [Administrative](#) credential. It is important to remember that the Supervision & Coordination credential is not utilized in all districts.

All employment decisions (including: but not limited to, hiring, the employment process, and salary schedules) are made locally by individual school districts. To inquire about employment in any school district, please contact the administrator in the school district(s) for which you wish to teach.

Once you are offered a position, the school administrator will refer you to a Credential Technician in their Human Resources department. That technician will assist you with your employment paperwork and your credential paperwork at the same time. If you wish to apply for a credential without the benefit of securing a position first, you will apply directly with our office.

Review the credential requirements and when you are ready to apply for your credential, please click the link above for Application Materials. That page contains all the application materials necessary to apply. You will turn in your packet directly to staff in your employer's Human Resources Department. Ask them to forward your application to our office.

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COMMISSION ON TEACHER CREDENTIALING

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Certification, Assignment and Waivers Division

(916) 445-7254 Web Site: <http://www.ctc.ca.gov>E-Mail: credentials@ctc.ca.gov

OFFICE OF THE EXECUTIVE DIRECTOR

(916) 445-0184

00-0020

DATE: July 21, 2000

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

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

SUBJECT: Proposed Addition of Section 80016 of Title 5, California Code of Regulations, Pertaining to Certificates of Completion of Staff Development (SB395)

Notice of Public Hearing is Hereby Given:

In accordance with Commission policy, proposed Title 5 Regulations are being distributed prior to the public hearing. A copy of the proposed regulation is attached. The added text is underlined. The public hearing is scheduled on:

September 7, 2000

11:00 a.m.

California Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95814

Statement of Reasons

Education Code §44253.10 was amended by Senate Bill 395 (Hughes), Chaptered October 10, 1999 (Chapter 685), which became effective on January 1, 2000. This requires the Commission to issue a certificate based on the completion of staff development that authorizes the holder to teach English language development and/or specially designed academic instruction delivered in English to limited-English-proficient students. The following discusses the proposed regulation, Title 5 §80016, which will clarify the requirements and the authorizations for the certificate and also will establish the application fee for this document at \$45.

§80016(a)

The proposed sub-section (a) establishes the requirements for the Certificate of Completion of Staff Development as follows:

1. Education Code §44253.10(a) mentions that this Education Code applies to "a teacher with a basic teaching credential." Proposed §80016(a)(1) requires the individual to hold a valid basic teaching credential as defined in Education Code Section 44253.10(a)(1). This definition gives two options for basic teaching credential. The first option is a teaching credential that requires a baccalaureate degree from a regionally accredited institution and completion of a teacher education program, including student teaching. The other option is a clear, full-time designated subjects teaching credential for individuals who also hold a baccalaureate degree from a regionally accredited institution and have passed the CBEST.
2. Education Code Section 44253.10(a)(1) requires that the teacher be a "permanent employee" by January 1, 1999, or meet one of two other employment status requirements. This proposed sub-section reiterates that requirement. It also allows the teacher to self-verify this information, under penalty of perjury, but the Commission maintains the right to authenticate it.
3. The individual must also complete a Commission-approved staff development program offered by a school district, county office of education, institution of higher education, or other agency. The program will cover the methods of specially designed content instruction delivered in English (SDAIE) or English language development (ELD), or a combination of both methodologies. To obtain Commission-approval, the program must meet the criteria established in Title 5 Sections 80680-80690.1. The complete program consists of two courses, and the authorization of the certificate is based on a combination of the individual's background and the course completed. If both courses are taken, they must be completed in a specific sequence.

As set forth in Education Code §44253.10(b), the initial 45 clock-hour course may cover either SDAIE or a combination of SDAIE and ELD methodology. Individuals who complete this course are authorized to teach using SDAIE methodology in the areas of their basic credential and to teach using ELD methodology in a departmentalized setting in the areas of their basic credential. The course must be completed by January 1, 2005. Individuals who complete this course and have 9 years of teaching experience plus experience or training in teaching English language learners are also authorized to teach using ELD methodology in a self-contained setting. This subsection also allows the teacher to self-verify the experience and possible training, under penalty of perjury, and gives the Commission the right to authenticate this information.

As set forth in Education Codes §44253.10(d)(4)(B), which references §44253.10(b), the second 45 clock-hour course may also cover either SDAIE or a combination of SDAIE and ELD methodology. This must be completed within three years after completing the initial course. This authorizes the individuals to teach using ELD methodology in a self-contained setting.

4. To apply for the certificate, an individual must submit all of the following:
 - a. A completed Application for Credential Authorizing Public School Service (form 41-4 rev. 7/00). This is a revision of the May 1998 version found in Title 5 §80027(b)(3)(A) regarding Limited Assignment Emergency Multiple or Single Subject Teaching Permits. The following changes were made to this application form.
 - A. Page i of the instructions: The Commission's office moved in December of 1998. Our new address is now listed at the top of the application and in the second paragraph of Section 1: Personal Information.
 - B. Page ii of the instructions: Certificate of Completion of Staff Development has been added to the last column of the list of credential titles. Two changes were made under Section 4: Personal and Professional Fitness. In the second paragraph, the individual is now asked to disclose all criminal convictions, rather than just those that occurred within the last 5 years, because none of the Education Code sections 44420 through 44440 establish a five-year statute of limitation. The type of conviction was also clarified with the addition of "(misdemeanors and felonies)." Additionally, the Warning at the end of Section 4 has been revised and no longer limits the Commission's actions to "revocation" of credentials currently held when false or deceitful answers are give to the Personal and Professional Fitness questions. It has been expanded to a more general "adverse action" that also includes suspension, public removal, private admonishment, and denial as provided in Education Code §44421.
 - C. Page iii of the instructions: "Under penalty of perjury" in Section 5: Oath and Affidavit has been clarified to indicate that it is governed by the laws of California.
 - D. Page 1 of the application: Our new address is noted at the top, and, as indicated in the instructions, the social security number is noted as optional.
 - E. Page 2 of the application:
 - In question 4(a) of the Personal and Professional Fitness section, retired, non-re-elected, and suspended for more that 10 days have been added to the reasons for leaving school employment to comply with the California Code of Regulations, Title 5 §80303, which sets out this language.
 - Question 4(c) has been modified to include not only current inquires or investigations by any licensing or law enforcement agencies but also any in the past. This change provides a broader background check on the applicant's fitness to hold a credential. "In California or any other state" has also been added to alleviate any confusion regarding the location of the investigation.
 - With regard to question 4(f), the "denied" language is removed because denials do not apply to holders, only to applicants. Denial is appropriately found in question 4(g). The "within the past three years" language was removed because it resulted in confusion. Applicants applied the three-year limit to all actions in the sentence rather than just the private admonition. This caused disciplinary review for failure to disclose pursuant to Education Code §44345(g). The "self-revoked" language was added because individuals under disciplinary review would attempt to bypass review with a request to self-revoke the document. Although self-revocation is permissible, the Commission retains jurisdiction to conduct a disciplinary review and take adverse action in appropriate cases. Disclosure of a self-revocation maintains the broad review required for background fitness checks of applicants. The phrase "for cause" was added so individuals will respond only in cases regarding professional fitness and not academic qualifications. The addition

- of "for cause" also made it consistent with question 4(g).
- The last change on page 2 is in the Section 5: Oath and Affidavit. "Under penalty of perjury" was added to indicate that the laws of California govern this.
- b. A completed Recommendation for Certificate of Completion of Staff Development (form 41-395 rev. 5/00). This form, also noted in the proposed subsection 80016(a)(3), was newly established to aid approved entities in verifying completion of the specific course. The approved agency must identify themselves, including the unique identifying "county-district-school" (CDS) code established by the State Department of Education. The name of the individual who completed the course must be listed, and, for identifying purposes, the social security number is requested. This additional information is needed because many times we have individuals with the same name. As an example, the Commission has over 95 Maria Garcia's in their computer files. In the next section, the entity only needs to check the appropriate course that the individual has completed. Following this, is a list of enclosures that will assist the individual in assembling their application packet. Last, is a place for the entity's authorized staff member to sign, verifying that the individual completed the course previously noted. A copy of this form follows the text of the proposed regulations.
- c. Self-verification of employment-status and, if appropriate, experience. Self-verification by the individual applicant is noted in the proposed sections 80016(a)(2) and (3)(C)(1).
- d. A fee of forty-five dollars. Education Code §44253.10(f)(2) allows the Commission to charge a fee not to exceed \$45. Because this is a relatively small project, it is projected that this amount will cover the costs involved to review the existing standards, determine if the staff-development programs meet the standards, create computer programs to issue and report on the documents, and address the additional workload. Because of the uniqueness of this certificate, the fee is \$10 less than the regular application.

S80016(b)

The proposed sub-section (b) establishes that the Certificate of Completion of Staff Development is valid as long as the individual's basic teaching credential remains valid.

Documents Relied Upon in Preparing Regulations

- Commission Fiscal Analysis

Documents Incorporated by Reference

The following two forms are incorporated by reference:

- Application for Credential Authorizing Public School Service (form 41-4 rev. 7/00)
- Recommendation for Certificate of Completion of Staff Development (form 41-395 rev. 5/00)

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 September 6, 2000.

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.

Submission of Written Comments

A response form is attached for your use when submitting written comments to the Commission. Please send it to the Commission, attention Executive Office, at 1900 Capitol Avenue, Sacramento, California 95814, so it is received at least one day prior to the date of the public hearing.

Public Hearing

Oral comments on the proposed action will 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 Yvonne Novelli at (916) 445-5865 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 Actions

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

Contact Person/Further Information

Inquiries concerning the proposed action may be directed to Yvonne Novelli, at (916) 445-5865. 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. Also available upon request is a copy of the Application for Credential Authorizing Public School Service (form 41-4 rev. 7/00), which is incorporated by reference. In addition, all the information on which this proposal is based is available for inspection and copying.

Attachments

Division VIII of Title 5 of the California Code of Regulations
Proposed Addition of Section 80016,
Pertaining to Certificates of Completion of Staff Development

INITIAL PROPOSED REGULATIONS

Section 80016. Certificates of Completion of Staff Development to Teach English Language Development and/or Specially Designed Academic Instruction Delivered in English to Limited-English-Proficient Students

- (a) Applicants for a Certificate of Completion of Staff Development to teach English language development and/or specially designed academic instruction delivered in English to limited-English-proficient students must meet the following requirements:
- (1) hold a valid basic teaching credential as defined in Education Code Section 44203(e);
 - (2) by January 1, 1999, meet the employment status criteria described in Education Code Section 44253.10(a)(1) as verified by the teacher under penalty of perjury and subject to audit by the Commission;
 - (3) complete one of the following staff development programs in methods of specially designed content instruction delivered in English or English language development, or both, as specified, that has been determined by the Commission to meet the guidelines and standards established in Sections 80680-80690.1, prior to January 1, 2005, and submit verification by the school district, county office of education, college or university, or other approved agency, whose program has been approved by the Commission, on the Recommendation for Certificate of Completion of Staff Development form (41-395 rev. 5/00) provided by the Commission:
 - (A) To provide specially designed content instruction delivered in English as defined in Education Code Section 44253.2(b) to students in a class or subject authorized by the applicant's basic teaching credential: 45 clock hours in either specially designed content instruction delivered in English or in a combination of specially designed content instruction delivered in English and English language development.
 - (B) To provide instruction for English language development as defined in Education Code Section 44253.2(a) to students in a departmentalized class in the subject and grade authorized by the applicant's basic teaching credential: the same 45 clock hours in specially designed content instruction delivered in English, or combination of specially designed content instruction delivered in English and English language development, completed for subsection (A) above.
 - (C) To provide instruction for English language development as defined in Education Code Section 44253.2(a) to students in a self-contained classroom, either 1. or 2. below:
 1. nine years of experience in California public schools verified by the teacher under penalty of perjury and subject to audit by the Commission, experience or training in teaching limited-English-proficient students as described in Title 5 Section 80689.2(a)(2) verified by the teacher under penalty of perjury and subject to audit by the Commission, and the same 45 clock hours in specially designed academic instruction delivered in English, or combination of specially designed content instruction delivered in English and English language

- development, completed for subsection (A) above.
2. fewer than nine years of experience in California public schools or insufficient experience or training in teaching limited-English-proficient students to meet the requirements of subsection (a)(3)(C)1. above and the same 45 clock hours in specially designed academic instruction delivered in English, or combination of specially designed content instruction delivered in English and English language development, completed for subsection (A) above, plus, within three years of completing the staff development in subsection (A) and before January 1, 2008, an additional 45 clock hours in English language development, or combination of specially designed content instruction delivered in English and English language development.
- (4) Submit a completed Application for Credential Authorizing Public School Service (form 41-4 rev. 7/00), verification of completion of the above requirements, including the Recommendation for Certificate of Completion of Staff Development (form 41-395 rev. 5/00) and employment-status and experience self-verifications, and a fee of forty-five dollars.
- (b) Period of validity: The Certificate of Completion of Staff Development shall remain valid as long as the basic teaching credential, defined in (a)(1), remains valid.

NOTE: Authority cited: Sections 44225(q) and 44253.10, Education Code. Reference: Sections 44203(e), 44253.2, and 44253.10, Education Code.

State of California
California Commission on Teacher Credentialing
Box 944270
Sacramento, CA 94244-2700

**Recommendation for a
Certificate of Completion of Staff Development**

NAME OF RECOMMENDING DISTRICT, COUNTY, IHE OR AGENCY:

_____ CDS Code if Applicable_____

This is to certify that the individual identified below has completed Commission-approved staff development or coursework through this agency as indicated below.

APPLICANT:

Name

--	--	--

First Middle Last

Social Security Number

	-		-	
--	---	--	---	--

(FOR FILE IDENTIFICATION PURPOSES ONLY-OPTIONAL)

STAFF DEVELOPMENT:

- 1. The applicant has completed 45 clock hours of approved staff development or 3 semester/4 quarter units of approved course work in methods of providing specially designed academic instruction delivered in English or a combination of specially designed academic instruction delivered in English and English language development.
- 2. Within three years after completing the requirements in 1 above, the applicant has completed an additional 45 clock hours of approved staff development or an additional 3 semester/4 quarter units of approved course work in methods of providing specially designed academic instruction delivered in English and English language development.

ENCLOSURES:

- Verification of the applicant’s employment status as described in Education Code Section 44253.10(a)(1) as of January 1, 1999, provided by the applicant under penalty of perjury and subject to audit by the Commission.
- When applicable, verification of nine years of teaching experience, including experience or training in teaching limited-English-proficient students, provided by the applicant under penalty of perjury and subject to audit by the Commission.

AUTHORIZED SIGNATURE:

Signature_____Date_____

Name_____Title_____

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Box 944270

Sacramento, California 94244-2700

(916) 445-7254 Web Site: <http://www.ctc.ca.gov>

E-Mail: credentials@ctc.ca.gov



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

Title: Certificates of Completion of Staff
Development (SB395)
Section Nos.: 80016

Response to the Attached Title 5 Regulations

So that the 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, attention Executive Office, at the above address by 5:00 pm on September 6, 2000, in order that the material can be presented at the September 7, 2000 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 side 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: _____

Standards of Quality and Effectiveness for Administrative Services Credentials



CALIFORNIA
COMMISSION
ON TEACHER
CREDENTIALING

JANUARY 2004



January 2004

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This handbook is available
on the World Wide Web
<http://www.ctc.ca.gov/>

**Standards of Quality and Effectiveness
for
Administrative Services Credentials**

**Handbook for Teacher Educators
and Accreditation Team Members**

California Commission on Teacher Credentialing

2004

Standards of Quality and Effectiveness

for

Administrative Services Credentials

Including

Preliminary Credential

Preliminary Internship Credential

and

Professional Clear Credential

California Commission on Teacher Credentialing

Sacramento, California

Preliminary Standards adopted May 2003

Professional Clear Standards and Guidelines adopted November 2003

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

January 2004

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California Commission on Teacher Credentialing
2002-2003

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Overview of the Handbook for Administrative Services Credential Programs

Contributions of the Design Team

The California Commission on Teacher Credentialing is indebted to the Administrative Services Credential Design Team for the assistance provided in the study of administrator preparation and the successful creation of the *Standards of Program Quality and Effectiveness for Administrative Credential Programs*. The Commission believes strongly that the standards in this handbook establish a foundation for high quality school leadership for California's public schools.

Introduction

The Commission issues Administrative Services Credentials to individuals who demonstrate competence in California's standards for school leadership through completion of a Commission-approved administrator preparation program or an alternative route authorized by California law. The Administrative Services Credential authorizes the holder to provide the following services in grades 12 and below, including preschool, and in classes organized primarily for adults:

- Develop, coordinate, and assess instructional programs;
- Evaluate certificated and classified personnel;
- Provide student discipline, including but not limited to suspension and expulsion;
- Provide certificated and classified employee discipline, including but not limited to suspension, dismissal, and reinstatement;
- Supervise certificated and classified personnel;
- Manage school site, district, or county level fiscal services;
- Recruit, employ, and assign certificated and classified personnel;
- Develop, coordinate, and supervise student support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.

An individual **must** hold an Administrative Services Credential to provide the following services in grades preschool, K-12 and adults:

- Evaluate the quality and effectiveness of instructional services at the school site level;
- Evaluate certificated personnel employed at the school site level, with the exception of the site administrator;
- Student and certificated personnel discipline at the school site level.

Description of the Handbook

This handbook has been prepared for use by program sponsors for initial accreditation of Administrative Services Credential programs and by accreditation teams for ongoing evaluation of programs. **Part 1** of the handbook presents background information about the development of standards for Administrative Services Credential programs and the conception of school

administration in California that guided the work of the Administrative Services Credential Design Team. **Part 2** defines key terms and concepts used in the development and implementation of the state’s educator preparation program approval structure. **Part 3** provides the **Common Standards** of program quality and effectiveness that apply to all credential programs. For each of the Common Standards, “Questions to Consider” have been developed to assist accreditation team members and program sponsors. **Part 4** of the handbook includes the **Preconditions** and **Program Standards** to which program sponsors respond when submitting program documents for Preliminary Administrative Services and Preliminary Administrative Services Programs with an Internship. These Program Standards include both a general statement of each standard and required elements contained within the standard. Both the standards and their elements will be used as guides for initial accreditation and ongoing program accreditation, so all standards and elements must be addressed in a program’s design. Program sponsors are encouraged to re-conceptualize the elements in the form of questions to assist in the preparation of self-study reports. The **Preconditions** established by State law or Commission policy that must be met as a prerequisite to program accreditation appear in this handbook just before the program standards. **Part 5** includes the **Preconditions** and **Program Standards** to which program sponsors respond when submitting Standards-based Professional Clear Administrative Services program documents through the Commission’s traditional process. **Part 6** provides Commission-adopted guidelines for the approval of the alternative Guidelines-based Professional Clear Administrative Services program option established in 2003.

The Common Standards were adopted by the Commission through the *Accreditation Framework*. The “Questions to Consider” were developed by the Committee on Accreditation. The Program Standards, Program Guidelines, Required Elements, Factors to Consider, and Preconditions have all been adopted by the Commission. The Commission is grateful to all of the members of the profession who participated in the development of these standards and guidelines.

The Common Standards in this handbook have not changed since the handbook was last published in 2001. The program standards, however, have changed significantly. The new program standards address the Commission’s objective to establish instructional leadership as the focus of California school administrator preparation as reflected in both state and national standards for school administrators. The California Professional Standards for Educational Leaders (CPSEL) adapted from the national administrator standards created by the Interstate School Leaders’ Licensure Consortium (ISLLC) now form the centerpiece for curriculum development for California’s administrator preparation programs, as reflected in this handbook. This handbook now replaces earlier documents describing standards and preconditions for Administrative Services Credential programs. Earlier versions of the standards should be discarded.

Part 1

Administrator Preparation in California

Foreword

The Commission is the agency of California government that certifies the competence of teachers and other professionals who serve in the public schools. As a policymaking body that establishes and maintains standards for the education profession in the state, the Commission is concerned about the quality and effectiveness of the preparation of teachers, administrators, and other school practitioners. A key responsibility of the Commission is to establish and implement strong, effective standards of quality for the preparation and assessment of future educators and school leaders. The Commission's policies are based on the premise that the status of credential preparation programs should be determined on the basis of standards of program quality and effectiveness and that education professionals should help to define and interpret those standards based on their knowledge of the field.

The Commission considers the preparation of school administrators to be critically important to the success of students. The changing demands of school management and new expectations for school leadership call for carefully designed, comprehensive preparation programs and ongoing attention to continued professional development and renewal. The standards contained in this document were adopted by the Commission after a comprehensive review of current preparation programs, extensive consultation with the field, and thoughtful consideration of the future needs of schools.

New Standards for Administrator Preparation: Introduction by the Administrative Services Credential Design Team

The work of a school administrator is complex and demanding. Administrators for the 21st century need to be effective leaders who are able to manage successfully in California's many varied and diverse communities. They should know and understand their schools and communities, exert leadership to achieve positive educational outcomes, and continue to develop and grow in their own professional expertise. These high expectations for future school leaders are predicated in the ongoing consideration of how administrators are prepared, how they are initiated into their profession in the early years of practice, and how they engage in continuous professional growth and renewal.

The newly configured design for administrator credentialing utilizes this continuum of development for the school administrator and provides candidates with options previously unavailable. The Preliminary Administrative Services program is designed to prepare persons for administrative responsibilities in a variety of educational settings and contexts. The Professional Clear Administrative Services Credential program is intended to be an induction experience for beginning administrators that provides mentoring, ongoing support, and professional development targeted to the individual candidate's assessed needs. Ongoing credential renewal

requirements recognize the need for administrators to remain professionally current and to select and engage in activities that improve their own practice.

The professional development of school administrators begins with a well-designed initial preparation program. Prospective administrators need a grounding in the principles of leadership practice and a broader understanding of the world of schooling than is typically provided in the best of teacher preparation or that which is gained through professional practice. A strong conceptual knowledge of how students learn, and the leadership and management actions necessary to support student learning, are basic to the preparation of school administrators. Candidates in this new design of administrator preparation will develop a professional perspective by examining contemporary leadership practices and school policies in relation to fundamental issues, theories and research in education that support student learning. They will have in-depth fieldwork experiences to connect their learning to practical situations. Field experience will be designed to apply knowledge and skills in providing effective learning environments for the students and schools served. Field experiences should acquaint candidates with a wide range of leadership and administrative responsibilities, provide opportunities for acquiring and developing leadership and administrative skills, and result in significant learning about the work of school administrators in support of student learning.

A strong preservice program provides a necessary foundation in preparing candidates for the difficult and challenging work of leading schools in our many and varied communities. However, much of the learning needed to perform effectively as a school administrator occurs during the early years of service, as the new administrator begins to confront and reflect upon problems in practice. A planned induction program for beginning administrators can provide the assistance, support, and on-the-job training that can markedly enhance the performance of the new administrator during these important early years of administrative practice.

The professional phase of administrator preparation begins only after employment in an administrative position. In this revised design, the candidate has many options for completing this credential, which vary from university to professional organization to local school agency programs. Whichever option the candidate selects, the program is individually designed to meet the candidate's assessed needs, interests and long-term career goals. A formal plan for professional induction is developed by the candidate, the credential supervisor, and a district mentor. Full participation by all parties will improve the planning, implementation, and evaluation of the candidate's experiences.

Assessments of candidate performance play a key role in this new design. Multiple and varied assessments will occur at multiple points in the candidate's progress through both levels of preparation. These assessments will measure progress, help the candidate reflect on learnings, guide revisions to the professional development plan, and lead to informed decisions about administrative competence and proficiency in support of student learning.

Collaboration of all parties who have an interest and stake in administrator preparation and professional development is crucial in order for this newly defined model of preparation to develop leaders who are able to serve the needs of students in California schools. There are many roles to play and a variety of contributions to be made to administrative preparation and professional development.

Administrators who complete programs of professional preparation designed to meet the standards in this document will be well prepared to lead California schools. These administrators will have the foundation of ongoing professional development and will learn to seek out continued opportunities to grow, develop, and extend their vision in support of all students achieving at high levels.

A Brief History on the Administrative Services Credential

Prior to October 1, 1984, the Commission issued a single credential, the Administrative Services Credential, which authorized service in any administrative position (such as superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, etc.). In 1984, the Commission initiated a two-level administrative credential structure--the Preliminary Administrative Services Credential and the Professional Administrative Services Credential--and defined the content of the programs at each level. This structure was designed to provide preparation for entry into a first administrative position, and included a plan for advanced preparation and targeted professional growth during the initial years of service, no matter what administrative service the credential holder performed. Preparation programs under this structure were developed to meet Commission guidelines.

In 1990, the Commission initiated a comprehensive study of the implementation of these earlier reform measures related to administrator preparation to examine both the content and structure of preparation programs, professional development experiences, and other credentialing policies for school administrators, and to recommend needed changes. Research was conducted over a two year period in consultation with an expert advisory panel, appointed to represent practicing administrators, higher educators, school boards, teachers, parents, and the business community. The research included surveys and focus group activities as well as extensive document review and a careful examination of the reform literature related to administrative preparation.

A Commission report entitled *An Examination of the Preparation, Induction, and Professional Growth of School Administrators for California* presented the findings and resulting policy recommendations that were adopted by the Commission on March 5, 1993. The recommendations included a proposal to retain the two-level structure for the Administrative Services Credential that had been established in the early 1980's, but to modify the structure to eliminate identified weaknesses and respond more effectively to the professional development needs of aspiring and practicing administrators. In adopting these recommendations, the Commission made structural modifications to the administrative services credential and called for new standards defining the content of programs at both the preliminary and professional levels. Subsequent legislation established the legal framework for the structural changes of this new design for administrative preparation. The Commission began implementation of some of the new structural components on May 1, 1994 with the first issuance of the new *Certificate of Eligibility for the Preliminary Administrative Services Credential* (see description on p. 8) to candidates completing a preliminary program.

The advisory panel also developed and recommended program standards for both levels of preparation. In developing these standards, the panel remained focused on the findings of the

Commission's study of administrator preparation, and the needs expressed by large numbers of persons in the field. The first set of *Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs* were adopted by the Commission on August 19, 1994 after extensive review by over 500 higher educators, administrators, teachers, school board members, and parents. When the Commission adopted the Preliminary level standards, it also approved a plan for the dissemination of the draft Professional level standards for field review and comment. The Professional level standards were revised and adopted by the Commission on March 3, 1995.

Changes in school practices and priorities, including the adoption of student content standards and a call for greater accountability, affected expectations for California school administrators. In June 2000, the Commission approved a review of the administrative services credential structure in light of these challenges. In 2000 and 2001, Commission staff conducted a series of forums throughout the state to gather information about the quality of administrative services credential programs, appropriateness of the program standards addressing those programs, and the level to which the programs were meeting those standards. The Commission also worked with Dr. John Borba and Dr. Chet Jensen of CSU Stanislaus to conduct a survey of administrative credential candidates who had completed programs over the previous three years to obtain information about candidates' views of the adequacy of their programs in preparing them to serve as California school administrators. The Commission assembled a task force of experts in school administration and administrator preparation to analyze the information collected and develop recommendations for possible changes to administrative services credential programs and requirements.

In late 2001 and early 2002, the Commission discussed a number of policy issues related to administrator preparation and created a series of policy objectives for administrative services credential reform to guide staff work in this area. The Commission also sponsored legislation (SB 1655, Scott, Chapter 225, Statutes of 2002) to partially address these objectives by 1) creating an option for establishing alternative administrator preparation programs; and, 2) establishing examination-based routes for obtaining administrative services credentials.

In March, 2002, the Commission adopted an action plan for meeting its objectives for reforming administrative services credential preparation and assignment. Included in this plan was the revision of applicable Title 5 regulations related to certification requirements for central office administrators and preconditions for entities interested in offering administrator preparation programs. The plan also called for the creation of the Administrative Services Credential Design Team to recommend revisions to the Commission's standards for administrator preparation programs. The Design Team was guided by the Commission's objective to recast administrator standards and preparation to focus on instructional leadership and success for all students, as reflected in the CPSEL, which had been developed independently by leaders in California's school administrator community. The CPSEL borrowed heavily from the national school administrator performance standards created by the Interstate School Leaders Licensure Consortium. The ISSLC standards are broadly considered to define successful school administrator performance at the outset of the 21st century. The Design Team met monthly from May 2002 through February 2003 to develop the *Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs* contained in this handbook. Draft standards were introduced at the December 2002 Commission meeting, and subsequently

underwent a field review in January and February of 2003. The final standards for preliminary administrative credential programs were adopted by the Commission in May, 2003.

The Commission's objectives for administrative credential reform included restructuring professional clear credential requirements to focus on mentoring, support and assistance. Prior information provided by administrators and administrative credential candidates had indicated that professional clear credential programs were not meeting the needs of beginning administrators. The Commission addressed this concern by directing its staff to develop revised standards and guidelines for professional clear administrative services credential programs with a support and mentoring focus. In August 2003, Commission staff introduced revised professional clear program standards that continued with the concept of second-level administrator preparation based on an individualized induction plan, as had been established in the preceding program standards. However, the new standards call for program curriculum to be organized to address the six CPSEL rather than the five thematic areas identified in the prior standards. After a field review and input, the Commission adopted the revised standards in November 2003, which appear in Part 4 of this handbook.

Concurrent with the revision of the professional clear program standards, and as directed by the Commission, staff also created a set of program guidelines to govern the development of alternative professional clear administrative credential programs authorized by SB 1655. These guidelines-based programs are expected to incorporate the individualized induction plan concept with a focus on support, mentoring and assistance for the beginning administrator, allowing for maximal flexibility in program design while meeting the new administrator's developmental needs. These new program guidelines were introduced to the Commission in August 2003, then amended based on field input obtained through a field review. The amended guidelines were adopted by the Commission in November 2003, and appear as Part 5 of this handbook.

The Structure of the Administrative Services Credential

California's two-tier structure for school administrators provides initial general preparation for entry into a first administrative position, then an individualized plan for targeted professional development that addresses the responsibilities of the educational leadership position to which the new administrator is assigned. Generally the first tier, or initial preparation, is completed prior to assuming full administrative responsibilities. The second tier, or targeted professional development, is completed concurrent with the first few years of administrative experience. A description of the requirements and processes for obtaining California's administrative services credentials is provided below.

A. Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential generally requires completion of a state-approved preparation program offered by a college or university, school district, county office of education, or other entity. (Individuals able to demonstrate substantial administrative knowledge may also obtain the credential by passing a Commission-approved examination.) While programs are no longer required to be of a specified length, they must meet all of the *Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs*. The major

thrust of the preliminary level program is to prepare individuals to perform the responsibilities of entry-level administrative positions. Program content should include both knowledge and practice components designed to meet the needs of schools both today and in the future and emphasize preparation of administrators to be instructional leaders. The program requires significant field experiences focused on the development of leadership and management skills for creating an environment conducive to success for all students.

Upon completing the program, receiving the program sponsor's recommendation and submitting an application and fee, the candidate receives a *Certificate of Eligibility for the Preliminary Administrative Services Credential*. The certificate authorizes one to seek initial employment as an administrator, but does not authorize ongoing administrative service. Once employed in an administrative position, the candidate is eligible for the Preliminary Administrative Services Credential. When an administrative position is obtained, an application must be filed with the Commission, and the Preliminary Administrative Services Credential authorizing service as an administrator will be issued, valid for five years.

B. Professional Clear Administrative Services Credential

At the time an administrator receives the Preliminary Administrative Services Credential, a five-year "time clock" begins for the completion of the Professional Clear Administrative Services Credential requirements. The candidate must select one of the five options listed below and fulfill the required two years of administrative experience to continue in an administrative position beyond the initial five-year period:

- Completion of a Commission-accredited Professional Clear Administrative Services Credential Program;
- Demonstration of mastery of fieldwork performance standards as required for candidates in a Professional Clear Administrative Services Credential Program;
- Completion of a training program offered under the provisions of AB 75 (E.C. §44510-44517) and approved by the California State Board of Education;
- Completion of a Commission-approved Alternative Professional Clear Administrative Services Credential Program;
- Passage of a national administrator performance assessment adopted by the Commission.

The major purpose of the professional level program is to provide for support, mentoring and assistance designed to contribute to the success of the new administrator. The emphasis of the professional level preparation is to move the administrator beyond the functional aspects of performing administrative service to reflective thinking about his or her role in providing an environment for effective and creative teaching, and student success in learning. Under most of the options above, each candidate's professional development at the professional level is guided by an individualized induction plan, which is based on an assessment of the new administrator's needs. The plan includes a mentoring component, and may include both academic requirements and other requirements that could include non-university activities.

C. Renewal of the Professional Clear Administrative Services Credential

The Professional Clear Administrative Services Credential is valid for a period of five years, and is renewable by completing an individually-designed program of professional growth activities (150 clock hours), required school service (90 school days) and submitting the normal application and fee. Information pertaining to the individually designed program and the renewal of Professional Clear Administrative Services Credentials is available in the *California Professional Growth Manual*, published by the Commission.

Internship Programs for the Preparation of School Administrators

Most candidates complete a traditional administrator preparation program consisting of a course of study in school leadership and formal fieldwork activities *prior* to beginning service as a school administrator. As an alternative, some candidates may elect to complete administrative preparation in an internship format. The major differences between internship programs and conventional programs are: (1) interns are compensated for their service; (2) they become responsible for the duties related to the credential at an accelerated pace; (3) the program is developed and implemented as a cooperative relationship between a district and a university; and (4) an internship is specifically designed to be a blend of theory and practice so interns can expeditiously acquire the skills that underlie effective professional practice. The Commission has determined that candidates in internship programs must meet the same standards of performance and competence as candidates in conventional preparation programs. However, because interns and the entities that prepare them face particular challenges, the Commission has adopted expanded standards and preconditions for internship programs. Thus an internship program for prospective administrators must fulfill the Commission's standards for administrative services credential programs, *plus* the additional requirements for internship programs. Integrated throughout this document are the Commission's internship standards, requirements and issues to be addressed. These are printed in *italics* to differentiate them from the standards, requirements and issues that must be addressed by all administrative credential programs.

Interns normally assume the duties of educators holding the regular credential. An intern may be full-time or part-time, but each intern should experience all of the activities associated with the given credential. To sponsor internship programs, program sponsors collaborate more extensively with school districts and professional organizations than is the case for non-internship programs. In fact, the Commission's requirements for internship programs have focused almost exclusively on the collaborative governance of these programs, as well as the preparation the interns receive prior to assuming responsibility for their internship assignment. The Internship Act of 1967 stipulates that the cooperating local education agency must be a "school district," so private schools are not eligible to participate in internship programs. The internship must be supervised by the participating program sponsor and the employing school district. An intern's salary may be reduced by as much as one-eighth to cover the costs of supervision.

Many interns serve in areas of critical need in which fully credentialed persons are not available. The internship is a way in which a school district is able to employ an administrator while the

credential program is being completed. Administrative internships are particularly appropriate for teachers on special assignment who are performing administrative duties. Emergency permits are not available for administrative service.

In the past, some programs have used the term internship to describe the various kinds of field activities that a specialist or services credential holder experiences. The Commission believes that the term “internship” should be reserved for those circumstances where a candidate is working in a position that requires possession of an internship credential.

Part 2

Key Concepts in California's Educator Preparation Program Standards and Approval Structure

Major Types of Accreditation Standards

California state law authorizes the Commission to set standards and requirements for preparation programs (California Education Code §44225(a)). There are two major types of standards for program sponsors that prepare professional educators in California. An accredited program sponsor is expected to satisfy the standards of both types.

Common Standards relate to aspects of program quality that are the same for all credential programs. This category includes standards regarding the overall leadership and climate for educator preparation at an institution, as well as standards pertaining to quality features that are common to all programs such as resources, coordination, admissions and advisement.

Program Standards, commonly referred to as *Standards of Program Quality and Effectiveness*, address the quality of program features that are specific to a credential, such as curriculum, field experiences, and knowledge and skills to be demonstrated by candidates in the specific credential area.

When program sponsors prepare for continuing accreditation reviews, they are expected to provide evidence that the program they offer to their candidates is consistent with the program that was accredited as initially proposed, and that it meets the *Standards of Program Quality and Effectiveness* established by the Commission.

In preparing a self-study report, an accredited program sponsor is required to respond to each Common Standard by providing pertinent information, including information about individual programs. In addition, each program sponsor is required to respond to the set of *Standards of Program Quality and Effectiveness* for each program area by providing program-specific information for review by the accreditation team. (For further information about the accreditation process, please refer to the *Accreditation Handbook*.)

Principles Guiding the Development of the Commission's Standards of Program Quality and Effectiveness

The Commission embraced the following principles or premises regarding the governance of educator preparation programs. The Administrative Services Credential Design Team applied these general principles to the creation of standards for Administrative Services Programs.

- (1) *The status of credential preparation should be determined on the basis of standards that relate to significant aspects of the quality of those programs.* Program quality may depend on the presence or absence of specified features of programs, so some standards require the presence or absence of these features. It is more common, however, for the quality of educational programs to depend on *how well* the program's features have been designed and

implemented in practice. For this reason, most of the Commission's program standards define levels of quality in program features.

- (2) *There are many ways in which a credential preparation program could be excellent.* Different programs are planned and implemented differently, and are acceptable if they are planned and implemented well. The Commission's standards are intended to differentiate between good and poor programs. The standards do not require all programs to be alike, except in their quality, which assumes different forms in different environments.
- (3) *The curriculum of the credential preparation program plays a central role in a program's quality.* The Commission adopts curriculum standards that attend to the most significant aspects of knowledge and competence. The standards do not prescribe particular configurations of courses or other learning experiences, or particular ways of organizing content, unless professionals on an advisory panel or design team have determined that such configurations are essential for a good curriculum. Similarly, curriculum standards do not assign unit values to particular domains of study unless there is a professional consensus that it is essential for the Commission's standards to do so.
- (4) *The assessment of each candidate's achievements in a preparation program is a significant responsibility of the entity that offers the program.* This assessment should go beyond a review of transcripts to verify that acceptable grades have been earned in required and elective courses, or completion of a checklist verifying that all required program activities have been completed. The specific form, content and methodology of the assessment must be determined by the program sponsor. The new standards and guidelines for preliminary and professional clear programs address the need for initial, ongoing, and culminating assessments for administrative credential candidates and timely feedback to candidates at multiple points in the program.
- (5) *The Commission's standards of program quality allow excellence to assume different forms in different environments.* The Commission did not ask the Design Team to define all of the acceptable ways in which programs could satisfy a quality standard. The standards should define *how well* programs must be designed and implemented; they must not define specifically and precisely *how* programs should be designed or implemented.
- (6) *The Commission assists in the interpretation of the standards by identifying specific program elements for each standard that further describe the Commission's expectations for program quality.* The Commission's adopted standards of program quality are mandatory – each program must satisfy each standard. Program elements following each standard do not extend beyond the standard, but rather more specifically define the standard. Programs are expected to meet each program element in meeting the standard. The Commission expects reviewers to weigh the strengths and weaknesses of a program as they determine whether a program meets a standard and its elements.
- (7) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.* Neither the Commission nor its professional staff make these judgments without relying on experts who are thoroughly trained in program review and evaluation. The review process is

designed to ensure that credential preparation programs fulfill the Commission's standards initially and over the course of time.

Guidelines for Assuring Quality in Program Design

The Commission also adopted a guidelines-based model for the alternative program option defined in Part 5 of this handbook. This model departs from the standards-based design for the review and approval of preparation programs employed for other credential areas. However, like the standards discussed above, these guidelines are intended to allow for flexibility in the design of preparation programs while ensuring program quality. While substantial flexibility for program design was intended in the development of these guidelines, they define critical aspects of program services and expectations of program quality, all of which must be fully and appropriately addressed by program sponsors.

Each guideline in Part 5 is followed by a set of expectations that further describe how programs are expected to meet the guideline. The review of a guidelines-based program proposal will need to determine that each individual expectation has been met as well as each of the general guidelines before the program will be approved.

Definitions of Key Terms

Key terms used in this handbook are defined below. They are included in this section to assist the reader in understanding the format of the program requirements presented in the following sections.

Precondition

A “*precondition*” is a requirement for initial and continued program approval that is based on California state laws or administrative regulations. Unlike standards or guidelines, preconditions specify requirements for program compliance, not program quality. Program compliance with the preconditions will be determined on the basis of a staff analysis of a program document provided by the program sponsor. In the review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's adopted standards.

Standard

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

Required Element

A “*required element*” guides program sponsors in developing programs that meet the standards, and guides program review panels in judging the quality of a program in relation to a standard. Each program standard includes required elements that further define the standard. An element identifies dimensions of program quality that the Commission considers important. Required Elements are descriptive statements that elaborate and clarify the meaning of a major provision of a standard of program quality. In determining whether a program fulfills a given standard, the Commission expects the review panel to consider all of the required elements in conjunction with each other. Program reviewers selected by the Commission must find that a program meets each required element. When they do, the Commission approves the program.

Questions to Consider

“*Questions to Consider*” are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist program sponsors in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation. In this document, “Questions to Consider” are included for all Common Standards.

Guideline

A “*guideline*” is an aspect of program quality that must be met for initial approval or continuing approval of certain types of professional preparation programs approved by the Commission. Guidelines may be further defined or clarified by related *expectations*, in which case a program proposal must respond both to the guideline and the specific expectations. The Commission determines whether a program satisfies a guideline on the basis of a consideration of all available information related to the guideline and its noted expectations.

Part 3: Common Standards

The Common Standards are aspects of program quality that are the same for all credential programs. The program sponsor responds to each Common Standard by providing pertinent information, including information about individual programs. For each Common Standard, questions are included which can be used by program sponsors for assistance in the preparation documents for the initial accreditation of programs and self-study reports for continuing accreditation. The questions will also assist team members during training and continuing accreditation reviews. Following the Common Standards are particular common standards issues which must be addressed for internship programs and emphasis programs.

Commission on Teacher Credentialing

Adopted May 1998

Revised June 1998

Revised October 2000

Common Standards

Standard 1

Education Leadership

The program sponsor (faculty, dean/director and program administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Program leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.

Questions to Consider

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

- How clear is the leadership's vision for the preparation of educators? How well does this vision shape the design and delivery of each credential program? What evidence is there that the leadership of the program sponsor supports the goals and purposes of each program?
- How well does the leadership of the program develop a unified sense of teamwork among the administrators of sub-units, including credential programs?
- How clear are the lines of authority and responsibility for the management of each credential program? In what manner are program coordinators involved in appropriate decision-making bodies within the program leadership?
- How prompt is the leadership of the program in addressing and resolving problems in credential programs that are amenable to administrative solutions?
- How frequently and openly does the program leadership confer with the faculties who teach credential candidates and supervise their field experiences?
- To what extent is program leadership seen as an advocate for the credential programs, the education profession as a whole, and the local school community?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: Each participating school district works with the program sponsor to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district.

Standard 2

Resources

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

Questions to Consider

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

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

Common Standards Issues to be Addressed

Internship Programs

For an internship program: Each participating school district works with the program sponsor to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, it is important that the school district provide sufficient resources, in addition to intern salaries, to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.

Standard 3

Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The program sponsor provides support for faculty development, and recognizes and rewards outstanding teaching. The program sponsor regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Questions to Consider

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

- How effectively does the program sponsor ensure that each credential program course and field experience is assigned to a faculty member who has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program?
- How does the program sponsor develop and utilize recruitment policies and goals to ensure the equitable hiring of faculty in credential preparation programs?
- How does the program sponsor ensure that all faculty members and field supervisors have current knowledge of schools and classrooms that reflect the cultural diversity of society?
- How well does the program sponsor follow equitable procedures for the identification of effective and ineffective course instructors and field supervisors?
- What procedures are in place to remove ineffective course instructors and field supervisors from their assignments in credential preparation programs? How consistently are the procedures applied?
- How does the program sponsor recognize excellence as a teacher, supervisor, and/or advisor in appointing, promoting and recognizing faculty members?
- How does the program sponsor ensure that all faculty members (full time and part time) have access to adequate resources for their professional development, including resources to support research, curriculum study and program development?

Standard 4

Evaluation

The program sponsor regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Questions to Consider

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

- To what extent is the evaluation system based upon criteria that are related to the design, rationale, goals and objectives of each program, and to the competence and performance criteria that are used to assess candidates in the programs?
- How does the program sponsor collect information about each program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their program completion? How comprehensively and frequently is information compiled?
- In what manner is evaluation information used to make qualitative decisions about credential preparation programs?
- As improvements in programs are considered, to what degree are they based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to each credential area, and the identified needs of schools and districts in the local service region?
- In what ways are meaningful and substantive opportunities provided for professional practitioners in multiple credential areas and persons who represent the diversity of the community to be involved in program evaluation and development activities?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: The system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with district representatives, participate fully in the development and evaluation of the internship program. The ongoing evaluation and development system includes substantive involvement from the program sponsor, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.

Standard 5

Admission

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

Commission-Adopted Credential Program Admission Requirements

All Internship Programs - Each internship candidate has had prior experiences and personal qualifications to enable candidates to perform at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences which would adequately prepare them for the actual responsibilities of the position. When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.

General Advanced Credential Program Admission Requirements - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the program sponsor. Each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

Preliminary Administrative Services Credential Programs - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the program sponsor. Each individual has a record of professional accomplishment demonstrating leadership potential, and exhibits consistent adherence to moral and ethical standards of behavior.

Professional Clear Administrative Services Credential Programs – Candidates are admitted into the program in a timely way, once it has been determined that they have successfully completed requirements for the Preliminary Administrative Services Credential and are employed in an administrative position by a local education agency.

Questions to Consider

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

- To what extent are the admission criteria and procedures clearly described and available to prospective candidates for credentials?

- What are the multiple measures used by the program sponsor to define the academic achievement and professional potential of credential candidates?
- For the basic teaching credential programs, does the program sponsor define an appropriate comparison group? Does each admitted candidate have an undergraduate GPA that is above the median GPA for the comparison group?
- For advanced credential programs, does each admitted candidate meet the program sponsor's standards for graduate study?
- How does the program sponsor determine and evaluate each applicant's personal qualities and preprofessional qualifications, (including entry level computer skills) for example, personal interviews with candidates, written evaluation of candidates' prior experiences with children and youth, and prior leadership activities?
- What alternative criteria and procedures are used to encourage admission of candidates from underrepresented groups?
- To what extent do the program sponsor's recruitment and admissions policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity and disability and to encourage admission of candidates from the program sponsor's service area?
- How do the admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to those from diverse ethnic, cultural and socio-economic backgrounds?

Academic qualifications alone are not sufficient factors for program admission, because of the uniquely human character of the education profession. Each candidate for an administrative services credential must also bring appropriate personal characteristics and a record of professional accomplishments, so the program can build on human qualities and demonstrated abilities that are essential for effective service as an administrator. Before admitting candidates into the program, a program sponsor's representatives determine that each individual has a record of professional accomplishment demonstrating leadership potential, and exhibits consistent adherence to moral and ethical standards of behavior. The program's admission criteria require the candidate to have prior experiences in which suitability for administrative responsibilities is demonstrated in such areas as parent and community involvement, relationships with professional colleagues and demonstrated leadership activities.

Professional Level

Candidates are admitted into the program in a timely way, once it has been determined that they have successfully completed academic programs for the Preliminary Administrative services credential that they have been approved by the Committee on Accreditation, or have completed the equivalent at an accredited out-of-state institution, and are employed by a local education agency in an administrative position. The professional administrative services credential program is designed as an induction program for a newly hired administrator. This new administrator has already successfully completed requirements for the preliminary credential, has competed for a position, and has been hired as an administrator. Timely admission to the program will allow for induction planning to begin early in the candidate's initial administrative experience.

Standard 6

Advice and Assistance

Qualified members of the program sponsor's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The program sponsor assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Questions to Consider

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

- How does the program sponsor ensure that student services, including academic advisement, professional assessment, personal counseling and career placement services are provided by qualified individuals who are assigned those responsibilities?
- Are student services provided equitably and made available when the candidates need them?
- In what manner does the program sponsor provide (a) advice regarding the realities and opportunities for entry into different areas of professional service and (b) assistance for candidates in the pursuit of employment upon completion of their programs?
- What special opportunities are provided for candidates who need special assistance? How are candidates provided with information about the availability of special assistance?
- How does the program sponsor review each candidate's competence at designated checkpoints, inform the candidates of their status, provide opportunities for corrective learning, and only then dismiss those who are determined to be unsuited for professional service?
- How are the requirements for each credential program and information about available services made accessible to prospective and current candidates?
- How well does the program sponsor ensure that each candidate is informed in writing early in his/her program about the program's prerequisites, coursework requirements, field experience requirements, and the specific deadlines for making satisfactory progress in the

program? How are candidates informed about the legal requirements for state certification? How are they also informed about the individuals who are available to provide services to them?

- In what manner is each candidate informed about program sponsor's grievance and appeal procedures?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: Program Faculty develop an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new teachers hired by the district. Specifically, they should have an individual plan for professional development and the support of one or more mentor teachers. The individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.

Professional Level

At least one experienced administrator is designated as a mentor for each candidate, with stated responsibility to assist in the professional/personal development of each administrator. Once a school or school district employs a new administrator, it has an obligation to assign a mentor in order to provide ongoing assistance and support to that new administrator. Mentors are assigned equitably to all candidates in the program in order to provide assistance and support to the new administrator. Experienced administrators who consent to serve as mentors are available and accessible for periodic consultations, scheduled conferences, and occasional unscheduled conversations with new administrators in the program. The institution regularly evaluates the quality of the induction support provided to candidates and makes modifications and adjustments as needed.

An institution that prepares candidates for the Professional Clear Administrative Services Credential has an obligation to attempt to retain promising candidates who may experience difficulties during professional preparation. In consultation with the employer, the institution identifies candidates who need assistance and provides opportunities for such assistance. It is a joint responsibility of the institution and the employer to determine who is suited to practice in administrative positions. The institution, in consultation with the employer, identifies and assists each candidate who needs academic and professional assistance. Only those candidates who demonstrate the skills and knowledge necessary to be successful administrators are retained.

Standard 7

School Collaboration

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

Questions to Consider

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

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

- How well developed is the program sponsor's plan and rationale for the sequence of field experiences in each credential program?

Common Standards Issues to be Addressed

Internship Programs

For an internship program: The very nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors of interns, placement of interns in teaching positions and shaping and evaluation of the internship assignments.

Preliminary Level

The program sponsor secures collaboration with educational agencies in the selection of effective supervising administrators, in the placement of candidates in exemplary, well-managed schools.

Standard 8

District Field Supervisors

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the program sponsor.

Questions to Consider

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

- How does the program sponsor ensure that each candidate's field experiences are supervised by district personnel who have state certification, academic preparation and successful experience in the credential area? How do they determine that they have remained current with changes in the profession and the student population?
- How thoroughly and promptly does the program sponsor provide for the effective role-orientation and supervisory training of each district field experience supervisor.
- To what extent does each district field experience supervisor demonstrate skills in observation and coaching techniques and in ways of successfully fostering learning in adults?
- How are fieldwork/clinical experiences evaluated collaboratively, involving the candidate, school district personnel and program personnel?
- To what extent does the program sponsor recognize and reward district field experience supervisors for their services, through letters of recognition or incentives, such as tuition credits, conference attendance allowances, or instructional materials?

Common Standards Issues to be Addressed

Internship Programs

Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the program sponsor and/or the district. Support personnel are particularly important because interns do not have the benefit of the assistance of a cooperating (supervisory) teacher as a student teacher would have.

**Part 4: California Standards of Quality and Effectiveness
for Preliminary Administrative Services Credential Programs**

**Program Design and Curriculum
Field Experiences
Domains of Candidate Competence and Performance**

Preconditions for the Approval of Administrative Services Credential Programs

Most associations that accredit postsecondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Preconditions determine an program sponsor's *eligibility*. The actual *approval* or *accreditation* of programs, schools, institutions, and other educational entities is based upon standards adopted by the association or licensing agency.

There are two categories of preconditions: (1) those established by State laws such as limitations on the length of a professional preparation program; and (2) those established by Commission policy such as the requirement that the sponsoring institution be accredited by the regional accrediting body in which the institution's home campus resides. The preconditions were originally adopted by the Commission in November, 1986. Entities that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response, while others will require a detailed and thorough response. For example, a response to General Precondition 8 should include a list of faculty members who will be required to participate in the public schools and a three-year schedule showing when each will be expected to carry out this responsibility.

Some earlier preconditions were changed as a result of Commission action and the *Accreditation Framework*. For example, in 1998, General Precondition 2 was adopted to require entities to report on responsibility and authority for credential programs. Preconditions were also titled and placed in a different order than in prior documents. Preconditions established by the Commission under its general statutory authority are now listed first. These are preconditions that apply to all or most credential programs. (Please note that some of these preconditions apply only to initial accreditation, others apply only to continuing accreditation and others apply to both.) The general preconditions are followed by the preconditions that are established by specific sections of the Education Code and are specific to the Administrative Services Credential programs. Finally, preconditions pertaining to internship programs are included and displayed in italics. (Included with the preconditions are clarifications which may be helpful to program sponsors.)

There were some additional revisions made to the preconditions for Administrative Services Credential Programs in 2003. These changes included adding language to General Precondition 1 for preliminary credential programs and revising language in Specific Preconditions 3 and 6 for standards-based professional clear programs to address program sponsorship by entities other than colleges and universities. Specific requirements for required hours or units in various components of professional clear programs were also removed from the preconditions. A program's length and depth must still be sufficient to meet the Commission's program standards, but a minimum number of hours or units in the program is no longer specified.

General Preconditions Established by the Commission

Pursuant to Education Code §44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation as a program of professional preparation, the program must be proposed and operated by an institution of higher education that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting bodies, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both. This provision does not apply to alternative (non-university based) programs, however, such programs must include in their program proposal verification of the entity's governing board's approval of sponsorship of the program.
- (2) **Responsibility and Authority.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, the institution or sponsoring agency shall provide the following information:
 - (a) Identify the position within the entity's organizational structure that is responsible for the ongoing oversight of all credential preparation programs offered by the entity (including credential programs offered by the extension division, if any).
 - (b) Provide a description of the reporting relationship between the position described in (a) and the managers who coordinate each credential program offered by the entity. If a reporting relationship is indirect, describe levels of authority and responsibility for each credential program.
- (3) **Personnel Decisions.** To be granted initial accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (4) **Demonstration of Need.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include a demonstration of need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that once or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (5) **Practitioners' Participation in Program Design.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

- (6) **Commission Assurances.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all applicable standards if program quality and effectiveness that have been adopted by the Commission; and (b) include assurances that (b1) the entity will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within the four years of the initial enrollment of candidates in the program, and (b2) that the program sponsor will respond to all requests for data regarding program enrollments and completions within the time limits specified by the Commission.
- (7) **Requests for Data.** To be granted continuing accreditation by the Committee on Accreditation as a program of professional preparation, the entity must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

General Preconditions Established by State Law

- (8) **Instructor Participation.** Each instructor who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*
- (9) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test. The entity shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252(f) and 44225(n).*

Clarification of General Precondition 9

Legislative Intent. General Precondition 9 does not require passage of the CBEST for admission, only that the exam be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that program sponsors will make provisions for assisting candidates in passing the exam.

Out of State Applicants. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

For Internship Programs: In each internship program of professional preparation candidates who are admitted shall be required to pass the California Basic Educational Skills

Test prior to assuming intern administrative responsibilities. Reference: Education Code Section 44252(b).

- (10) Certificate of Clearance.** An entity that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities or participate in field experience until a candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. *Reference: Education Code Section 44320(d)*

For Internship Programs: The Certificate of Clearance must be obtained prior to assuming intern administrative responsibilities.

Specific Preconditions Established by the Commission for the Preliminary Administrative Services Credential

Each program of professional preparation that leads to the issuance of a Preliminary Administrative Services Credential shall adhere continually to the following requirements of California State laws.

Prerequisite Degree and Credential. An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate possesses a baccalaureate degree and a valid teaching credential; or a services credential with a specialization in pupil personnel services, library services, health services, or clinical rehabilitative services; or a designated subjects credential and a baccalaureate degree. *Statutory basis: Education Code Section 44270(a)(1).*

For Internship Programs: An entity that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall require each candidate who is admitted into an Internship Program to possess the appropriate prerequisite credential prior to assuming internship administrative responsibilities. Statutory basis: Education Code Section 44270(a)(1).

Experience Requirement. An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified experience of a minimum of three years of successful, full-time classroom teaching in public or private schools; or three years of experience appropriate to the services credential listed in (1) above; or three years of experience with a designated subjects credential. *Statutory basis: Education Code Section 44270(a)(2).*

For Internship Programs: An entity that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall determine that each candidate who is admitted into an Internship Program has verified experience of a minimum of three years of successful full-time teaching or services as described above prior to assuming internship administrative responsibilities. Statutory basis: Education Code Section 44270(a)(2).

Preconditions Established in State Law for Internship Programs

For initial and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law.

Bachelor's Degree Requirement. *Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Section 44453.*

Supervision of Interns. *In an internship program, the participating institutions shall provide supervision of all interns. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. (Reference: Education Code Section 44462.) Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.*

Assignment and Authorization. *To receive approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. (Reference: Education Code Section 44454.) The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). (Reference: Education Code Section 44458.)*

Participating Districts. *Participating districts are public school districts or county office of education. Submissions for approval must identify the specific districts involved and the specific credential involved. (Reference: Education Code Section 44321 and 44452.)*

Specific Preconditions Established by the Commission for Internship Programs

For initial and continuing accreditation, participating districts and universities must adhere to the following requirements established by the California Commission on Teacher Credentialing.

Non-Displacement of Certificated Employees. *The institution and participating districts must certify that interns do not displace certificated employees in participating districts.*

Justification of Internship Program. *Where an institution submits a program for initial and continuing accreditation, it must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.*

Standards of Quality and Effectiveness for Preliminary Administrative Services Credential Programs

Category I: Program Design, Coordination and Curriculum

Standard 1: Program Rationale and Design

The professional leadership preparation program includes a purposeful, developmental, interrelated sequence of learning experiences – some that are carried out in the field and some that occur in non-field settings – that effectively prepare candidates as instructional leaders in a variety of public schools and school districts. The design of the program is based on a sound rationale informed by theory and research aligned with (a) the principles articulated in the Candidate Competence and Performance Standards in Category III, and (b) the principles of various learning theories. The program is designed to provide extensive opportunities for candidates to learn and apply, and includes both formative and summative assessments based on the Candidate Competence and Performance Standards in Category III.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 1(a) The design of the program contains essential principles that are clearly grounded in a well reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of administrator preparation, is articulated clearly, and is evident in the delivery of the program's coursework and fieldwork.
- 1(b) The program design and its delivery form a cohesive set of learning experiences that are informed by adult learning theories and are designed to address the emerging, developing needs of prospective administrators enrolled in the program.
- 1(c) The program incorporates multi-media technologies to ensure that candidates develop an understanding of the importance, role and uses of technology for instructional support, administrative decision-making and the management of data in schools.
- 1(d) The design of the coursework and fieldwork experiences provides each candidate with opportunities to learn about and manage the use of technology for the improvement of the instructional program.
- 1(e) The program has an organizational structure that provides for coordination of the administrative components of the program that facilitates each candidate's completion of the program.

- 1(f) Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Candidate Competence and Performance Standards in Category III, including opportunities to observe administrative practices in diverse settings.
- 1(g) *For an internship program, the design makes allowance for the fact that interns do not have all of the "theoretical" background desirable for successful service at the beginning of the program. Interns are given multiple, systematic opportunities to combine theory with practice. The program design clearly recognizes the particular needs of interns and provides an array of support systems designed to meet the needs of interns and non-interns enrolled in the program.*
- 1(h) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency and a clear definition of satisfactory completion of the program is established and utilized to make individual recommendations for the Preliminary Administrative Services Credential. The program sponsor ensures that each candidate demonstrates satisfactory mastery of the Candidate Competence and Performance Standards in Category III at a level appropriate for beginning administrators.

Standard 2: Program Coordination

Each sponsor of an administrative preparation program establishes one or more partnerships that contribute substantively to the quality and effectiveness of the design and implementation of each candidate's preparation. Partnerships address significant aspects of professional preparation. An agreement between the partners is cooperatively established and the terms and agreements of the partnership are binding on both parties with each partner sharing the responsibility for the implementation and success of the program.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 2(a) The sponsor of a professional leadership preparation program establishes one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful involvement in cooperative partnership(s) for the design and delivery of programs by various interest groups such as parent and community organizations, institutions of higher education, professional organizations, county offices of education, educational research centers, business representatives, and other groups.
- 2(b) Each partnership includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional leadership preparation program and monitor its implementation on a continuing basis. Dialogue between partners effectively assists in the identification and resolution of program issues and candidate needs.
- 2(c) Partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members and draw openly on members' knowledge, professional expertise and practical skills.
- 2(d) Partners cooperate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors; and assessment and verification of administrator competence.
- 2(e) Cooperating partners recognize the critical importance of administrator preparation by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

Standard 3: Development of Professional Perspectives

By design, the program facilitates each candidate's development of a professional perspective by providing extensive opportunities to analyze implement and reflect on the relationships between theory and practice concerning leadership, teaching, and learning in the context of contemporary school issues in California. The program offers exposure to the essential themes, concepts and skills related to the performance of administrative services, including but not limited to: relationship building; communication skills; the ability to articulate, apply and evaluate theories of leadership; an understanding of and ability to apply, model, and analyze curriculum, instructional strategies, and assessment; an understanding of standards-based accountability systems; and the ability to use data to make decisions regarding program improvement. The program develops each candidate's understanding of how successful resource management affects successful instructional leadership.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 3(a) By design, the program builds on and enhances each candidate's understanding of the state-adopted academic content standards for students. Candidates develop an understanding of the nature of instructional leadership and the responsibilities of an administrator with respect to monitoring student performance, including those students with special needs, using a range of indicators; evaluating and supervising instructional faculty and staff; and evaluating, planning for and implementing short- and long-term professional development strategies to improve the overall performance of all students.
- 3(b) In the program, the structured design of coursework and fieldwork includes coherent recurring review, discussion and analysis of a broad range of foundational issues and theories and their relationships to professional practices in schools and classrooms.
- 3(c) As candidates begin professional development, the program encourages them to examine their own leadership practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching, learning and instructional leadership.
- 3(d) *For an internship, the program shall ensure that, prior to beginning the intern assignment, all candidates have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities.*

Standard 4: Equity, Diversity and Access

The professional leadership preparation program provides each candidate with an opportunity to examine and reflect upon principles of educational equity and diversity and their implementation in school sites, including access to curriculum content and school practices for all students, teachers, staff, parents or caregivers and community members. The program prepares candidates to provide all students and their parents and guardians equitable access to the school, including the curriculum and other programmatic supports in the school. Through coursework and fieldwork, candidates examine their personal attitudes toward race, gender and socio-economic status; learn about ways to examine and confront issues around race, equity and diversity; and take leadership roles in discussions about equity, diversity and access. Candidates know the protections afforded by Education Code Chapter 587, Statutes of 1999 and learn how to work to ensure educational equity for all members of the school community. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 4(a) The program prepares candidates to effectively lead a school site by increasing the knowledge of the diverse constituencies that comprise the extended school community with respect to background experiences, languages, skills and abilities of student populations, including accommodations for students with special needs.
- 4(b) The program prepares candidates to supervise the application of appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.
- 4(c) The program design includes the study and discussion of the historical and cultural traditions of the major racial, religious and ethnic groups in California society and an examination of effective ways to include cultural traditions and community values in the school curriculum and school activities.
- 4(d) The program design is explicit in developing each candidate's ability to recognize historical and philosophical forces that have given rise to institutional practices, such as systemic forms of racism and sexism, that serve to limit students' access to academic and social success and to create a safe and equitable school setting that establishes and contributes to the physical, social, emotional and intellectual safety of the diverse constituencies of the extended school community.

- 4(e) The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations about race, ethnicity, culture, sexual orientation, religion and socio-economic status to foster a school environment that creates access to the curriculum and programs of the schools and maintains high expectations for the academic achievement of all participants in all contexts.
- 4(f) The program provides ongoing opportunities for each candidate to systematically examine their stated and implied personal attitudes and expectations related to gender and to develop school policy and curriculum that creates and supports a gender-fair environment within the school community.
- 4(g) The program develops each candidate's capacity to recognize students' specific learning needs; develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing instructional practices that guarantee full access to the curriculum; and identify and provide resources for all students to have full access to the curriculum and opportunities to engage in extracurricular and co-curricular activities.
- 4(h) The program develops each candidate's understanding of the legal and financial implications of serving students with special needs.

Standard 5: Role of Schooling in a Democratic Society

The professional leadership preparation program provides each candidate with an opportunity to examine the principles of democratic education from a historical and policy perspective. The program prepares each candidate to understand the role of the school in preparing students as future citizens and to identify and analyze the variety of ideas and forces in society that contribute to a democratic society. The program prepares administrators who understand their responsibility in developing and nurturing public support, family participation, community engagement, labor relations and preparing students for the challenges of the future. The program includes the study of how historical and philosophical forces, as well as policy decisions and prevailing practices, have an impact on schooling.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 5(a) The program prepares candidates to discuss, debate and articulate the purposes of schooling in a democratic society.
- 5(b) The program includes opportunities to understand the values and concerns of the diverse communities that constitute a democracy and the importance of involving the greater community in the life of schools.
- 5(c) The program includes opportunities for the candidate to explore the relationship of schools to the school community, governmental entities and community agencies and the role of integrating community service as well as resources for children and families in the school.
- 5(d) The program provides each candidate with an opportunity to understand the relationship between federal, state and local policy and practice with respect to the role that government policy has in ensuring democratic education for all students.
- 5(e) The program provides each candidate with an opportunity to (1) learn about federal, state and local laws, policies and practices that ensure appropriate accommodations for students with various learning styles and students with disabilities, and (2) understand the role of the site administrator in monitoring and implementing these provisions of law.
- 5(f) The program provides each candidate with an opportunity to understand labor relations, contract compliance and collective bargaining as it relates to schooling in a democratic society.
- 5(g) The program provides each candidate with an opportunity to understand the role of families and their diverse structures and cultural beliefs as they impact the role of schooling in a democratic society.

Standard 6: Opportunities to Learn Instructional Leadership

The professional leadership preparation program provides multiple opportunities in the program curriculum for each candidate to learn, practice and reflect on the role of instructional leaders as delineated in the standards of candidate competence and performance in Category III. The role of the instructional leader is central to the functioning of an effective school, and thus the program provides multiple, systematic opportunities for the candidate to connect theory to practice and develop the knowledge, skill and disposition to foster effective teaching in the service of student achievement. The program curriculum prepares each candidate to view all aspects of leadership through the lens of student learning. The program includes comprehensive, systematic formative and summative assessments that address the full range of competencies described in Category III.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 6(a) Shared Vision of Learning The program provides an opportunity for the candidate to learn to facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community.
- 6(a)(1) The program provides an opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others reflective activities, and addresses the need for reflection across the program.
 - 6(a)(2) The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership.
 - 6(a)(3) The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community.
 - 6(a)(4) The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.
 - 6(a)(5) The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning.
- 6(b) Culture of Teaching and Learning The program provides an opportunity for the candidate to learn how to advocate, nurture, and sustain a school culture and instructional

program that is conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks and instructional materials as well as assessment and accountability systems.

- 6(b)(1) The program provides an opportunity for the candidate to apply learning, curricular, and instructional theory to the design, implementation and evaluation of standards-based instruction and assessment programs and lead in the improvement of those programs.
 - 6(b)(2) The program provides an opportunity for the candidate to become a critical consumer of educational research and to use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the professional development of staff.
 - 6(b)(3) The program provides an opportunity for the candidate to study and apply their knowledge of diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff.
 - 6(b)(4) The program provides an opportunity for the candidate to use data, including the use of technological applications, and to develop, manage, and evaluate strategies to improve student achievement.
 - 6(b)(5) The program provides an opportunity for the candidate to learn how to develop cooperatively and guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students.
 - 6(b)(6) The program provides an opportunity for the candidate to develop and use skills in shared leadership and decision-making and to engage all members of the school community in the service of student learning.
- 6(c) Management of the School in the Service of Teaching and Learning The program provides an opportunity for the candidate to learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. The program includes the study and application of organizational theory that reflects effective leadership and management concepts and strategies that contribute to student achievement and the professional participation of all adults in the school community.
- 6(c)(1) The program provides an opportunity for the candidate to learn and practice effective methods for attracting, inducting, motivating, retaining, and supporting staff and for the monitoring and supervision of certificated and non-certificated faculty and staff.
 - 6(c)(2) The program provides an opportunity for the candidate to learn and practice effective methods for working with certificated and classified staff with disabilities.
 - 6(c)(3) The program provides an opportunity for the candidate to learn how to evaluate the effectiveness of an instructional program through the use of data and accountability systems.

- 6(c)(4) The program provides an opportunity for the candidate to apply the principles of effective communication, systems management, organization, problem-solving and collaborative decision-making skills.
 - 6(c)(5) The program provides an opportunity for the candidate to learn how to set short and long-term goals, particularly with respect to cooperatively developing a site-based plan that is effectively aligned with state and district requirements and systematically links resources to the goals and objectives.
 - 6(c)(6) The program provides an opportunity for the candidate to develop an understanding of the legal and policy requirements with regard to safety for the purpose of assuring that the school provides a safe, well-maintained and productive environment for learning.
 - 6(c)(7) The program provides an opportunity for the candidate to understand and manage legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students, families and staff, including the respective roles of administrators and the unions in these processes.
 - 6(c)(8) The program provides an opportunity for the candidate to examine management with respect to establishing, implementing and maintaining student behavior management systems that demonstrate adherence to equity, legal and policy requirements.
 - 6(c)(9) The program provides an opportunity for the candidate to coordinate and equitably align fiscal, human and material resources with the school planning process in the support of learning of all students and all groups of students.
- 6(d) Working With Diverse Families And Communities The program provides an opportunity for the candidate to learn how to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs; and mobilize community resources in the service of student achievement. In this regard, the program offers the candidate an opportunity to examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities so they will be able to be an effective leader in a diverse setting and value individuals from different family structures, religions, races, cultures, socio-economic status and ethnic backgrounds, and treat them with fairness and respect.
- 6(d)(1) The program provides an opportunity for the candidate to learn how to incorporate family and community expectations in school decision-making and activities.
 - 6(d)(2) The program provides an opportunity for the candidate to learn how to establish community partnerships that will benefit the students, teachers, families, and school community and be able to mobilize and leverage community resources for the equitable access of all students and groups of students.

- 6(d)(3) The program provides an opportunity for the candidate to understand how to facilitate parent involvement and parent education activities that support students' success.
- 6(d)(4) The program provides multiple opportunities for the candidate to learn how to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.
- 6(d)(5) The program provides an opportunity for the candidate to learn about appropriate resources and strategies for addressing language diversity in schools, with particular emphasis on the responsibility to communicate to families whose primary home language is a language other than English.
- 6(d)(6) The program provides opportunities for each candidate to examine their personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and reflect upon how their attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education.
- 6(e) Personal Ethics and Leadership Capacity. The program provides an opportunity for the candidate to examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff and families. The program provides an opportunity for the candidate to practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. The program provides an opportunity for the candidate to examine site and district responsibilities with regard to students with special needs. The program develops each candidate's ability to effectively act as a spokesperson for the school to the extended school community. The candidate has multiple opportunities to model personal and professional ethics, integrity, justice and fairness and receive feedback from the program and peers; reflect on personal leadership beliefs and practices and recognize their impact and influence on the performance of others; and develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance professional and personal responsibilities.
- 6(e)(1) The program provides an opportunity for the candidate to engage in decision-making, problem-solving, change management, planning, conflict management, and evaluation and reflect upon the learning from these opportunities for practice in course work and field work.
- 6(e)(2) The program provides an opportunity for the candidate to learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access.
- 6(e)(3) The program provides an opportunity for the candidate to learn how to encourage and inspire others to higher levels of performance, commitment, and motivation and to communicate knowledge effectively about the curriculum and its articulation

across programs and grade levels to multiple audiences in the school and community.

- 6(e)(4) The program provides an opportunity for the candidate to learn how to utilize technology in the service of fostering effective and timely communication with all members of the school community.
- 6(f) Political, Social, Economic, Legal and Cultural Understanding. The program provides an opportunity for the candidate to learn about political, societal, economic, legal and cultural influences on schools. By augmenting the candidate's knowledge of these interconnections, the program develops the candidate's ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The program content should provide opportunities for the candidate to practice both team leadership and team membership so that the candidate can effectively generate and participate in communication with key decision-makers in the school community. The candidate has an opportunity to learn how to view himself or herself as a leader of a team and as a member of a team by engaging in course work and field work that provides opportunities to both lead and work collaboratively.
- 6(f)(1) The program provides an opportunity for the candidate to learn about and analyze how a school must operate consistently within the parameters of federal, state, and local laws, policies, regulations, contractual and statutory requirements.
- 6(f)(2) The program provides an opportunity for each candidate to examine the context within which the school operates, including the school district, employee bargaining units, the school board, and other governmental entities and to understand how the policies from several levels of government influence teaching and learning at the school site.
- 6(f)(3) The program provides opportunities for the candidate to engage in discussions and successfully address authentic, complex school issues, including meeting the needs of students and staff with disabilities, evaluating employees, providing appropriate services in different settings to English learners, ensuring school safety, administering student behavior programs, and addressing harassment.
- 6(f)(4) The program provides an opportunity for the candidate to learn about public policies that ensure equitable distribution of resources and support for all groups of students.
- 6(f)(5) The program provides an opportunity for the candidate to learn how to create a welcoming school environment for the public, be responsive to diverse community and constituent views, and create and facilitate constructive conversations about how to improve student learning and achievement.

Category II: Field Experiences in the Standards

Standard 7: Nature of Field Experiences

In the program of administrator preparation, candidates participate in significant field experiences that are designed to facilitate the application of theoretical concepts in practical settings. Each candidate addresses the major duties and responsibilities authorized by the administrative services credential in a variety of realistic settings. Field experiences include intensive experiences both in the day-to-day functions of administrators and in longer-term policy design and implementation.

For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 7(a) The field experience responsibilities are closely related to the job performance requirements of administrators.
- 7(b) Linkages are made between the field experiences and the content of coursework in school administration.
- 7(c) The program provides appropriate, on-site direction to the quality of the field experience assignments, including identification of an on-site and/or school-based mentor.
- 7(d) Significant, intensive field experiences occur in at least one setting in which the candidate is able to perform a wide range of the typical responsibilities of a full-time administrator.
- 7(e) Authentic and significant experiences addressing a variety of school levels and a variety of school settings are required for each candidate, including field experiences, at least one of which involves a site with a diverse school population.
- 7(f) Field experiences include opportunities to deal with long term educational policy issues in the school or district.
- 7(g) *For an internship program, an assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of administrative experiences.*
- 7(h) *For an internship program, specific supplementary administrative experiences are assigned to interns on the basis of the above assessment.*

Standard 8: Guidance, Assistance and Feedback

The program sponsor has an effective system by which the candidate's performance is guided, assisted and evaluated in each field experience. In this system, at least one supervising administrator and at least one program supervisor provide complete, accurate and timely feedback to the candidate.

For an internship program: For this standard, the definition of "field experiences" includes, but is not limited to, the responsibilities of the internship assignment.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 8(a) Guidance, assistance, and feedback encompass all of the components of the Standards of Candidate Competence and Performance in Category III which occur in the field experiences.
- 8(b) The support and assessment of each candidate is coordinated effectively between the candidate's supervising administrator(s), program supervisor(s) and the candidate.
- 8(c) The information given to each candidate about their performance accurately and fully describes strengths and weaknesses and provides constructive suggestions for improvement.
- 8(d) The final field experience evaluation is made by the program supervisor with the involvement of the supervising administrator and the candidate.

Category III: Standards of Candidate Competence and Performance

Standard 9: Assessment of Candidate Performance

Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of standards of candidate competence and performance in Standards 10 through 15 of Category III. Satisfactory performance is defined as achieving at least minimal competence as expected for entry-level administrators, and appropriate for the developmental stage of each candidate. During the program, candidates are guided and coached on their performance in relation to the standards of candidate competence and performance using formative assessment processes. Verification of candidate competence is provided by a representative of the program sponsor and at least one district supervisor.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 9(a) By design, candidates are assessed through the use of formative assessments embedded throughout the program and a summative assessment at the program's conclusion. Candidates are informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the standards of candidate competence and performance in Category III.
- 9(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the standards of candidate competence in Category III. Candidates are assessed using documented procedures or instruments that are clear, fair and effective.
- 9(c) The assessment is administered by the program sponsor and includes at least one program supervisor.
- 9(d) The assessment includes two or more assessment methods such as performance, portfolio, presentation, research project, field-experience journal, work sample, interview, oral examination and written examination.
- 9(e) The systematic procedures that govern the summative assessment include a defensible process and criteria, such as rubrics, for evaluating performance, an appeal process, and a procedure for candidates to repeat portions of the assessment as needed.
- 9(f) One or more persons who are responsible for the program recommend candidates for the Preliminary Administrative Services Credential on the basis of all available information of each candidate's competence and performance.

- 9(g) The program sponsor ensures that thorough records of each candidate's performance in the summative assessment are maintained.
- 9(h) The program staff periodically evaluates the quality, fairness and effectiveness of assessment practices and uses assessment data as one source of information about the quality of the preparation program.
- 9(i) The program includes a clearly specified process for making credential recommendations and verifying that candidates have completed all requirements before recommending them for the credential.

Standard 10: Vision of Learning

Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 10(a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
- 10(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.
- 10(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.
- 10(d) Each candidate can identify and address barriers to accomplishing the vision.
- 10(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
- 10(f) Each candidate is able to use the influence of diversity to improve teaching and learning.

Standard 11: Student Learning and Professional Growth

Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 11(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.
- 11(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.
- 11(c) Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.
- 11(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.
- 11(e) Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.
- 11(f) Each candidate promotes equity, fairness, and respect among all members of the school community.
- 11(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.
- 11(h) Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.
- 11(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.
- 11(j) Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

Standard 12: Organizational Management for Student Learning

Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 12(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.
- 12(b) Each candidate can establish school operations, patterns, and processes that support student learning.
- 12(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
- 12(d) Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.
- 12(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- 12(f) Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.
- 12(g) Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems.
- 12(h) Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.
- 12(i) Each candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration.
- 12(j) Each candidate is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.

Standard 13: Working with Diverse Families and Communities

Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 13(a) Each candidate is able to incorporate information about family and community expectations into school decision making and activities.
- 13(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.
- 13(c) Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.
- 13(d) Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.
- 13(e) Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships.
- 13(f) Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes.
- 13(g) Each candidate is able to facilitate parent involvement and parent education activities that support students' success.

Standard 14: Personal Ethics and Leadership Capacity

Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 14(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.
- 14(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.
- 14(c) Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- 14(d) Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.
- 14(e) Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- 14(f) Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.
- 14(g) Each candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
- 14(h) Each candidate engages in professional and personal development.
- 14(i) Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades.
- 14(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.
- 14(k) Each candidate protects the rights and confidentiality of students and staff.

Standard 15: Political, Social, Economic, Legal and Cultural Understanding

Each candidate promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

An accreditation team determines whether the preliminary preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

- 15(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.
- 15(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.
- 15(c) Each candidate demonstrates responsiveness to diverse community and constituent views and groups and generate support for the school by two-way communication with key decision makers in the school community.
- 15(d) Each candidate knows how to work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 15(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.
- 15(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

Overview of Program Types and Approval Procedures for Professional Clear Administrative Services Credential Programs

An administrator seeking to complete requirements for the Professional Clear Administrative Services Credential may select from any of five separate preparation options established by California law. Three of those options are completed through programs accredited or approved by the Commission based on standards or guidelines adopted by the Commission. A description of each of those three options is provided below, and includes the program accreditation or approval process to be used for each option and the standards or guidelines under which the review will be based.

Standards-based Professional Clear Administrative Services Credential Program Accredited by the California Commission on Teacher Credentialing

This is in many respects the same option as has been offered by institutions of higher education for candidates for the professional clear credential in recent years. Such programs are accredited based on the Standards of Quality and Effectiveness for Standards-based Professional Clear Administrative Services Credential Programs. Program proposals must respond to the Commission's Common Standards for educator preparation programs contained in Part 2 of this handbook, as well as both the Preconditions and Standards for Professional Clear Administrative Services Credential Programs contained in Part 4. These programs will be included in the periodic accreditation reviews conducted by the Commission in its ongoing accreditation process.

The Standards of Quality and Effectiveness for Standards-based Professional Clear Administrative Services Credential Programs and related Preconditions were revised to some degree in 2003. Notable changes included the removal of language referencing courses or units, as revisions to Title 5 regulations now allow these programs to be offered by entities other than colleges and universities; and the replacement of the previous five thematic areas related to curriculum content as described in Standard 3 with the six CPSEL Standards.

Demonstration of Mastery of Fieldwork Performance Standards

This option is for administrators who at an early stage are able to demonstrate that they have reached a level of administrative competence expected to merit recommendation for the Professional Clear Administrative Services Credential. Entities that operate the Standards-based program described above have the authority to recommend a candidate found to merit recommendation for the professional clear credential, regardless of whether the candidate has completed any other of the program's normal requirements for its candidates. The Commission expects that when exercising this option, programs will:

- Evaluate candidates' prior experience and education to determine that they have substantial administrative knowledge and ability prior to considering them for this option;

- Use the same fieldwork assessment procedures as all other program candidates to determine whether an early recommendation for the credential is merited; and
- Maintain records of the procedures used in implementing this option and results of the assessment that forms the basis for the credential recommendation.

Once an entity receives Commission accreditation for its Standards-based Professional Clear Administrative Services Credential Program, it has authority to offer this Mastery of Fieldwork Performance Standards option. No additional program proposal documentation is required to implement this option. Entities that offer this option will have the procedures used in implementing this option reviewed along with the traditional standards-based program through the periodic program reviews conducted by the Commission in its ongoing accreditation process.

Guidelines-based Professional Clear Administrative Services Credential Program Approved by the California Commission on Teacher Credentialing

This option was created through legislation enacted in 2002, and allows for the establishment of an individualized program focusing on support, mentoring and assistance for the new administrator. The Commission approves the alternative programs offered under this option based on the Program Provider Guidelines for Alternative Professional Clear Administrative Services Credential Programs contained in Part 5 of this handbook. These alternative programs are referred to as “approved” rather than “accredited” as they undergo different processes in their initial and ongoing program reviews. The Commission will not include these programs in the periodic program reviews the Commission normally conducts in its ongoing accreditation process. Alternative program proposals must respond to each of the Guidelines and accompanying expectations, but are not subject to, nor should they respond to, the Common Standards contained in Part 2 of this handbook, nor the Preconditions or Program Standards contained in Part 4. These alternative programs are subject to alternative program review procedures that may be conducted on a periodic basis by the Commission.

Entities Authorized to Submit Proposals for Programs Leading to the Professional Clear Administrative Services Credential

California regulations allow any entity able to demonstrate that its proposed program meets the Commission’s program standards or guidelines to submit a program proposal for review and possible accreditation or approval. Institutions of higher education, local education agencies, and other educational entities thus have the option of submitting program proposals for either a standards-based traditional professional clear administrative services credential program or an alternative, guidelines-based professional clear administrative services credential program.

Entities interested in developing a standards-based program should refer to Part 4 of this handbook for applicable program requirements. Entities interested in developing a guidelines-based alternative program should refer to Part 5 of this handbook for applicable program requirements.

**Part 5: California Standards of Quality and Effectiveness for
Professional Clear Administrative Services Credential Programs**

Preconditions

Program Design and Curriculum

Support and Mentoring Plan

Candidate Competence and Performance

Preconditions for Standards-based Professional Clear Administrative Services Credential Programs*

The General Preconditions established by the Commission (Preconditions 1–7) and the Preconditions established by state law (Preconditions 8-10) found in the section of this handbook for Preliminary Administrative Services Credential Programs also apply to these Professional Clear Administrative Services Credential Programs and must be addressed in program proposals. In addition, the following preconditions specific to the Professional Clear Credential must be addressed.

Specific Preconditions Established by the Commission for the Professional Clear Administrative Services Credential

- (1) Initial Employment Requirement.** An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate is employed in a position requiring an administrative credential. Statutory basis: Education Code Section 44270 (b) and 44270.1 (a)(2).
- (2) Prerequisite Credential.** An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to admission to the credential program, that the candidate possesses a valid Preliminary Administrative Services Credential. Statutory basis: Education Code Section 44270.1 (a)(1).
- (3) Individualized Induction Plan.** An entity that operates a program for the Professional Clear Administrative Services Credential shall provide for the development of a written individualized program of professional development activities (professional credential induction plan) for the advanced preparation program based upon individual needs. The plan shall be developed in consultations among the candidate, employer and university representative. Statutory basis: Education Code Section 44270.1 (a)(3).
- (4) Non-university Activities Option.** A college or university that operates a program for the Professional Clear Administrative Services Credential may allow approved non-university activities to be included in the professional credential induction plan in consultations among the candidate, employer's representative and university representative. Statutory basis: Education Code Section 44270.1 (a)(3).
- (5) Administrative Experience Requirement.** An entity that operates a program for the Professional Clear Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified completion of a minimum of two years of successful experience in a full-time administrative position in a public school or private school of equivalent status while holding the Preliminary Administrative Services Credential. Statutory basis: Education Code Section 44270.1 (a)(2).
- (6) Inclusion of University Coursework.** An entity that operates a program for the Professional Clear Administrative Services Credential shall ensure that the professional credential induction plan developed for each candidate includes university coursework among the required professional development activities. Statutory basis: Education Code Section 44270.1(a)(3).

* These preconditions do not apply to the guidelines-based professional clear programs addressed in Part 6.

Standards of Quality and Effectiveness for Standards-based Professional Clear Administrative Services Credential Programs

Category I

Program Design and Curriculum

Standard 1

Program Design, Rationale and Coordination

The professional credential program is supported by a cogent rationale, draws on a defined knowledge base, is responsive to the individual candidate's needs, and is coordinated effectively.

Rationale

New administrators need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs. The program should be designed to give options to individual candidates to pursue coursework and other professional development opportunities that meet their own particular needs.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, retention, candidate support and assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff, between the education unit and the program sponsor's other departments, and between the program sponsor, schools, districts, county offices, and other agencies where candidates are beginning their administrative responsibilities.
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- Any non-university activities included a university-based program are deemed appropriate by the candidate, the employer's representative and the university advisor. The professional

credential induction plan specifies which non-university activities will be included and the expected learning that will occur from the activities.

- All programs include university coursework in the professional credential induction plan for each candidate. Required coursework is responsive to the candidate's needs and addresses content identified in Standard 3.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the program sponsor.

Standard 2

Design of the Professional Credential Induction Plan

The candidate, the university advisor, and the employer's representative(s) work together to develop a professional credential induction plan for the support and professional development of each beginning administrator. The design of the plan is coherent, is based on a stated rationale, and includes a mentoring component, advanced academic coursework, and may include non-university based professional development activities.

Rationale

The professional credential induction plan outlines the plan to build professional competence for each beginning administrator. This plan builds on each beginning administrator's assessed needs and outlines specific activities for facilitating each beginning administrator's professional development.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The professional credential induction plan is designed to meet the individual assessed needs of the beginning administrator.
- Assessments of individual professional development needs, interests, job responsibilities, and career goals inform the plan for professional induction.
- The professional credential induction plan includes individual performance goals, outlines specific strategies for achieving those goals, establishes timelines, and documents the beginning administrator's progress in meeting the established goals.
- The professional credential induction plan outlines the coursework, the individual assistance, and the professional development opportunities that will be made available to the beginning administrator to address the established performance goals.
- An experienced colleague or mentor, a university advisor, and the candidate work together to design an appropriate plan and reflect periodically on progress in meeting the professional development goals established in the professional credential induction plan.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Standard 3

Curriculum Content

The content of the curriculum has a strong conceptual base and is organized to address principles of administrative practice in the thematic areas defined below:

- Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- Modeling a personal code of ethics and developing professional leadership capacity
- Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context

Rationale

The principles outlined in these broad thematic areas are intended to suggest a holistic, integrated approach to instructional leadership and to the design of a curriculum intended to produce such leaders. Each set of principles interrelate in important ways and are expected to be woven throughout the curriculum.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The curriculum themes are incorporated into the program in ways that include systematic study, application of key concepts in job settings and opportunities for personal reflection and integration of thematic study into a personal vision of administrative responsibility.
- These themes are reflected throughout all courses and induction support activities, rather than only in one or two specific courses or activities.
- The program emphasizes the importance of inquiry into these thematic areas as a part of all experiences in the program.
- Activities in the professional credential induction plan include and reflect an integration of these thematic areas.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Standard 4

Scope and Delivery of the Professional-Level Curriculum

The curriculum for the university and non-university components of the Professional Administrative Services Credential program builds upon the foundation of the Preliminary Administrative Services Credential program, and applies conceptual knowledge to administrative practice in ways that engage candidates in important issues of theory and practice.

Rationale

The candidate's preliminary level program was designed to acquaint candidates with the broad range of administrative and leadership responsibilities in schools. The prior coursework and field experiences have prepared persons to begin administrative service. The curriculum at the professional level should extend those learnings, and allow for in-depth study of defined areas of interest for the new administrator.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Curriculum content is characterized by a depth of experience that challenges candidates, fosters critical reflection, extends understanding, and allows for meaningful integration of theory and practice.
- Coursework systematically extends the depth of content offered at the preliminary level, and is geared to the needs of beginning administrators.
- Candidates have opportunities to select and pursue specific areas of interest within university and non-university curricular offerings.
- Coursework and other professional development activities are designed to thoughtfully engage candidates in challenging learning activities and reflect on their own practice as beginning administrators.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Standard 5

Curricular Individualization

The curriculum of the program provides for specialization and individual development based on an assessment of each candidate's needs, interests, and career goals.

Rationale

A range of curricular offerings within the university and non-university component of the program to effectively meet the needs of beginning administrators in a variety of contexts. Specialization and individualization may occur by providing a variety of coursework, specialized strands, or by individualized learning opportunities within a specific course or professional development experience.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Areas of curricular specialization and a range of options within these specializations are available and clearly defined for candidates in the program.
- Candidates have opportunities to select and pursue specific areas of interest within the curricular offerings.
- Assessments of student needs and interests result in careful planning and selection of appropriate coursework and other professional development opportunities.
- Consideration is given to the new administrator's work responsibilities in planning the timing of coursework and professional development experiences.
- The curricular plan is outlined in the candidate's professional credential induction plan.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Category II

Support and Mentoring Plan

Standard 6

Provision of Mentoring Experiences

The beginning administrator's professional credential induction plan specifies provisions for mentoring and support activities to be provided by one or more experienced colleagues throughout the candidate's enrollment in the credential program.

Rationale

The guidance, advice, feedback, and support provided by a more experienced colleague assists the new administrator in the performance of his/her role and helps to facilitate the development of professional norms. Sharing of the knowledge of practice needs to be a planned part of the design for administrative induction. Candidates may experience more than one mentor, and the primary mentor may change. The professional credential induction plan should outline the ways in which mentor(s) will work with beginning administrators to help them achieve their defined goals.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The mentoring component of the professional credential induction plan is developed collaboratively by the candidate, the university advisor, and the mentor administrator.
- Mentoring occurs on a regular, ongoing basis and reflects the candidate's changing needs and stage of professional development.
- Support and mentoring activities are appropriate to the individual needs of beginning administrators and are provided in ways that encourage reflection, build trust, and facilitate professional growth and development.
- Mentoring experiences may be individual or group activities, and may include, but need not be limited to, orientation of new administrators, job-alike meetings, function/division orientation, and mentoring.
- Activities are balanced to provide an awareness of a full range of administrative responsibilities, address both site level and district level functions, and provide experiences with diverse populations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Standard 7

Mentor Qualifications

Experienced administrators selected as mentors are qualified for this professional role, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

Rationale

Mentors play a key role in the induction experience of the beginning administrator. They need to understand the needs of beginning administrators and be prepared to help and assist in the development of administrative expertise. They will be most effective if they are paired with candidates who share similar job responsibilities and are committed to assume responsibility with the employer, the university, and the candidate, for the mentoring component of the professional credential induction plan.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Appropriate criteria for mentor selection and assignment are established by each school district or employing agency. These criteria give attention to the person's professional expertise, coaching skills, and knowledge of the profession.
- Training/orientation is provided by the university, district, county office, or professional organizations to prepare mentors for their roles and responsibilities.
- Mentors maintain regular and ongoing contact with candidates.
- Mentoring relationships are evaluated on a regular basis, and changed or supplemented as necessary.
- Mentors value and embrace their professional responsibility to nurture and support new administrators.
- Mentors are recognized in appropriate ways by employers and by the university.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Category III

Candidate Competence and Performance

Standard 8

Expectations for Candidate Performance

Expectations for excellence in candidate performance are developed for each candidate, aligned with the principles of administrative practice outlined in Standard 3, and included in the individual induction plan.

Rationale

Six areas related to principles of administrative practice were identified in Standard 3 as the conceptual themes to be woven through the advanced level of preparation for school administrators. Candidate expectations will fall within the broadly defined thematic areas, but will be different for each candidate, depending on past experiences, current job assignments, and future career development goals and plans. The defined expectations and ways in which performance in meeting those expectations will be measured, and the plan for assessing the achievement of the performance goals will be a part of the candidate's professional credential induction plan.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The individualized program of studies, including the university and non-university components, is designed to foster development that is congruent with the six themes related to administrative practice (Standard 3).
- Areas of special emphasis are recognized and defined in appropriate ways in each candidate's professional credential induction plan includes clearly stated expectations and indicates how progress in each thematic area will be developed and assessed.
- The candidate, the university supervisor, and the mentor all have input into the design of the expectations, and the ways in which competence will be measured.
- Curriculum offerings, individual mentoring experiences and other professional development experiences are offered to prepare candidates to meet the defined expectations.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

Standard 9

Assessment of Candidate Competence

Prior to recommending each candidate for a Professional Clear Administrative Services Credential, the program advisor and the mentor verify that the candidate has met the expectations for excellence in candidate performance that are outlined in the professional credential induction plan.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence established for the professional credential induction program.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- The methods used assess performance authentically and recognize the complexity and highly variable nature of administrative responsibilities.
- The assessment system (both during the program and at the conclusion) is systematic, fair, uses multiple measures and multiple sources, and is tied to the curriculum, field experiences and themes of competence.
- The candidate is assessed by program faculty and school personnel who have demonstrated expertise, have been oriented to the assessor role and trained in the specified criteria, and are periodically evaluated in the assessment role.
- Candidates are provided feedback on their progress at multiple points in the program.
- A culminating assessment brings closure to the induction period and establishes directions for continuing growth and professional development.
- The program meets other factors related to this standard of quality brought to the attention of the team by the program sponsor.

**Part 6: California Guidelines for Professional Clear Administrative
Services Credential Guidelines-based Programs**

**Guidelines
and
Related Expectations**

Program Provider Guidelines for Alternative Professional Clear Administrative Services Credential Programs

Guideline 1: Program Design and Coordination

The program sponsor identifies the basis upon which decisions will be made in determining developmental objectives for each candidate in the program and for assessing the advancement of each candidate toward those objectives during the course of the program. The program is coordinated effectively, and key program personnel are identified and their responsibilities are clearly defined.

Guideline 1 Expectations:

- The program sponsor identifies general administrator performance expectations for use in identifying each candidate's strengths and weaknesses, setting developmental objectives, and measuring progress. These general expectations may be the California Professional Standards for Educational Leaders or a similar set of administrator performance expectations that focus on instructional leadership.
- The program sponsor provides its general administrator performance expectations to each candidate at the outset of the candidate's participation in the program and explains the performance expectations.
- The program identifies the individual responsible for coordination of the program, key personnel involved in program implementation, and the reporting relationships between the identified personnel. The program identifies the person or entity to whom the authority to certify program completion is designated.

Guideline 2: Evaluation of Program Quality

The program sponsor conducts ongoing evaluation of the quality and effectiveness of the program for the purpose of identifying needs for program improvement and to ensure that the program is providing mentoring, support and assistance of high quality that is targeted to meet individual candidates' needs. The program sponsor maintains records of services provided to candidates, candidate assessments and other documentation of program and candidate activities for use in external program assessment activities to be conducted by the Commission.

Guideline 2 Expectations:

- The program evaluation process includes an opportunity for candidates to provide the program sponsor with their perceptions of the quality of the various aspects of the program, including those areas in which the program successfully provided appropriate mentoring, support and assistance, and those areas in which candidates perceived program deficiencies.
- The program evaluation process includes an opportunity for mentors to provide information on their perceptions of the quality of various aspects of the program, including the appropriateness and sufficiency of mentor training requirements, the effectiveness of criteria for mentor assignment, and the quality of the mentor evaluation process.
- The program sponsor uses information obtained through the program evaluation process to identify areas in need of improvement and takes appropriate actions to improve and ensure program quality.
- The program sponsor maintains records of program policies and procedures, services provided to candidates, candidate assessment data, number of mentors, number of participants, and other data related to the program's value, scope and content.
- The program sponsor consents to providing program information to the Commission upon request and to cooperate with program audit and reporting activities conducted by the Commission.

Guideline 3: Initial Assessment of Candidate Competence

Within the candidate's first 90 days of employment in a position requiring possession of an administrative services credential, the program sponsor initially assesses candidates based on the program's general administrator performance expectations. This initial assessment includes a candidate self-assessment component in which the candidate describes current job responsibilities and challenges, and perceived personal strengths and weaknesses. The results of this initial assessment inform decisions concerning the administrator's needs and developmental objectives to be met during the course of the program. Mentoring, support and assistance activities initially focus on those areas in which the initial assessment indicates additional support is needed for the candidate to be successful in his/her current assignment.

Guideline 3 Expectations:

- The program's initial assessment is designed to measure a candidate's initial level of competence in each of the program's general administrator performance expectations in a way that can be compared to future assessments of candidate competence so that the program sponsor can determine the candidate's progress and increased administrative effectiveness over time.
- The results of the initial assessment are shared with the candidate and individual(s) assigned to provide the candidate with mentoring, support and assistance to ensure that all parties have a clear understanding of the candidate's initial strengths, weaknesses, and areas of focus for the mentoring, support and assistance to be provided to the candidate.
- The program sponsor maintains a record of each candidate's initial assessment results for comparison with subsequent assessments to determine candidate progress over the course of the program.
- The assessment examines candidate competence authentically, systematically and fairly, and takes into account the highly variable nature of administrative responsibilities.

Guideline 4: Individualized Mentoring Plan

The program sponsor establishes a process through which a mentoring plan is created for each administrator served by the program. The plan addresses the mentoring, support and assistance needs of each administrator, and may identify additional learning activities needed for the administrator's professional development. The plan includes developmental objectives that the individual administrator is expected to meet over the course of the program.

Guideline 4 Expectations:

- The program sponsor initially assesses each candidate's strengths and weaknesses based on the program's general administrator performance expectations, and uses the results of this assessment to create an appropriate individualized mentoring plan.
- The candidate's developmental needs and current work context are considered and addressed in the development of the plan.
- The candidate, employer, and a program representative participate in the development of the plan and provide written approval of the initial plan.
- The program sponsor provides an opportunity to review and amend the plan as necessary to meet the administrator's needs or address changes in the administrator's assignment or other aspects of the administrator's work context. The candidate, employer, and a program representative review and approve any changes to the individualized mentoring plan.

Guideline 5: Provision of Mentoring, Support and Assistance

The program sponsor provides mentoring, support and assistance that is designed to meet the individual administrator's needs, and is conducted on a regular, ongoing basis throughout the course of, at minimum, the administrator's first two years of administrative service while possessing the Preliminary Administrative Services Credential.

Guideline 5 Expectations:

- The program sponsor, an employer representative, and the administrator collaborate to identify the mentoring, support and assistance needs of the administrator and appropriate means for providing these services.
- The administrator's individual mentoring plan identifies an administrator meeting the qualifications described in Guideline 6 who will serve as the lead mentor* for the administrator.
- The administrator's individual mentoring plan identifies the frequency of regularly scheduled meetings between the administrator and lead mentor. Communication formats for these meetings may be varied (e.g. phone, e-mail, teleconference) but must allow reasonable access for the administrator to the individual(s) assigned to provide support.
- The program sponsor ensures that the administrator has access to mentoring and support in crises or other sensitive situations that occur at times other than the regularly scheduled meetings between the administrator and lead mentor.
- The program sponsor identifies other individuals, in addition to the lead mentor, who have expertise in specific areas applicable to the administrator's current assignment and who will be available to the administrator as needed to provide additional information and guidance.
- The program sponsor provides a list of additional resources that may assist the administrator in succeeding in the current administrative assignment.
- The program sponsor provides opportunities for communication between administrators served by the program to allow for peer engagement and support.

* "Lead mentor" refers to the individual who will serve in the primary mentoring role for the candidate. These guidelines encourage the use of other qualified individuals to assist in the mentoring role, but require that the program assign a lead mentor to serve as the administrator's primary contact and to lead in the coordination of all mentoring activities.

Guideline 6: Mentor Qualifications and Assignment

The program sponsor establishes specific qualifications for the selection of lead mentors* and criteria to be used in determining the appropriate assignment of lead mentors to individual administrators served by the program. Qualifications for lead mentors include appropriate mentor training and experience. The program sponsor establishes an evaluation process for lead mentors and uses the evaluation results to amend mentor selection qualifications and/or training requirements, and to reassign or replace mentors as needed.

Guideline 6 Expectations:

- The program sponsor creates a list of prospective lead mentors of sufficient number to serve all administrators served by the program. All mentors listed meet the qualifications for lead mentors established by the program sponsor.
- Lead mentor qualifications address the number of years of administrative experience and other teaching and services experience; the level and quality of training in support and mentoring; special skills and/or experiences applicable to administrative responsibilities; and other characteristics conducive to successful mentoring, support and assistance.
- The program sponsor's criteria of assignment of lead mentors to individual administrators consider similarities in their current responsibilities and work contexts; geographic proximity; ease of interaction; and other characteristics likely to result in a positive mentoring relationship.
- The program sponsor creates a mechanism for each administrator in the program to evaluate his/her lead mentor. The evaluation provides information on each lead mentor's strengths and weaknesses, identifies areas in which additional training may be required, and rates the overall performance of the mentor from the perspective of the administrator being mentored.
- The program sponsor uses the results of the lead mentor evaluations to make any necessary changes to lead mentor selection qualifications, amend training requirements, and reassign or replace mentors who receive unsatisfactory evaluations.

* "Lead mentor" refers to the individual who will serve in the primary mentoring role for the candidate. These guidelines encourage the use of other qualified individuals to assist in the mentoring role, but require that the program assign a lead mentor to serve as the administrator's primary contact and to lead in the coordination of all mentoring activities.

Guideline 7: Assessment of Candidate Competence

The program sponsor conducts ongoing assessment of the candidate's competence based on the program's general administrator performance expectations, and provides the results to the candidate and the candidate's lead mentor to be used as an indicator of candidate progress, and to redirect the focus of mentoring, support and assistance, if needed. Prior to certifying that each candidate has completed program requirements, the program sponsor conducts a culminating assessment of the candidate's competence based on the program's general administrator performance expectations and the developmental objectives identified in the candidate's individualized mentoring plan. Through this assessment the program sponsor and the lead mentor verify that the candidate has met the developmental objectives established in the individualized mentoring plan and has reached a level of administrative competence appropriate to merit recommendation for the Professional Clear Administrative Services Credential.

Guideline 7 Expectations:

- Candidates are provided feedback on their progress at multiple points in the program.
- Each candidate's individualized mentoring plan is reviewed periodically on the basis of the assessment results and amended as necessary to respond to changes in the candidate's needs for mentoring, support and assistance.
- The assessment examines candidate competence authentically, systematically and fairly, and takes into account the highly variable nature of administrative responsibilities.
- A culminating assessment forms the basis for certifying that the candidate has successfully completed the program and has reached a level of competence meriting possession of a Professional Clear Administrative Services Credential

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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January 2004:

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Functions of the Commission

The Commission:

- Awards credentials to candidates who have fulfilled all the requirements of the credential.
- Develops and adopts standards to govern the structure and content of educator programs.
- Oversees teacher-licensing examinations in California administered by contracts with professional testing companies.

- Administers local assistance grant programs that support prospective teachers in completing the requirements for a teaching credential.
- Reviews allegations of misconduct against a credential holder or applicant and, when necessary, disciplines educators.

Operation of the Commission

The Commission holds regular public meetings throughout the year. Those who wish to speak at a meeting may make request by writing to the Commission in advance or by submitting a request before the start of the meeting.

Recent Commission Reports

The Commission publishes several reports a year as part of its oversight, coordination, reporting, and planning responsibilities. These reports are available on the World Wide Web at <http://www.ctc.ca.gov/>. Recent reports include:

2003

California Mathematics Initiative for Teaching: Report to the Legislature

2001-2002 Annual Report: Emergency Permits and Credential Waivers

Final Report of the Independent Evaluation of the Beginning Teacher Support and Assessment Program (BTSA)

Teacher Supply in California 2001-2002 -- A Report to the Legislature

Paraprofessional Teacher Training Program--2002 Report to the Legislature

Seventh Annual Accreditation Report to the California Commission on Teacher Credentialing By the Committee on Accreditation

2002

Preliminary Report on Teacher Retention in California

CCTC Annual Report on California Teacher Preparation Programs--Academic Year: 2000-2001

2000-01 Annual Report: Emergency Permits and Credential Waivers

Teacher Supply in California 2000-2001 -- A Report to the Legislature

1999-2000 AB 471 Report