



association of california
school administrators

Commission on Teacher Credentialing December 2016 Update

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HOT TOPIC

Administrative Induction Program Enrollment Deadline Extended

New administrators are required to enroll in an induction program within 120 days of the start of their first administrative position. However, the standards do not take into account the enrollment deadline for an induction program which conflict with the hire date of new administrators. Consequently, administrators are restricted from enrolling in a program of choice and forced to choose a program they do not want or be out of compliance with the 120-day window for enrollment. This discrepancy was reinforced from survey results by Commission staff.

1. ***Enrollment and hiring practices are not aligned; hire date after program enrollment deadline:*** College and university enrollment deadlines do not coincide with the hiring dates of K-12 education administrators. Newly hired administrators find it impossible to be enrolled within 120 days of their first day on the job and there is confusion about whether candidates may wait until the next enrollment window or forced to enroll in another program, possibly incurring more cost.
2. ***Administrators who have been employed longer than 120 days:*** A large number of veteran administrators still need to clear their preliminary administrative services credential before the expiration of the five-year life of the credential. Confusion exists regarding the status of candidates who have served beyond 120 days and have not yet enrolled in a program.
3. ***Choice versus Deadlines:*** Candidate confusion on enrollment deadline options often leads candidates to enroll in a more costly program rather than wait availability in their preferred, sometimes lower-cost, program.
4. ***Accreditation Status:*** The current language, if maintained and taken literally, would mean that accreditation teams must find programs out of compliance if programs serve candidates who enroll after their initial 120-days of employment. This creates a disincentive for institutions to serve veteran candidates who also need to clear their credential. This also sends an alarming message to new administrators that their credential is at risk if they are unable to enroll in a program within the specified timeline.

In response to this dilemma, the Commission modified their program standard on two key points:

1. Clarified that California's Administrator Induction is an individualized, job- embedded, two-year program, with enrollment in a program expected upon placement in an administrative position, but no later than one year from activation of the preliminary credential; and
2. The new enrollment requirement will go into effect on January 1, 2017 and any administrator employed prior to that date will need to clear their credential within the life of their preliminary credential.

Commission staff will immediately begin to inform Program Sponsors and candidates of these changes by way of a Program Sponsor Alert, direct email to programs and discussion at future meetings.

HOT TOPIC

Special Education Work Group Activities

The Commission has convened a work group to develop specific recommendations for revisions to the Education Specialist Preliminary Credential and charged the group with the following tasks:

1. To identify the knowledge, skills, and abilities needed for an education specialist credential.
2. To develop possible credential structures for the initial level Education Specialist Credential(s).
3. To recommend subject matter requirement for Education Specialist candidates

While the Commission has not yet adopted Teaching Performance Expectations (TPEs) that will strengthen the preparation for general education teachers working with students with disabilities, they did signal their intent to have these performance expectations serve as a common core, or trunk, of preparation for general and special education preparation candidates.

ACSA representative Mary Gomes and ACSA Liaison to CTC Doug Gephart represented ACSA's interests with the most recent two-day meetings where the work group generally agreed on the following ideas related to the future credential structure for special education teachers:

- The adopted Teaching Performance Expectations are foundational and define what both prospective general education and special education teachers must know and be able to do to support students' academic success.

- There should be a set of core expectations for all special education teachers that go beyond the general education Teaching Performance Expectations and are specific to the knowledge, skills, and abilities needed to successfully serve students with disabilities.
- Maintaining specific credentials for Early Childhood Special Education (ECSE), Deaf and Hard of Hearing (DHH), and Visual Impairment (VI). Further discussion is needed to determine whether these remain initial credentials or advanced areas of specialization.
- Education specialist credential authorizations should focus on student needs and levels of service needed rather than federal disability categories. Participants also agreed that the credential structure should reflect grade level bands for high incidence areas.
- Prospective special education teacher who has completed preparation in the common trunk and passed a required performance assessment should receive authorization to work with general education students.

Initial Institutional Approval: Review of Criteria and Process

Commission staff presented a revised process for review and consideration of potential Institutional Approvals and recommended changes that are intended to provide greater clarity and understanding for institutions applying for accreditation. Approved changes to the process will place greater burden on Commission staff to critique initial institutional applications. Of the twelve criteria for eligibility, the Commission approved a revision to the process that will allow staff to review and make a recommendation as to whether the entity is in compliance with nine of the more simple criteria. Once staff verifies the institution meets the nine criteria, the Commission will consider the application and apply a deeper analysis to weigh the evidence if essential criteria are met.

Commission Staff Responsibility

1. Responsibility and Authority
2. Mission and Vision
3. Lawful Practices
4. Commission Assurances and Compliance
5. Requests for Data
6. Grievance Process
7. Communication and Information
8. Record Management, Access and Security
9. Disclosure

Commission Responsibility

1. Veracity in Claims and Documentation
2. History of Prior Experience Effectiveness in Offering Educator Preparation Programs
3. Capacity and Resources

Commission Approves Revisions to Accreditation Cost Recovery Fees

The 2013-14 Budget Act and trailer bill language authorized the Commission to develop and implement a cost recovery plan for the approval of new programs and activities beyond the normal accreditation process for ongoing, previously approved institutions/programs. Recovery fees are essential to maintaining a balanced budget due to the fact the Commission does not receive any funding from the state budget. Cost recovery fees require the institution to pay for any additional accreditation activity or activities not part of the regularly scheduled accreditation activities in which all institutions participate.

Examples of activities that generate cost recovery fees include:

- Requests for initial institutional approval,
- Review and approval of a new program,
- Submission of a seventh year report required by the Committee on Accreditation,
- Submission of a report addressing stipulations, or a revisit.

Cost Recovery fees have been collected for the past three years and have funded extraordinary activities above and beyond those regularly scheduled in the 7-year accreditation cycle.

Integrated Teacher Preparation Programs

Conversations at recent Commission meetings have included the idea of exploring an expansion of the four-year integrated programs offered in limited form in California. Traditional student teaching teacher preparation programs require candidates to meet the subject matter competency requirement prior to student teaching. However, in an integrated, or blended, undergraduate program, candidates are expected to have early, extensive field experiences while still an undergraduate and may not yet have completed all relevant subject matter coursework and preparation. For an institution to offer an undergraduate integrated teacher preparation program, the program design must allow the candidate to earn both the degree and the credential in four years, or if there is a second credential or authorization, the first degree and credential must be earned within four years and the second credential or authorization in an additional half-year.

The Commission requires candidates to be subject matter competent before they begin student teaching. Since candidates in integrated programs may not have fully completed their subject matter preparation, the Commission must determine the appropriate subject matter competency requirements for candidates in an integrated program.

The approved preliminary teacher preparation program sponsor determines whether a candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities as a student teacher in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school.

Undergraduate integrated programs must assess candidates prior to beginning their early field experiences and must be supervised for content knowledge during those early experiences. Candidates must have satisfied subject matter or at a minimum completed four-fifths of the

Commission-approved subject matter preparation program.

The Committee on Accreditation recently provided guidance on this subject and recommended that undergraduate integrated program candidates should be:

1. Allowed to begin early field experiences prior to satisfying subject matter;
2. Supervised even more closely by the district employed supervisor and program supervisor for demonstration of appropriate content knowledge; and
3. Required to satisfy the subject matter competency requirement before beginning the 100 hours of solo teaching.

The Commission will consider taking action on this item at a future meeting.

Dual Certification for Single Subject and Career Technical Education Credentials

Funding opportunities for Career Technical Education programs coupled with district interest in adding career pathways has increased the need for additional CTE teachers.

1. The California Career Technical Education Incentive Grant (CTEIG) program was established as a state education, economic, and workforce development initiative with the goal of providing high school students with the knowledge and skills necessary to transition to employment and postsecondary education.
2. The California Career Pathways Trust (CCPT) provides funds in the form of one-time competitive grants to career pathway programs.

In conjunction with these funding opportunities, Commission staff worked with the California Department of Education to assemble a group of CTE stakeholders to collaboratively identify strategies that would increase the number of available Career Technical Education teachers. The work group discussed the issues and identified the most significant challenges to the current shortage of CTE teachers. The possible solutions that the work group proposed are:

- I. Two Possible Qualifying options linking Single Subject and CTE teaching opportunities:
 - A. **Proposed solution:** Allow clear CTE credential holders that hold a bachelor's degree to earn a Single Subject teaching credential by verifying subject matter competence, satisfying basic skills, completing a TPA, and a subject-matter pedagogy class.
 - B. **Proposed solution:** Allow a CTE teacher who has a job offer as a single subject teacher and has completed all prerequisites to be an intern to begin teaching in that subject area. The teacher could earn the preliminary single subject credential through the Intern Early Completion Option (ECO).
2. **Proposed solution:** Create a permit that allows single subject teachers to teach corresponding CTE courses with 250 hours of industry experience.

3. **Proposed Solution:** Waive the Preliminary CTE preparation program for community college faculty. Allow community college CTE instructors to use their years of teaching CTE to adults at the community college level to count towards the two years of experience needed to earn a Clear CTE credential. Community college faculty would be held to the U.S. Constitution requirement.
4. **Proposed Solution:** Encourage Institutions to include CTE Foundations course within current Single Subject credential programs, which would enable the Single Subject candidates with industry experience to be eligible for their Preliminary CTE credential.

Legislative Proposals

1. Action: Sex Offenses

Education Code sets forth the definition a “sex offense” for purposes of immediate denial or revocation of credentials by the Commission. Education Code also requires the Commission to automatically suspend an employee’s teaching or service credential when the Commission has been notified that an employee has been charged with a sex offense as defined in Education Code section 44010.

However, the Penal Code lists some sex offenses that are not listed in Education Code and the Commission has an interest to seek greater alignment through the legislative action. These offenses include the following:

- Aggravated sexual assault of a child
- Harmful matter sent with intent to seduce a minor
- Contacts minor with the intent to commit specified offenses
- Arrangement of meeting with a minor for lewd/lascivious behavior
- Sexual acts with a child 10 years or younger

Under current law, a person charged with the aforementioned sexual offenses are not subject to mandatory denial of their credential until the disposition of his or her case. Even if an employer takes action to suspend the employee, without action to suspend his or her credential, the credential holder may be able to move to another employer and re-enter an educational setting.

Commission moved to pursue legislative action.

2. Action: Reading Instruction Competence Assessment (RICA)

Since the RICA was last updated in 2009, California has adopted the Common Core State Standards and updated the California English Language Development Standards. Most recently, in July 2014, the State Board of Education adopted the English Language Arts/English Language Development Framework for California Public Schools, which provides guidance for implementation of both the Common Core State Standards in English Language Arts/Literacy and the California English Language Development Standards. All of these updated documents reflect the current understanding that literacy is an

interdependent field, and that proper reading skills cannot be developed in isolation from other aspects of literacy development.

If the statute is not changed, the RICA assessment will remain tied to a specific reading advisory that is no longer in circulation, and focused on the narrow topic of reading and will not reflect current educational best practices.

The Commission moved to table this action pending deeper discussions on the role RICA should have with all credentials.

3. Proposal: Comprehensive Application of RICA Expectations

Not all teachers who may be teaching reading to K-12 students are required to take and pass RICA.

Some examples include:

- A teacher who (a) holds a bachelor's degree (b) has completed a teacher preparation program, and (c) completed student teaching is not required to pass RICA when applying for either a Multiple Subject or an Education Specialist teaching credential.
- A teacher who holds an Education Specialist ECSE teaching credential who then completes either a Multiple Subject or an Education Specialist teaching credential would also be exempted from passing RICA.

The Commission should consider whether to remove the phrase “first time” from the RICA statute, which would make it clear that ALL teachers who apply for a multiple subject or education specialist credential must pass RICA whether or not it is a first time or subsequent credential.

The Commission moved to pursue the development of a proposal for possible legislative action.

4. Proposal: Foreign Transcript Evaluations

Individuals who have completed a teacher preparation program outside of the United States must apply to the Commission for a credential on the basis of that preparation. In order to do so, the Commission must determine that the institution's coursework, programs, or degrees are equivalent to those offered by a regionally accredited institution in the United States.

Foreign transcript evaluations require an additional investment of time and expense on the part of a teacher who wants to come to the United States and teach in a California school. Moreover, it increases their uncertainty as to whether or not coming to California is a viable option. These factors may combine to create an unnecessary disincentive for teachers with a foreign credential from pursuing a California credential. If the Commission were authorized to examine national academic and credentialing standards and judge them to be

equivalent to those of California, it would eliminate the additional time, uncertainty, and expense for teachers coming from these countries, while still allowing the Commission to examine teachers from non-approved countries on an individual basis.

The Commission moved to pursue the development of a proposal for possible legislative action.

Legislative Concept

1. Designated Subjects Intern Credentials

First time applicants for a Designated Subjects credential in Career Technical Education or Adult Education receive a Preliminary credential. In order to qualify for a preliminary credential, a candidate must satisfy the basic skills requirement, submit proof of a high school diploma, complete an application and submit the fee, undergo a background check, be recommended by a program sponsor, and satisfy the relevant experiential requirement.

First time applicants for a Designated Subjects credential in Career Technical Education or Adult Education do not complete teacher preparation until after they have received their initial credential. These credentialing requirements are far more similar in nature to the requirements for an intern credential than those for a preliminary credential in other fields. Redefining these preliminary credentials as intern credentials would more accurately reflect the nature of the qualifications of individuals holding the credential, and provide the public with a better understanding of which individuals have received full preparation for the classroom.

The Commission moved to pursue the development of a proposal for possible legislative action.

2. Three-Year Preliminary Credentials

New teachers and administrators often wait one or more years before starting induction. This is not ideal for students whose classroom experience may be less than optimal because their beginning teacher or administrator has not had the strong mentoring and ongoing training necessary to develop their craft. The current term of the credential allows the credential holder up to five years to complete this important set of experiences designed to ground and strengthen them in their practice more quickly. Limiting the term of the Preliminary credential will ensure that credential holders begin induction earlier in their career.

The Commission moved to pursue the development of a proposal for possible legislative action.

3. Assignment Monitoring

The Commission should explore revisions to the assignment monitoring process that would allow more complete and timely monitoring of whether educators are properly credentialed for their positions.

Under current law, county superintendents are required to annually collect data and monitor educator assignments for California's lowest performing schools ranked in Deciles 1, 2 and 3 of the base Academic Performance Index (API). While the recommendation of the Auditor may not be the only way of resolving this problem, it seems clear that such infrequent oversight is not ideal for the state's students.

The Commission moved to pursue the development of a proposal for possible legislative action.