

SixTen and Associates

Mandate Reimbursement Services

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December 9, 2003

Paula Higashi, Executive Director
Commission on State Mandates
U.S. Bank Plaza Building
980 Ninth Street, Suite 300
Sacramento, California 95814

RECEIVED

DEC 11 2003

**COMMISSION ON
STATE MANDATES**

Re: Test Claim 03-TC-09
San Diego County Office of Education
Teacher Credentialing

Dear Ms. Higashi:

I have received the comments of the California Commission on Teacher Credentialing ("CTC") dated November 6, 2003 to which I now respond on behalf of the test claimant.

Although none of the objections generated by CTC are included in the statutory exceptions set forth in Government Code Section 17556, the objections stated additionally fail for the following reasons:

1. **The Comments of the CTC are Incompetent and Should be Excluded**

Test claimant objects to the Comments of the CTC, in total, as being legally incompetent and move that they be excluded from the record. Title 2, California Code of Regulations, Section 1183.02(d) requires that any:

"...written response, opposition, or recommendations and supporting documentation shall be signed at the end of the document, under penalty of perjury by an authorized representative of the state agency, with the declaration that it is true and complete to the best of the representative's personal knowledge or information and belief."

The CTC comments do not comply with this essential requirement.

Furthermore, the test claimant objects to any and all assertions or representations of

fact made in the response [such as, "The county receives mandate funds to conduct LEA assignment monitoring" and "Many of the Commission-approved LEAs charge for their services"¹] since CTC has failed to comply with Title 2, California Code of Regulations, Section 1183.02(c)(1) which requires:

"If assertions or representations of fact are made (in a response), they must be supported by documentary evidence which shall be submitted with the state agency's response, opposition, or recommendations. All documentary evidence shall be authenticated by declarations under penalty of perjury signed by persons who are authorized and competent to do so and must be based on the declarant's personal knowledge or information or belief."

Furthermore, these "hearsay" statements do not even come up to the level of hearsay or the type of evidence people rely upon in the conduct of serious affairs. The comments submitted by CTC, and any allegations of unsupported facts therein, should be stricken from the record and certainly not be considered by the Commission.

2. The Hiring of Individuals Without Full Credentials is Necessary

CTC's comments to numerous sections of both the Education Code and the Title 5 Regulations set forth in the test claim by arguing that school districts and county offices of education are not required to hire individuals without credentials. Therefore, it argues, any new programs or higher levels of service to apply for permits and waivers for these individuals do not constitute a new mandate.

However, and to the contrary, the CTC has published reports which show that the hiring of individuals without full credentials has become necessary. The California Commission on Teacher Credentialing has published its Annual Report on California Teacher Preparation Programs for the Academic Year: 2001-2002 (hereinafter "CTC Annual Report"), a copy of which (excluding Appendixes "A" and "B") is attached hereto as Exhibit "A" and is incorporated herein by reference. By way of introduction, the CTC Annual Report states:

"The need for more highly qualified teachers is both a national and state concern..."

¹ Even if this were true, any service fees collected would be used to offset the annual claim - It would not be grounds for denial of the test claim.

“The challenges facing California and its policy makers...are compounded by dramatic enrollment growth, a culturally and linguistically diverse student population, the need to raise student achievement levels, and a technology-driven economy that requires a highly skilled workforce...

“During the 2001-2002 school year, the California Department Education reports that there were more than 6.1 million children enrolled in California’s 8,915 public schools. (footnote omitted) Student enrollment has grown by more than 25% during the last decade, contributing to a shortage of fully qualified teachers in California classrooms. The need for new, fully certified teachers in the state over the next decade to accommodate this growing student enrollment is expected to continue, particularly in hard-to-staff subject areas such as mathematics, science, and special education.” (CTC Annual Report, page 3, emphasis supplied)

It should not come as a surprise to learn that waivers of state certification requirements have become a stop gap measure for school districts who could not otherwise staff critical teacher positions. The CTC Annual Report goes on to report:

“During the 2001-2002 academic year, there were over 300,000 full-time teachers teaching in California’s public schools. (footnote omitted) Census 2000 revealed what most Californians already knew - - that the state’s population had grown dramatically over the past decade. That rapid growth was accompanied by similar growth in enrollment in the state’s public school system, such that California public schools now educate approximately 6.1 million school children. Both the rapidity of the growth and the size of the school age population, coupled with natural attrition in the profession, contributed to a teacher shortage in the state. Although California instituted several important initiatives and programs to recruit, prepare and retain qualified teachers, California’s teacher shortage created a need for many schools and school districts to meet staffing needs through the employment of individuals who do not hold a teaching credential. (CTC Annual Report, page 34, emphasis supplied)

It is this “teacher shortage” that creates the necessity to hire persons without full certification. According to the CTC Annual Report:

“The Commission uses three types of documents that ‘waive’ state credential requirements and authorize non-credentialed individuals to teach in public schools: Pre-Intern Certificates, Emergency Permits, and Credential Waivers. Schools and school districts utilize these documents

when they are unable to fill vacancies with credentialed individuals."
(CTC Annual Report, page 34, emphasis supplied)

The CTC Annual Report defines these three types of documents in Table 4, at page 36:

"The Pre-Intern Certificate is available to participants in approved pre-intern programs conducted by school districts and county offices of education...."

"Emergency permits² are valid for one year and authorize the holder to provide the same service as a full teaching credential. Employers applying on behalf of individuals for any of these permits must verify that those individuals have met several requirements before they may receive the permit. Some of these requirements are general to all types of emergency permits, while others are specific to the permit requested..."³

"Credential waivers⁴ are utilized to fill certificated positions when more qualified individuals are not available. Employing agencies are permitted to request a credential waiver only when qualified individuals and interns are unavailable and the employer is unable to find an individual who qualifies for an emergency permit..."⁵ (CTC Annual Report, Table 4, at page 36, emphasis supplied)

Before qualifying for one of these certificates, permits or waivers, the CTC must first approve a Declaration of Need:

² For a description of Emergency Permits, and their requirements, see: Burke, Stephen, "Annual Report: Emergency Permits and Credential Waivers 2001-2002 - May, 2003" prepared for the California Commission on Teacher Credentialing, at pages 23-25. A copy of this report (excluding Appendix C detail) is attached hereto as Exhibit "B" and is incorporated herein by reference.

³ 29,083 total emergency permits were issued by CTC during fiscal year 2001-2002. Burke, Stephen, op.cit. Executive Summary, page 1

⁴ For a description of Credential Waivers, and their requirements, see: Burke, Stephen, op.cit. at pages 26-27

⁵ 2,803 credential waivers were issued by CTC to public schools during fiscal year 2002-2002. Burke, Stephen, op.cit. Executive Summary, page 2

“Schools or school districts that determine a need to hire personnel on an Emergency Permit or Waiver must submit a request in writing before the Commission will consider granting it. The Commission requires local employing agencies to file a Declaration of Need for Fully Qualified Educators with the Commission if they anticipate a need to hire non-credentialed individuals to temporarily fill teaching positions. Once the Declaration is on file, the employer may apply for emergency permits for qualified individuals. Employers who find the need to request a waiver of credential requirements in order to hire an individual to fill a short-term staffing need must secure local board approval prior to applying for a waiver. **Candidates may not apply directly to the Commission for these documents.** (CTC Annual Report, page 35, bold print in the original)

Title 5, California Code of Regulations Section 80026 describes a “Declaration of Need for Fully Qualified Educators” by an employing agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit. This Declaration is valid for no more than 12 months and expires on the June 30 following its submission to the Commission. The Declaration must include:

- (1) A statement of estimated need which must include the title(s) and number of each type of emergency permit and limited assignment permit which the employing agency estimates it will need during the year. In addition, the statement shall include each subject to be listed on Emergency Single Subject and Limited Assignment Single Subject Teaching permits, and other detailed information.
- (2) The statement of estimated need shall also include a description of efforts that the employing agency has undertaken to locate and recruit individuals who hold the needed credentials.
- (3) The statement of estimated need must also detail the district’s efforts to establish alternative training options which would eventually supply individuals who hold the needed credentials.
- (4) The employing agency must also certify that there is an insufficient number of certificated persons who meet the employing agency’s specified employment criteria to fill necessary positions.
- (5) Finally, the Declaration of Need must be adopted by the governing board of a school district or by the superintendent of a county office of education.

The proof of the need is found in the usage. Table 5 of the CTC Annual Report, at page 37, provides the number of individuals holding Pre-Intern Certificates, Emergency Permits, or Credential Waivers as of October 1, 2002:

Reporting Categories	Total Number of Teachers	Number of Teachers Not Fully Certified	Number of Teachers Not Fully Certified but with Content Expertise
State Totals	309,773	30,899	29,204
High-Poverty Districts	94,897	13,229	13,047
All other Districts	214,876	17,670	16,157

For the period from 1997-1998 through 2001-2002, the CTC issued 163,387 emergency permits. The totals for 2001-02 showed a decrease of 13.4% from the prior year.⁶ For the same period, the CTC issued 236,216 Emergency 30-day Substitute Permits and Waivers, and the totals for 2001-2002 showed an increase of 3.0% from the prior year.⁷

In fact, in 2001-2002, 41 school districts in California had 20 percent or more of their staff on Emergency Permits and Waivers.⁸ Only five districts, statewide, had no teachers with Emergency Permits.⁹ The need for attracting and retaining teachers in low performing schools has become such a problem, the California Housing Finance Agency has devised an "Extra Credit Teacher's Home Purchase Assistance" program which provides first and second loans up to 100% of the purchase price. Interest on the

⁶ Burke, Stephen, op. cit., Table 3, at page 3

⁷ Burke, Stephen, op. cit., Table 16, at page 21

⁸ Burke, Steve and Errett, Marilyn, "Teacher Supply in California - A Report to the Legislature, Fifth Annual Report 2001-2002", April 2003 (a copy of which, excluding Appendix, is attached hereto as Exhibit "C" and is incorporated herein by reference), at Table 5.

⁹ Burke, Stephen, op. cit., Table 6, at pages 8-9

first loan is below market rates and interest on the second loan may be reduced to 0% if the credentialed school staff person meets continued eligibility by remaining employed in a low performing school or low performing school district on a continuous basis for three years.¹⁰

Therefore, according to CTC, 9.97% of California's teachers are not fully certified. If the employment of these individuals is not really necessary as CTC suggests, it would no longer be necessary to employ 30,899 teachers in California in a market which already suffers from an extreme shortage of teachers.

Therefore, based upon its own reports and teacher shortage statistics, the CTC should be hard pressed to seriously suggest that the hiring of individuals who have Pre-Intern Certificates, Emergency Permits and Credential Waivers is not a necessity.

3. CTC Comments to Other Provisions of the Education Code are Not Well Considered

- (a) CTC's comment relative to sections 44200 and 44800 is that these "are the basic requirements of doing business". Of course this is not the test for state mandate reimbursement. The test is whether these code sections require new programs or higher levels of service.
- (b) CTC's comments relative to sections 44830(a), 44830(b), 44830(l), 44830(j), 44842(a), 44842(b), 44842(c), 44885.5(a), 44885.5(b), and 44901(b) are that these are local employment issues and not licensing issues. This may be true from the perspective of the CTC. The test claim, however, was filed on behalf of both school districts and county offices of education¹¹, alleges costs incurred by both school districts and county offices of education¹², and is supported by both a declaration from

¹⁰ See: "Extra Credit Teacher Program", published by the California Housing Finance Agency, as found on the CTC Website, a copy of which is attached hereto as Exhibit "D" and is incorporated herein by reference.

¹¹ Test Claim, page 3, lines 4-5

¹² Test Claim, page 97, lines 16-18

a school district¹³ and a declaration from a county office of education.¹⁴

- (c) CTC's comments relative to sections 45307 and 45307(c) are in error. The sections alleged in the test claim are sections 45037 and 45037(c).

4. CTC Admits Many Title 5 Regulations Sections Contain Mandates

CTC has agreed that the following Title 5 Regulations Sections contain mandated activities: 80035(a), 80035(b), 80035(c), 80035(d), 80036(a), 80036(b), 80036(c), 80036(d), 80036.1(a), 80036.1(b), 80036.1(c), 80036.1(d), 80037(a), 80037(b), 80038(a), 80045(a), 80045(b), 80047.2(a), 80047.4(a)(4), 80048.2(a), 80048.3(a), 80048.3(b), 80048.3(c), 80048.3.1(a), 80048.4(a), 80054(a), 80054(d), 80070.2(a), 80070.3(a), 80070.4(a), 80070.6(a), 80413.3(a), 80413.3(b), 80556(a), 80556(c), 80556(j), 80556.1(a), 80556.1(e) and 80556.1(h).

5. CTC Comments to Other Title 5 Regulations Sections are Not Well Considered

- (a) CTC's comments relative to section 80005 is that "This determination exists only for classes where a credential does not exist."

Those classes are listed in subdivision (a). It is in subdivision (b) where the employer is required to determine the requisite knowledge and skills of teachers who are assigned to teach those courses and is required to keep verification of this determination on file.

- (b) CTC's comments relative to section 80016(a)(3) is that there is "no mandate on districts or counties to offer Certificate of Completion of Staff Development training."

The test claim does not seek reimbursement for offering classes. Section 80016 requires applicants for a certificate of completion of staff

¹³ Declaration of Brian C. Smith, Assistant Superintendent, Human Resources, Grossmont Union High School District, attached to the test claim as Exhibit "A"

¹⁴ Declaration of Cynthia Free, Credentials Supervisor, San Diego County Office of Education, attached to the test claim as Exhibit "A"

development to do certain things in order to qualify. One of those things is to obtain verification by the school district or county office that the applicant has completed the required staff development program. The test claim seeks reimbursement for the process required to make that verification.

- (c) CTC's comments relative to section 80035.5 are that "Commission-approved LEAs are voluntary, there is no mandate to be a Commission-approved LEA."

Section 80035.5 requires both LEAs and/or ESDs to recommend applicants for designated subjects vocational education teaching credentials. That is all the test claims alleges.

- (d) CTC's comments relative to section 80036.3(a) are that "Commission-approved LEAs are voluntary, there is no mandate to be a Commission-approved LEA."

Section 80036.3(a) requires LEAs or ESDs to recommend applicants for designated subjects adult education teaching credentials in a subject, or subjects.

- (e) CTC's comments relative to section 80043(a) are that "Eminence Credentials are voluntary. LEAs are not required to request Eminence Credentials."

Section 80043(a) defines an eminent individual as one "recognized as such beyond the boundaries of his or her community, (who) has demonstrably advanced his or her field and has been acknowledged by his or her peers beyond the norm for others in the specific endeavor.." At the time of applying for the credential, the employing school district must demonstrate how the eminent individual will enrich the educational quality of the school district. CTC's statement that employing school districts need not hire such proven excellence is a specious argument at the least and implies that school districts need not strive for the best educational environment possible.

- (f) CTC's comments relative to section 80048.2(f) are "There is an either or requirement in this section. The candidate can complete a course of 45 clock hours. This is not a mandate."

Section 80048.2(f) allows the holder of a valid preliminary Specialist Instruction Credential in Special Education 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. To be eligible for the preliminary level I credential, the holder must complete certain requirements. One is 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. Either way, a school district is required to verify the completion of a requirement.

- (g) CTC's comment relative to section 80071.4(h) is that "CBEST is administered six times a year and this process exists if an LEA wishes to request a special administration beyond the six times. There is nothing in state law that requires a district to request a special administration."

Subdivision (g) of section 80071.4 provides that the Commission will arrange for a special administration of the test in the event of an emergency, which is defined therein as "a reasonably unforeseeable circumstance which cannot be avoided or a foreseeable one that cannot be accommodated because of the special and unique staff recruitment problems with which a school district or group of districts is faced." Therefore, this section does not deal with a mere "wish" for a special administration. This section only deals with emergencies.

- (h) CTC's comment relative to section 80435(b) is that "An LEA can submit official transcripts and avoid this process."

The test claim alleges the section requires: "submitting either official transcripts with an application (or verifying a copy as a true-copy of the official transcripts with a statement describing the district's internal procedure or policy verifying the authenticity of the transcript) or 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."¹⁵ As can be seen, either choice results in a new program or a higher level of service.

¹⁵ Test Claim, page 124, lines 4-10

- (i) CTC's comments relative to section 80601 are that "There is no requirement for an LEA to complete the validation of service request. This process exists when an LEA employs a teacher whose credential has expired yet kept them in the classroom."

First of all, section 80601 does not refer to continued employment after a credential has expired. It applies "[W]hen an employing agency finds that an individual has rendered service in a position requiring certification during a period in which the individual did not hold the appropriate certification or a temporary county certificate...to cover the service..."

There is a need to complete the validation of service request to avoid a penalty. Education Code Section 45036¹⁶ provides that "[W]henenever, a person has

¹⁶ Education Code Section 45036, added by Chapter 1010, Statutes of 1976, Section 2, amended by Chapter 290, Statutes of 1978, Section 1:

"Whenever, on or after September 15, 1961, a person has rendered service in a position requiring certification qualifications, or the governing board of a district has employed a person in a position requiring certification qualifications, or the county superintendent has drawn an order for a warrant in favor of a person in a position requiring certification qualifications, for a period of service during which the person did not have a valid credential required for such position in force as required by law, and when as a result thereof the employment of the person to render such service, the rendering of such service, the inclusion of the attendance of pupils taught by the person in the average daily attendance of the district, or the drawing of the order warrant for the service of such person, is in violation of Section 46300, 44830, 45034 or any other provision of this code, such employment, rendering of service, inclusion of attendance, or drawing of the order for the warrant shall be deemed fully legal for all purposes if the Commission for Teacher Preparation and Licensing approves thereof in accordance with this section.

The Commission for Teacher Preparation and Licensing shall adopt rules and regulations to establish procedures for a review in such cases and shall determine whether the rendering of such service shall be approved and made fully legal for all purposes. If the commission gives its approval to the rendering of such service, then such employment, inclusion of attendance, and drawing of the order for the warrant shall be automatically approved and made fully legal for all purposes.

The commission shall not approve of the rendering of such service unless it determines that the person rendering the service had, in fact, the necessary qualifications, during the period of service in question, for the credential required by law

rendered service in a position requiring certification qualifications, or the governing board of a district has employed a person in a position requiring certification qualifications, or the county superintendent has drawn an order for a warrant in favor of a person in a position requiring certification qualifications, for a period of service during which the person did not have a valid credential required for such position in force as required by law, and when as a result thereof the employment of the person to render such service, the rendering of such service, the inclusion of the attendance of pupils taught by the person in the average daily attendance of the district, or the drawing of the order warrant for the service of such person, is in violation of Section 46300, 44830, 45034 or any other provision of this code, such employment, rendering of service, inclusion of attendance, or drawing of the order for the warrant shall be deemed fully legal for all purposes if the Commission for Teacher Preparation and Licensing approves thereof in accordance with this section.

The Commission for Teacher Preparation and Licensing shall adopt rules and regulations to establish procedures for a review in such cases and shall determine whether the rendering of such service shall be approved and made fully legal for all purposes. If the commission gives its approval to the rendering of such service, then such employment, inclusion of attendance, and drawing of the order for the warrant shall be automatically approved and made fully legal for all purposes..." Section 80601 of Title 5, California Code of Regulations is the response to the requirement that the Commission adopt rules and regulations.

Education Code Section 45037¹⁷, subdivision (a) provides that when a person

for the position in which the service was rendered, and unless a valid credential required for such position has been issued to such person prior to review and action by the commission."

¹⁷ Education Code Section 45037 was amended in 2003, to become effective on January 1, 2004, to provide that a county office of education is assessed a penalty for "releasing" a warrant in favor of a person who does not have a valid certification document. Prior to the amendment, the county office of education could be penalized for "drawing an order" for such a warrant.

Education Code Section 45037, added by Chapter 1069, Statutes of 2002, Section 2, as amended by Chapter 552, Statutes of 2003, Section 17:

"(a) Except as provided in Section 45036, for the fiscal year 2001-02 and for any fiscal year thereafter in which a person renders service as a teacher in kindergarten or

any of grades 1 to 12, inclusive, who does not have a valid certification document, the school district or county office of education in which the person is employed shall be assessed a penalty that shall be in lieu of any loss of funding that would otherwise result under Chapter 6.10 (commencing with Section 52120) of Part 28. The penalty shall be calculated as provided in subdivision (b) and withheld from state funding otherwise due to the district or county office of education.

(1) Notwithstanding Section 46300, the attendance of the noncertificated person's pupils during the period of service shall be included in the computation of average daily attendance.

(2) The noncertificated person's period of service shall not be excluded from the determination of eligibility for incentive funding for a longer instructional day or year, or both, pursuant to Article 8 (commencing with Section 46200) of Chapter 2 of Part 26.

(b)(1) For each person who rendered service in the employment of the district or county office of education as a teacher in kindergarten or any of grades 1 to 12, inclusive, during the fiscal year, add the total number of schooldays on which the person rendered any amount of the service.

(2) For each person who rendered service in the employment of the district or county office of education as a teacher in kindergarten or any of grades 1 to 12, inclusive, during the fiscal year, for a period of service during which the person did not have a valid certification document, add the number of schooldays on which the person rendered any amount of the service without a valid certification document.

(3) Divide the number determined in paragraph (2) by the number determined in paragraph (1) and carry the result to four decimal places.

(4) Multiply a school district's revenue limit entitlement for the fiscal year, calculated pursuant to Section 42238, or its funding amount calculated pursuant to Article 4 (commencing with Section 42280) of Chapter 7 of Part 24, as applicable, or a county office of education's funding for the fiscal year, for the program in which the noncertificated person rendered service by the number determined in paragraph (3).

(c) Beginning in 2002-03, if a county office of education ~~draws an order for~~ releases a warrant in favor of a person for whom a period of school district service is included in the calculation set forth in paragraph (2) of subdivision (b), the county office shall be assessed a penalty. The penalty assessed to a county office for any fiscal year in which one or more district teachers did not have a valid certification document shall be equal to the lesser of three amounts as follows:

(1) Fifty percent of all penalties assessed for that fiscal year to all school districts in the county office's jurisdiction pursuant to subdivision (b).

renders service as a teacher and does not have a valid certification document, the school district or county office of education in which the person is employed shall be assessed a penalty that shall be in lieu of any loss of funding that would otherwise result.¹⁸

The penalty provision of Education Code Section 45037 is "except as provided in Section 45036". Therefore, to avoid the penalties of Education Code 45037, school districts and county offices of education must comply with the validation of service request requirements of Section 80601, Title 5, California Code of Regulations.

In conclusion, school districts are required to ensure that each classroom has a teacher. The CTC does not have this duty. The duty of the CTC is to administer credentialing programs, with which teacher candidates and districts must comply in order to fill those classrooms. For the CTC to assert that these alternative credentialing programs are mere local options when there is a statewide shortage of teachers with complete credentials, is to beg the question. These alternative methods were created by the state to mitigate the shortage and the districts have no other practical choice than to comply with the state mandated procedures in order to fill the classrooms. California teachers must have credentials approved or accepted by the CTC, which means the CTC is the "company store." Should the CTC ever be entrusted with the legal responsibility for public education, it can then show the local school districts how to operate public schools without utilizing teachers with alternative credentials within the environment of shortages of certain teachers with certain credentials, restricted current state funding, and nearly one-thousand different collective bargaining agreements.

(2) One-half percent of the total expenditures for that fiscal year from unrestricted resources, as defined in the California School Accounting Manual, in the county office's county school service fund, when two or fewer districts in the county office's jurisdiction are subject penalties pursuant to subdivision (b).

(3) One percent of the total expenditures for that fiscal year from unrestricted resources, as defined in the California School Accounting Manual, in the county office's county school service fund, when three or more districts in the county office's jurisdiction are subject penalties pursuant to subdivision (b).

(d) Nothing in this section may be waived in whole or in any part."

¹⁸ See: Test Claim, page 63, line 9 through page 65, line 4

CERTIFICATION

I certify by my signature below, under penalty of perjury under the laws of the State of California, that the statements made in this document are true and complete to the best of my own personal knowledge or information and belief.

Sincerely,

A handwritten signature in black ink, appearing to read 'KB Petersen', with a long horizontal flourish extending to the right.

Keith B. Petersen

C: Per Mailing List Attached

DECLARATION OF SERVICE

RE: Teacher Credentialing 03-TC-09
CLAIMANT: San Diego County Office of Education

I declare:

I am employed in the office of SixTen and Associates, which is the appointed representative of the above named claimant(s). I am 18 years of age or older and not a party to the within entitled matter.

On the date indicated below, I served the attached: letter of December 9, 2003
addressed as follows:

Paula Higashi
Executive Director
Commission on State Mandates
980 Ninth Street, Suite 300
Sacramento, CA 95814
FAX: (916) 445-0278

AND per mailing list attached

U.S. MAIL: I am familiar with the business practice at SixTen and Associates for the collection and processing of correspondence for mailing with the United States Postal Service. In accordance with that practice, correspondence placed in the internal mail collection system at SixTen and Associates is deposited with the United States Postal Service that same day in the ordinary course of business.

FACSIMILE TRANSMISSION: On the date below from facsimile machine number (858) 514-8645, I personally transmitted to the above-named person(s) to the facsimile number(s) shown above, pursuant to California Rules of Court 2003-2008. A true copy of the above-described document(s) was(were) transmitted by facsimile transmission and the transmission was reported as complete and without error.

OTHER SERVICE: I caused such envelope(s) to be delivered to the office of the addressee(s) listed above by:

A copy of the transmission report issued by the transmitting machine is attached to this proof of service.

_____(Describe)

PERSONAL SERVICE: By causing a true copy of the above-described document(s) to be hand delivered to the office(s) of the addressee(s).

I declare under penalty of perjury that the foregoing is true and correct and that this declaration was executed on 12/9/03, at San Diego, California.



Diane Bramwell

Commission on State Mandates

Original List Date: 9/30/2003

Mailing Information: Completeness Determination

Last Updated:

List Print Date: 10/07/2003

Mailing List

Claim Number: 03-TC-09

Issue: Teacher Credentialing

TO ALL PARTIES AND INTERESTED PARTIES:

Each commission mailing list is continuously updated as requests are received to include or remove any party or person on the mailing list. A current mailing list is provided with commission correspondence, and a copy of the current mailing list is available upon request at any time. Except as provided otherwise by commission rule, when a party or interested party files any written material with the commission concerning a claim, it shall simultaneously serve a copy of the written material on the parties and interested parties to the claim identified on the mailing list provided by the commission. (Cal. Code Regs., tit. 2, § 1181.2.)

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EXHIBIT A
2001-2002 ANNUAL REPORT ON
TEACHER PREPARATION PROGRAMS

California Commission on Teacher Credentialing
Annual Report on
California Teacher Preparation Programs
Academic Year: 2001-02

Office of Postsecondary Education
U.S. Department of Education

Annual State Questionnaire on Teacher Preparation: Academic Year: 2001-02

State: **California**

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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to report on the quality of teacher preparation to the Congress April of each year. Annual state and institutional report cards are due annually in October and April respectively.

The Secretarial report is due April of each year, with State reports due in October and teacher preparation program reports due in April. The 2001-2002 state reports to the Secretary are due on October 7, 2003. The Commission received the institutional report card data from teacher preparation programs on or before April 8, 2003.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 4/30/2003). The time required for states to complete this information collection is estimated to average 765 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

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Introduction

In October 1998, Congress passed and the President signed the Higher Education Reauthorization Act, which contained many provisions affecting higher education. Title II of this Act included federal grant programs that advance efforts to improve the recruitment, preparation, and support of new teachers and mandated certain reporting requirements for institutions and states on teacher preparation and licensing. The intent of Congress was that the programs and requirements of Title II would provide incentives for improving teacher preparation systems and provide greater accountability for ensuring teacher quality.

Title II established new reporting requirements for: (1) the sponsors of teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education. Section 207 of Title II requires institutions to submit to states, annual reports on the quality of their teacher preparation programs. States are required to collect the information contained in these institutional reports and submit annual reports each October to the U.S. Department of Education that includes information about teacher certification requirements, accountability and performance information about preparation programs, and a description of efforts to improve teacher quality.

Title II requires that, annually, the U.S. Secretary of Education compile all state reports into a single national report for submission to Congress. The national report provides comprehensive national data on the manner in which institutions prepare teachers, including pass-rate data on assessments required for certification or licensure. The report also describes what states require of individuals before they are allowed to teach, and how institutions and states are raising standards for the teaching profession. This report contains the information that will be submitted to the U.S. Department of Education in October 2003 in compliance with the Title II reporting requirements for states.

About the Commission

The California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government. Created in 1970 by the Ryan Act, it is the oldest of the autonomous state standards boards in the nation. The agency is responsible for the design, development, and implementation of standards that govern educator preparation for the public schools of California, the licensing and credentialing of professional educators in California, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California. The Commission works to ensure that those who educate the children of California are academically and professionally prepared.

The Commission carries out its statutory mandates by:

- Conducting regulatory and certification activities;
- Developing preparation and performance standards in alignment with state-adopted academic content standards;
- Proposing policies in credential-related areas;

- Conducting research and program evaluation;
- Monitoring fitness-related conduct and imposing credential discipline; and
- Communicating its efforts and activities to the public

The California Commission on Teacher Credentialing consists of 19 commissioners, 15 voting members and four ex-officio, non-voting members. The governor appoints 14 voting Commission members and the State Superintendent of Public Instruction or his/her designee serves as the 15th voting member. The four ex-officio members are appointed by the major segments of the California higher education constituency: Association of Independent California Colleges and Universities; Regents of the University of California; California Postsecondary Education Commission; and the Trustees of the California State University. The Commission members appointed by the governor include six classroom teachers, one school administrator, one school board member, one non-administrative services credential holder, one faculty member from an institution of higher education, and four public members. Commission members are typically appointed to four-year terms.

The Commission convenes 10 times a year in open meetings to review policy initiatives, pending legislation, and to consider requests and appeals that fall within the statutory purview of the Commission. The Commission's work remains central to the agenda that the governor and the Legislature have set to improve student achievement across California.

Members of the California Commission on Teacher Credentialing*	
Margaret Fortune, Chair Public Representative	Steve Lilly Faculty Member
Lawrence Madkins, Vice Chair Teacher	Alberto Vaca Teacher
Kristen Beckner Teacher	Karen Symms Gallagher Association of Independent California Colleges and Universities
Alan Bersin Administrator	Athena Waite Regents, University of California
Chellyn Boquiren Teacher	Sara Lundquist California Postsecondary Education Commission
Beth Hauk Teacher	Bill Wilson California State University
Elaine C. Johnson Public Representative	Os-Maun Rasul; Representative, Non-administrative Services
Leslie Littman Designee, Office of the Superintendent of Public Instruction	<i>*As of October 2003, there are four vacancies on the Commission</i>

The California Context

The need for more highly qualified teachers is both a national and state concern. Throughout the nation, states are facing a growing demand for more teachers while also meeting the challenge of improving the quality of their teacher workforce.

The challenges facing California and its policy makers mirror those in other states and are compounded by dramatic enrollment growth, a culturally and linguistically diverse student population, the need to raise student achievement levels, and a technology-driven economy that requires a highly skilled workforce. Preparing California's students to be successful in the 21st century will require teachers who can create meaningful learning opportunities that will help students develop high-level skills and meet state academic content and achievement standards.

During the 2001-2002 school year, the California Department of Education reports that there were more than 6.1 million children enrolled in California's 8,915 public schools.¹ Student enrollment has grown by more than 25% during the last decade, contributing to a shortage of fully qualified teachers in California classrooms. The need for new, fully certified teachers in the state over the next decade to accommodate this growing student enrollment is expected to continue, particularly in hard-to-staff subject areas such as mathematics, science, and special education.

The California Department of Finance has reported that no single racial or ethnic group constitutes a majority of California's population. The composition of the state's population is reflected in its public school enrollments. Indeed, California schools are among the most culturally and linguistically diverse in the nation.

More than 44% of California children enrolled in kindergarten through 12th grade are Hispanic or Latino, 35% are white, approximately 10% are Asian, 8% are African American and 1% are Native Americans. Together, these students speak more than 57 different languages and more than 25% are English language learners. The diversity in languages and learners has created a need for teachers who possess a flexible and deep knowledge about the subjects they teach and an ability to adapt instructional strategies to meet student needs.

The twin challenges of growth and diversity have prompted California to expand its capacity to train educators while undertaking extensive efforts aimed at improving the recruitment, retention, and preparation of K-12 teachers. Over the past few years, institutions of higher education in California have increased the capacity of their teacher preparation programs, significant state funds have been allocated to support intern and pre-intern programs, and the state has fully funded an induction program for all beginning teachers.

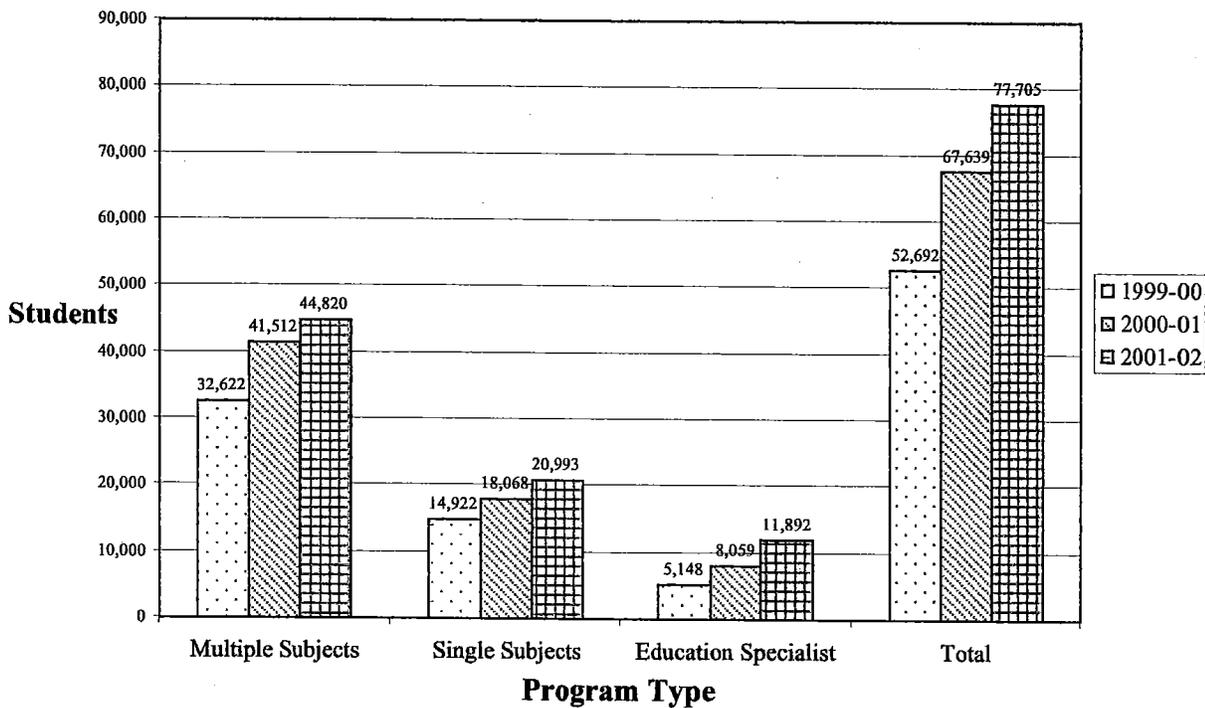
California's numerous efforts to train a sufficient number of teachers to educate the state's growing K-12 student population have resulted in a significant increase in enrollment in teacher

¹ *Fact Book 2003 Handbook of Education Information*, California Department of Education, 2003

preparation programs. As the chart below indicates, enrollment in teacher preparation programs has increased since 1999-2000 by 47% to a total of 77,705 in 2001-02. Over the three-year reporting period, enrollment increased:

- 37% in programs leading to a multiple subjects credential,
- 41% in programs leading to the single subject credential; and
- 131% in programs leading to the education specialist credential.

Teacher Preparation Program Enrollment



Passage of the federal Public Law 107-110: No Child Left Behind Act (NCLB), Act has required reconsideration of and revision to some of California's teacher recruitment and preparation programs. The California State Board of Education and the state's Commission on Teacher Credentialing are working cooperatively to align state regulations and certification requirements and with the requirements of NCLB.

The California Report

In accordance with federal guidelines, this report contains the following information:

- A description of California's certification structure, requirements, and assessments including:
 - A description of program and teacher standards and the alignment of State teacher certification requirements and assessments with California's K-12 academic content standards;
 - Information on emergency permits and waivers of state certification requirements and the distribution of under-qualified teachers in high-poverty school districts; and
 - A description of the criteria for assessing the performance of teacher preparation programs within the state.

- A description of state efforts to improve teacher quality.

- Pass rate and quartile rankings of program sponsors for all assessments used by the state for initial credentialing, including:
 - The California Basic Educational Skills Test (CBEST);
 - The Reading Instruction Competence Assessment (RICA) for Multiple Subject and Education Specialist (Level I) candidates; and
 - Subject matter assessments (i.e. the Multiple Subjects Assessment for Teachers (MSAT), Praxis and Single Subject Assessments for Teaching in the areas of agriculture, art, biological science, business, chemistry, English, geoscience, health, home economics, industrial and technology education, languages other than English, mathematics, music, physical education, physics, and social science).

- Copies of institutional report cards that were submitted in April 2003. Institutional reports include the following information:
 - Qualitative and contextual information regarding the Multiple Subject, Single Subject, and Education Specialist programs offered;
 - Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of candidates who completed programs during the 2001-2002 reporting period; and
 - Pass-rate data for all assessments used by the state for initial credentialing.

Teacher Certification in California

Teachers must be certified by the California Commission on Teacher Credentialing (CCTC) in order to be employed in a California public school or by a public school district. California's credential structure is organized by subject matter and the classroom setting in which individuals teach rather than school setting or age group. Within this structure, the State has established certification tiers that ensure candidates meet certain requirements before advancing to the second level or Professional Clear teaching credential.

There are four basic credentials that authorize individuals to teach in public school settings: the Multiple Subject Teaching Credential, the Single Subject Teaching Credential, the Education Specialist Instruction Credential, and the Designated Subjects Credential. The Commission issues credentials for other educational occupations requiring state certification, such as child development teachers, school counselors and school psychologists, school nurses, librarians, and administrators.

Subject Matter and Classroom Setting

California's credential structure emphasizes both content knowledge and pedagogical competence. Candidates pursuing a multiple subject, single subject, or education specialist teaching credential must hold a bachelor's degree in a subject other than Education and acquire pedagogy through a program of professional preparation. The State offers multiple routes into teaching including traditional one-year postbaccalaureate programs at institutions of higher education, district or university sponsored intern programs, and four- to five-year "blended" programs that allow for the concurrent completion of a baccalaureate degree (including subject matter requirements) and professional preparation. All credential programs are held to the same standards of quality and effectiveness and all programs include instruction in pedagogy and supervised teaching.

All credential applicants must obtain a college degree through a regionally accredited college or university in a subject other than education and demonstrate academic preparation in the subject matter in which they wish to teach. Candidates must also complete a Commission-approved teacher preparation program and receive a formal recommendation from the California college, university, or local educational agency where they completed the program.

The credential most often held by those teaching in an elementary school classroom is the Multiple Subject Teaching Credential. This credential authorizes individuals to teach a variety of subjects in a self-contained classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

The appropriate credential to teach a specific subject such as mathematics or English in a departmentalized classroom at the middle or high school level is the Single Subject Teaching Credential. This credential authorizes public school teaching in a departmentalized classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

A Single Subject Teaching Credential authorizes an individual to teach in one of the specific content areas listed below.

Single Subject Credential Content Areas	
Agriculture	Physical Education
Art	Science: Biological Science
Business	Science: Biological Science (Specialized)*
English	Science: Chemistry
Health Science	Science: Chemistry (Specialized)*
Home Economics	Science: Geoscience
Industrial and Technology Education	Science: Geoscience (Specialized)*
Foreign Language	Science: Physics
Mathematics	Science: Physics (Specialized)*
Foundational Mathematics*	Social Science
Music	

* *New Single Subject Credentials, adopted in 2003.*

The Education Specialist Instruction Credential authorizes individuals to teach students with certain disabilities. This credential is separated into six categories of specialization: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairments, Deaf and Hard-of-Hearing, Physical and Health Impairments, and Early Childhood Special Education. Individuals seeking the Education Specialist Instruction Credential complete a special education preparation program that includes student teaching in the area of their chosen specialization.

The Designated Subjects credential authorizes teaching or service in technical, trade, or vocational courses or in courses organized primarily for adults. These credentials are based primarily on demonstrated experience in the subject matter and account for about 4% of the credentials issued by the Commission. Although candidates are required to complete a Commission-approved program of personalized preparation to qualify for a Professional Clear credential in this series, the focus of this report is on the requirements and preparation programs relating to the multiple subject, single subject, and education specialist credentials.

First and Second Level Certificates Requirements

Federal reporting guidelines require states to describe their certification structure using a common set of definitions that adapted from the National Association of State Directors of Teacher Education Certification (NASDTEC). California's two-phase credential structure for the multiple subject, single subject, or education specialist credentials fits the following definition of the Level A and Level B certificates.

Type A (Level I) certificate means a certificate issued upon completion of an approved program to an applicant who has met requirements of the issuing state

relating to citizenship and moral, ethical, physical, or mental fitness, but has not completed ancillary requirements which must be met before issuance of a Type B certificate.

Type B (Level II) certificate means a certificate issued (1) after completion of an approved program and all ancillary requirements established by the state, OR (2) after completing an alternative program, all post-secondary degree and ancillary requirements established by the state, and successfully completing not less than 27 months of professional employment in the function covered by the certificate.

Using these definitions, California's teaching credentials are classified as follows:

Type A (Level I)	Type B (Level II)
Preliminary Multiple Subject Credential	Professional Clear Multiple Subject Credential
Preliminary Single Subject Credential	Professional Clear Single Subject Credential
Preliminary Level I Education Specialist Credential	Professional Level II Education Specialist Credential

Type A or Level I credentials are issued to beginning teachers for a maximum of five years and are non-renewable. Candidates are expected to complete additional requirements for the Type B or Level II credential within the five-year period of the preliminary credential. These ancillary requirements differ for individuals pursuing credential under the Ryan Act versus those who pursue the new SB 2042 credential. For Ryan candidates: 1) a 5th year of academic study including 30 semester units or completion of a Commission-approved induction program, and 2) coursework in health education, special education, and computer education. For individuals pursuing the SB 2042 credential, options to complete the professional clear include:

- a Commission-approved Professional Teacher Induction Program offered by a college or university;
- an approved induction program offered by a school district, county office or consortia, or
- a Beginning Teacher Support and Assessment Program that met the pre-SB 2042 standards and coursework meeting the health education, special education, advanced computer technology, and English language learner requirements (AB 1059).

Although completion of an induction program is the preferred route to a professional clear credential for individuals pursuing an SB 2042 credential, current law continues to provide that the candidate may obtain a professional clear credential by completing the equivalent of one academic year of student post-baccalaureate coursework, including work that meets the statutory requirements for advanced health, special education, computer technology, and coursework or exam to meet the requirements of AB 1059 with respect to English language learners.

The completion of an individualized induction plan is required for candidates pursuing the Professional Level II Education Specialist Credential. The Professional Clear Multiple or Single Subject Credential and the Professional Level II Education Specialist Credential are issued for a maximum of five years and are renewable upon completion of 150 hours of professional development.

The Commission has established a set of requirements for the Preliminary and Professional Clear credentials for each of the three basic credential categories described above. A list of the

credential requirements for the Multiple Subject, Single Subject, and Education Specialist credentials is included in Table 1 on the following page.² Because this report is for the reporting period 2001-02, the requirements for obtaining a professional clear multiple or single subject credential under the provisions of the Ryan Act are reflected in the chart. Future charts will include SB 2042 requirements.

² Detailed information about requirements for the preliminary or professional clear teaching credential may be found at www.ctc.ca.gov/credentialinfo/credinfo.html.

Table 1: Requirements for the Multiple Subject, Single Subject, and Education Specialist Credentials, 2001-02

Preliminary		Professional Clear	
Document Name	Requirements	Document Name	Requirements
Preliminary Multiple Subject Teaching Credential	<ul style="list-style-type: none"> A baccalaureate or higher degree in a content area other than education from a regionally accredited college or university; Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission approved subject-matter program* Completion of a professional teacher preparation program including student teaching and formal recommendation by the program sponsor Passage of the California Basic Educational Skills Test (CBEST); Completion of a comprehensive reading instruction course; Passage of the Reading Instruction Competence Assessment (RICA); and Successful completion of a course or passage of an exam on the provisions and principles of the United States Constitution. 	Professional Clear Multiple Subject Teaching Credential	<ul style="list-style-type: none"> All the requirements for the Preliminary Multiple Subject Teaching Credential and Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-accredited program; Successful completion of course in health education (Mainstreaming) Successful completion of one or more courses on computer education
Preliminary Single Subject Teaching Credential	<ul style="list-style-type: none"> A baccalaureate or higher degree in a content area other than education from a regionally accredited college or university; Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission approved subject-matter program* Completion of a professional teacher preparation program including student teaching and formal recommendation by the program sponsor Passage of the California Basic Educational Skills Test (CBEST); Completion of a comprehensive reading instruction course Successful completion of a course or passage of an exam on the provisions and principles of the United States Constitution. 	Professional Clear Single Subject Teaching Credential	<ul style="list-style-type: none"> All the requirements for the Preliminary Single Subject Teaching Credential and Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-accredited program; Successful completion of course in health education Successful completion of a course in Special Education (Mainstreaming); and Successful completion of one or more courses on computer education
Preliminary Level I Education Specialist Instruction Credential	<ul style="list-style-type: none"> A baccalaureate or higher degree from a regionally accredited college or university; Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission approved subject-matter program Completion of a professional Education Specialist preparation program including student teaching and formal recommendation by the program sponsor Passage of the California Basic Educational Skills Test (CBEST); Completion of a comprehensive reading instruction course; Passage of the Reading Instruction Competence Assessment (RICA); Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and An offer of employment from a local education agency. 	Professional Clear Level II Education Specialist Instruction Credential	<ul style="list-style-type: none"> All the requirements for the Preliminary Level I Education Specialist Teaching Credential and Completion of an individualized induction plan Successful completion of course in health education Successful completion of one or more courses on computer education Verification of two years of successful experience <ul style="list-style-type: none"> Formal recommendation by the California teacher preparation program sponsor with a Commission-accredited program through which the induction plan was completed.

* To ensure alignment with the No Child Left Behind Act, the Commission on Teacher Credentialing is currently considering modifications to the means by which candidates can verify subject matter competence.

Specific Assessment Requirements

California uses a variety of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. At the time of writing this report, several policy changes have either been implemented or are anticipated to be implemented related to the assessment of teacher candidates in California and will affect future Title II reporting. As such, this section discusses (1) the assessment requirements for the reporting period 2001-02; (2) the transition to a new subject matter examination program, the California Subject Examination for Teachers (CSET); and (3) future assessment requirements including anticipated changes related to alignment with the federal Public Law 107-110: No Child Left Behind Act (NCLB).

Requirements for 2001-02 Reporting Period

The Commission operates one of the largest educator-testing systems in the country with over 200,000 individual examinations administered each year. All candidates are required to pass basic skills assessment in order to obtain a preliminary or professional clear teaching credential. California law requires candidates to demonstrate subject matter knowledge by passage of a Commission-approved subject-matter assessment or by completing a Commission-approved subject-matter program of coursework in the field in which they will be teaching. Additionally, the State requires new Multiple Subject and Education Specialist Credential candidates to demonstrate professional knowledge and competency in reading instruction prior to attaining a preliminary or professional clear credential.

For initial teacher certification or licensure, California uses the following written tests or performance assessments, with passing scores as noted:

Assessment of Basic Skills

Test Name	State Cut Score	Test Score Range
California Basic Educational Skills Test (CBEST) in three sections: <ul style="list-style-type: none">▪ Math▪ Reading▪ Writing	41 in each of three sections (Scores as low as 37 are acceptable if the total score is at least 123)	20-80 for each section

The California Basic Educational Skills Test (CBEST) provides an assessment of a candidate's basic knowledge and skills in reading, mathematics, and writing that are necessary for the teaching profession. These skills are usually acquired through academic experience in high school or in the course of completing baccalaureate degree requirements.

While California Education Code Section 44252 (f) requires candidates to take the CBEST prior to admission to a program of professional preparation, passage of the examination is not required for entry into the state's teacher preparation programs. Programs are required to assure that candidates demonstrate proficiency in basic skills before advancing them to daily student teaching responsibilities. Candidates admitted to University or District Internship programs are required to pass the CBEST prior to assuming their intern teaching responsibilities (California

Education Code Section 44252 (b)). *All* candidates must pass the CBEST before they can be recommended for an initial credential.

Assessment of Professional Knowledge and Pedagogy

Test Name	State Cut Score	Test Score Range
Reading Instruction Competence Assessment (RICA)		
Written Examination	81	0-120
Video Performance Assessment	17	6-24

The Reading Instruction Competence Assessment (RICA) is designed specifically for testing professional knowledge acquired through a program of professional preparation. All multiple subject and special education programs are required to include instruction in the teaching of reading in their methodology courses.

The purpose of the RICA is to ensure that candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (Preliminary Level I or Professional Clear Level II) possess the necessary knowledge and skills for the provision of effective reading instruction to students. Candidates are required to demonstrate competence in each of the following domains:

- Planning and organizing reading instruction based on ongoing assessment;
- Developing phonological and other linguistic processes related to reading;
- Developing reading comprehension and promoting independent reading; and
- Supporting reading through oral and written language development.

The RICA consists of two assessment options: the RICA Written Examination and the RICA Video Performance Assessment. Candidates are required to pass one of these assessments. The Written Examination is a pencil and paper assessment that consists of multiple-choice and constructed-response questions. The Video Performance Assessment centers around a set of three candidate-created videotape packets that show the candidate teaching reading in a variety of settings: whole class, small group, and individual. Each video packet contains the videotaped instruction, a written instructional context form, and a written reflection form.

Candidates must pass RICA before they can be recommended for an initial credential, but passage is not required for candidates to complete a teacher preparation program. California Education Code Section 44283 requires that candidates for an initial Preliminary or Professional Clear Multiple Subject Teaching Credential and candidates for the initial Preliminary Level I or Professional Clear Level II Education Specialist Instruction Credentials (special education) pass the RICA prior to attaining their credential. Passage of this assessment is not a requirement for the Single Subject Teaching Credential.

Assessment of Subject Matter Knowledge

Significant changes are anticipated related to the demonstration of subject matter competence for all teacher candidates in order to align state requirements with the federal requirements under the NCLB Act. These changes are discussed later in this section and will also be included in future Title II reports. The section below addresses the requirements that were in place for the Title II reporting period 2001-02.

California requires candidates to be knowledgeable about the content area they will teach. Candidates who will teach multiple subjects in a self-contained classroom, generally in an elementary school setting, are required to demonstrate subject matter competency in elementary subjects, while candidates who will teach individual subjects in departmentalized classrooms are required to demonstrate subject matter competency in one of 16 specific content areas. Content knowledge is assessed prior to a candidate's entry into a program of professional preparation, and verification of subject matter competency is required prior to the commencement of student teaching.

For 2001-02, California verified a candidate's knowledge of an academic content area by one of two methods: achievement of a passing score on an appropriate subject matter examination or completion of a Commission-approved subject-matter program or its equivalent. The content area examinations measure the skills, knowledge, and abilities candidates have acquired in specific subject areas, and are not acquired in a teacher preparation program. Approximately 62% of Multiple Subjects credential candidates and 34% of Single Subject credential candidates choose the subject matter examination option to demonstrate subject matter expertise. All other candidates satisfy this requirement by completion of a Commission-approved subject matter program.

California utilizes a variety of subject matter assessments to verify academic content knowledge. These assessments are aligned with the specific content areas authorized in the following subject areas:

California Credentials Single Subject Matter Areas (2001-02)	
Multiple Subjects	Music
Agriculture	Physical Education
Art	Science: Biological Science
Business	Science: Biological Science (Specialized)*
English	Science: Chemistry
Health	Science: Chemistry (Specialized)*
Home Economics	Science: Geoscience
Industrial and Technology Education	Science: Geoscience (Specialized)*
Languages other than English	Science: Physics
Mathematics	Science: Physics (Specialized)*
Foundational Mathematics*	Social Science

* *New Single Subject Teaching Credentials, adopted in 2003.*

On the next page, Table 2 lists the examinations that are used to verify subject matter competence for Multiple Subject Teaching Credentials, Single Subject Teaching Credentials, and Education Specialist Instruction Credentials. Some content areas require candidates to take more than one exam.³

³ Additional information about subject matter examinations may be found on the Commission's website at: www.ctc.ca.gov/profserv/examinfo/examinfo.html.

Table 2: Subject Matter Examinations for Preliminary Credentials

Subject	Examination Name
Multiple Subject Credential and Education Specialist Credential	Multiple Subjects Assessment for Teachers (MSAT)
Single Subject Credentials and Education Specialist Credential	
Agriculture	SSAT Agriculture
Art	SSAT Art Praxis II Art Making Praxis II Art: Content, Traditions, Criticisms and Aesthetics
Business	SSAT Business
English	SSAT Literature & English Language Praxis II English Language, Literature and Composition: Essays
Health Science	SSAT Health Science
Home Economics	SSAT Home Economics
Industrial & Technology Education	SSAT Industrial and Technology Education
Languages Other than English	
- French	SSAT French Praxis II French: Productive Language Skills Praxis II French: Linguistic Literary and Cultural Analysis
- German	SSAT German
- Japanese	SSAT Japanese
- Korean	SSAT Korean
- Mandarin	SSAT Mandarin
- Punjabi	SSAT Punjabi
- Russian	SSAT Russian
- Spanish	SSAT Spanish Praxis II Spanish: Productive Language Skills Praxis II Spanish: Linguistic, Literary and Cultural Analysis
- Vietnamese	SSAT Vietnamese
Mathematics	SSAT Mathematics Praxis II Mathematics: Proofs, Models and Problems, Part 1 Praxis II Mathematics: Proofs, Models and Problems, Part 2
Music	SSAT Music Praxis II Music: Concepts and Processes Praxis II Music: Analysis
Physical Education	SSAT Physical Education Praxis II PE: Movement Forms – Video Evaluation Praxis II PE: Movement Forms – Analysis & Design
Science	SSAT General Science <i>Plus</i> :
- Biological Science	SSAT Biology Praxis II Biology: Content Essays Praxis II General Science: Content Essays
- Chemistry	SSAT Chemistry Praxis II Chemistry: Content Essays Praxis II General Science: Content Essays
- Geosciences	SSAT Geoscience Praxis II General Science: Content Essays
- Physics	SSAT Physics Praxis II Physics: Content Essays Praxis II General Science: Content Essays
Social Science	SSAT Social Science Praxis II Social Studies: Analytical Essays Praxis II Social Studies: Interpretation of Materials

Performance Assessments

Test Name	State Cut Score	Test Score Range
Reading Instruction Competence Assessment (RICA)		
Video Performance Assessment Option	17	6-24

As noted above, the Reading Instruction Competence Assessment is designed to test professional knowledge about the instruction of reading. Candidates have the option of taking the exam by either written examination or by a video performance assessment. Both options test the same sets of skills and knowledge in four domain areas. The Video Performance Assessment requires candidates to create three separate videotape packets that show the candidate teaching reading in a variety of settings: whole class, small group, and individual. Only about 1% of candidates utilizes the video performance option when taking the RICA.

Transition to the California Subject Examination for Teachers (CSET)

In January of 2003, the first administration of the California Subject Examination for Teachers (CSET) was offered. All teacher candidates satisfying the Multiple Subjects, English, Mathematics, Science, or Social Science subject matter requirement for California certification by examination will now have to take the CSET. A brief transition period for those candidates who have taken and passed various parts of the Single Subject Assessment for Teaching/Praxis II test was offered to allow those candidates final opportunities to pass the remainder of the relevant tests before being required to take the CSET examination beginning July 1, 2003. Future Title II reports will include pass rate data for CSET.

Currently, the Commission is developing new subject matter requirements and standards in the areas of music, physical education, languages other than English, and art. Alignment of the subject matter requirements and standards with the CSET examination for these four subject areas is also under development, and will be available to teacher candidates in fall 2004.

Future Assessment Requirements

California State law requires that teacher preparation programs include a performance assessment of each Preliminary Multiple and Single Subject Credential candidate's teaching ability. The Commission has completed the development of a model teaching performance assessment, the California Teaching Performance Assessment (CA TPA), that program sponsors may choose to embed in their programs. Pilot testing and field review of the model that includes both formative assessment data as well as summative assessment data for each credential candidate have been conducted. The assessment system includes a set of performance tasks and task-specific rubrics, assessor training, and administrator training. Alternatively, program sponsors may choose to develop their own teaching performance assessments. This assessment is discussed further in the next section of this report.

No Child Left Behind Related Actions

During the summer of 2003, the California State Board of Education adopted a State Plan for addressing the requirements of the federal Public Law 107-110: No Child Left Behind Act (NCLB). The Commission on Teacher Credentialing, at its August meeting, took several actions in order to align credentialing requirements with the State Board adopted plan and the No Child Left Behind Act requirements. The State's Board's NCLB State Plan clarifies that all elementary teachers who are "new to the profession" are required by the federal regulations to demonstrate their subject matter competence by passing an examination. As such, the Commission voted to adopt in concept a requirement that all new elementary teachers pass a Commission-approved subject matter test. The only currently approved examination is the California Subject Examination for Teachers: Multiple Subjects. Implementation issues surrounding this concept will be considered at the Commission's October meeting. Teachers "not new to the profession" who had previously satisfied the subject matter requirement through completion of a State-approved subject matter program and now must demonstrate subject matter mastery under the NCLB definition will also have the option to take and pass the CSET examination in order to demonstrate that subject matter mastery.

Alignment of Standards & Assessments

This section of the report provides a brief background of California's recent teacher preparation reform effort including a description of state standards for programs and teachers. Further, this section describes the alignment between teacher certification requirements and assessments and the standards and performance assessments established for California public school children.

Teacher Preparation Reform in California

Efforts to reform California's credential system began in 1992 when the Governor and the Legislature enacted legislation (SB 1422, Chapter 1245, Statutes of 1992, Bergeson) calling for the Commission on Teacher Credentialing to complete a comprehensive review of the requirements for earning and renewing teaching credentials. The Commission conducted a systematic study that included the appointment of an advisory panel to examine credential requirements and make recommendations for reform and restructuring.

As a result of the recommendations of the SB 1422 advisory panel, the Commission sponsored omnibus legislation in 1998 (SB 2042, Chapter 548, Alpert/Mazzoni) that called for:

- The implementation of new standards to govern all aspects of teacher development, including subject matter studies, professional preparation, induction, and continuing growth;
- The creation of a two-tiered teaching credential that would establish the completion of a standards-based induction program as a path to the Level II or Professional Clear credential;
- Increased accountability by building a teaching performance assessment into initial teacher preparation;
- The alignment of all teacher preparation standards with California's K-12 academic content standards for Students and the *California Standards for the Teaching Profession*; and
- The establishment of multiple routes into teaching that will meet the same high standards, including programs that "blend" pedagogy and subject matter courses into a single program.

The passage of SB 2042 served as the impetus for an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teacher candidates. Pursuant to statute, the new standards are aligned with the academic *Content Standards for California Public Schools K-12* and with the *California Standards for the Teaching Profession*. This alignment extends to subject-matter exams, creating stronger linkages between the content of the undergraduate subject matter programs and the subject-matter examinations that candidates may take in lieu of those programs.

After extensive input from California educators, administrators and policymakers, the Commission adopted four sets of new standards.⁴ They are as follows:

- Standards of Quality and Effectiveness for Elementary Subject Matter Preparation, adopted September 2001.
- Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, adopted September 2001.
- Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation, adopted October 2001.
- Standards of Quality and Effectiveness for Professional Teacher Induction Programs, adopted March 2002.

Standards that govern the preparation of teachers working with special needs students were reviewed in 1996-1997. This review resulted in the establishment of standards for the Preliminary Level I Education Specialist Instruction Credential and the Professional Clear Level II Education Specialist Credential architecture that is currently in place.

In June of 2002, the professional teacher induction programs standards were also approved by the Superintendent of Public Instruction in accordance with California law.

During the two-year implementation period from 2001 to 2003, all currently approved Elementary Subject Matter Preparation Programs and all currently accredited Multiple and Single Subject Teacher Preparation programs, including Blended Programs, as well as all induction programs are required to submit program documents to the Commission demonstrating how each program meets the applicable new standards under SB 2042. All programs must implement the new standards by December 31, 2003.

Standards and Criteria for Teacher Certification

Standards for Prospective Teachers

Subject matter preparation program standards exist in each of the following single-subject content areas: Agriculture, Art, Business, English, Health, Science, Home Economics, Industrial and Technology Education, Languages other than English, Mathematics, Music, Physical Education, Social Science, Driver Training, and Multiple Subjects (Elementary School Teaching).

Through its accreditation review process, the Commission holds institutions accountable for ensuring that programs meet standards of quality and effectiveness and for ensuring that candidates meet prescribed competence standards.

⁴ Information about the Commission's new standards may be found at www.ctc.ca.gov/profserv/progstan.html.

In addition to the requirements identified in the *Teacher Certification in California* section of this report, the Commission has established Teaching Performance Expectations that describe what beginning teachers should know and be able to do regardless of pupil level or content area. These unique, overarching standards define the levels of pedagogical competence and performance that the Commission expects all candidates to attain as a condition for earning an initial teaching credential.⁵ The Commission expects institutions to verify individual attainment of the standards prior to recommending a candidate for a teaching credential. Institutions and districts offering programs of professional preparation are expected to assess candidates in the following areas:

- Making Subject Matter Comprehensible to Students;
- Assessing Student Learning;
- Engaging and Supporting Students in Learning;
- Planning Instruction and Designing Learning Experiences for Students;
- Creating and Maintaining Effective Environments for Student Learning; and
- Developing as a Professional Educator.

The Commission requires institutions to determine that candidates have fulfilled the standards of professional competence. The teaching performance expectations described above form the basis for the development of teaching performance assessments that will be required for the Preliminary credential for all multiple subject and single subject candidates. Under SB 2042 performance assessment will be embedded in preparation programs. Consistent with California law, teacher preparation programs may develop their own assessment or may use the California Commission on Teacher Credentialing developed model, the California Teacher Performance Assessment (CA TPA). The model will provide the teacher candidate with both formative as well as summative assessment data. The formative data will consist of detailed feedback that will assist candidates in documenting the quality of their teaching and focus on those aspects of teaching in which they need further development and support. The summative data will indicate the degree to which candidates have successfully accomplished the performance tasks that comprise the CA TPA. All candidates will need to pass a performance assessment in order to be recommended for a preliminary credential.

The passage of SB 2042 in 1998 resulted in the adoption of new standards for teacher preparation that ensure the alignment of subject matter, preparation and induction standards for teachers with California's K-12 academic content standards. These standards were designed specifically to ensure that teacher preparation programs adequately prepare prospective teachers

⁵ A detailed description of the standards may found in the following documents:

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. California Commission on Teacher Credentialing. This document is available online at:
www.ctc.ca.gov/SB2042/SB2042_info.html.

Standards of Quality and Effectiveness for Education Specialist Credential Programs, Published by the California Commission on Teacher Credentialing, December 1996. Available on line at
www.ctc.ca.gov/educator-standards/specped.pdf

to effectively teach all students the content of the K-12 academic content standards and to use state-adopted instructional materials.

The Standards of Quality and Effectiveness for Teacher Preparation Programs include standards related to: program design, governance, and qualities; preparation to teach curriculum to all students in California schools; preparation to teach all students in California schools; and supervised field work. These standards cover critical areas such as classroom management, reading instruction, child development, assessing students in relation to the K-12 academic content standards, intervening to help students meet the K-12 standards, computer skills, students with special needs, and English learners.

Under SB 2042, emphasis programs that authorize candidates to work with certain populations are being reexamined. It is expected that the Early Childhood Education and the Middle Grades Emphasis programs will continue and their content will be integrated into program elements of the applicable new standards.

In addition, in California, teachers of English Language Learners must hold an appropriate credential document authorization for English language development, specially designed academic instruction delivered in English, or content instruction delivered in the primary language. These programs, which include the Crosscultural, Language, and Academic Development (CLAD) and Bilingual, Crosscultural, Language and Academic Development (BCLAD) programs will need to be reconfigured to conform to changes in applicable law. All Multiple and Single Subject programs that receive SB 2042 approval will also include instruction for the teaching of English Learners in the general education classroom, pursuant to AB 1059 (Chapter 711, Ducheny, Statutes of 1999).

The Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential include standards related to: the substance of subject matter program curriculum; qualities of the subject matter program curriculum; leadership and implementation of the subject matter programs; and content specifications for the subject matter requirement for the multiple subject teaching credential.

In June 2002, the Commission adopted new subject matter requirements for Mathematics, Science, History/Social Science, and English/Language Arts. These requirements are aligned with the state student content standards as well as standards established by national teacher associations in each subject area (i.e., National Council of Teachers of Mathematics, National Council for the Social Sciences, National Council of Teachers of English, National Science Teachers Association.) The teacher certification standards for these subject areas have been completed and assessments for teacher candidates in those subject areas are now fully aligned with the new subject matter requirements. In addition, the Commission is currently developing new subject matter requirements and standards in four additional subject areas – art, languages other than English, music, and physical education. Fully aligned subject matter assessments in these four areas are currently under development and are expected to be available to teacher candidates in the fall of 2004.

And finally, the Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation programs were adopted at the Commission's October 2001 meeting. These

standards have also been appended to the standards for Elementary Subject Matter Preparation and Professional Teacher Preparation Standards.

The Commission anticipates that the new standards will be implemented by all teacher preparation programs by no later than December 31, 2003.

Standards for Practicing Teachers

In 1997, the Commission and the State Board of Education adopted, and the Superintendent of Public Instruction approved the *California Standards for the Teaching Profession* setting forth the standards for professional teaching practice in California. The standards were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a vision of the scope and complexity of teaching. The *California Standards for the Teaching Profession* guide teachers as they define and develop their practice.⁶

Under SB 2042, the new two-tiered credentialing system includes a two-year induction period as a path to earning the Professional Clear Credential. Teachers who hold a preliminary credential and are pursuing this path to the Professional Clear credential must complete the two-year teacher induction program of support and formative assessment during their first two years of teaching.

In March 2002, the Commission adopted Standards of Quality and Effectiveness for Professional Teacher Induction Programs. These standards establish the expectations of the Commission and the Superintendent of Public Instruction for new teacher induction. By design, these standards, coupled with standards for subject matter preparation and standards for professional teacher preparation, reflect a learning to teach continuum. Only induction programs that meet these standards may recommend candidates for a Professional Teaching Credential.

In California induction programs may be offered by public and private K-12 school districts, county offices of education, and/or institutions of higher education. Local educational agencies may apply for and receive state funding to support induction programs through the Beginning Teacher Support and Assessment Program (BTSA), a program that is administered jointly by the Commission and the California Department of Education.

The Commission is currently in the process of approving the transition of California's approximately 150 BTSA programs to programs that are aligned with SB 2042 and the Commission's adopted standards for professional teacher induction programs. The Commission anticipates that the approval process for existing programs will be complete by the end of 2003. New programs of induction may be considered for approval by the Commission after December 31, 2003.

⁶ Additional information about the *California Standards for the Teaching Profession* may be found at the following website: www.ctc.ca.gov/estppublication/estpreport.html

Standards and Assessments for Students in Public Schools

The California State Board of Education has adopted a set of core academic content standards in four curriculum areas for students in kindergarten through grade 12: English-language arts, mathematics, history-social science, and science. The K-12 academic content standards are the basis for the subject matter frameworks, the adoption of instructional materials, and the standards-aligned tests in California's student performance assessment system.⁷

California's student assessment system, the California Standardized Testing and Reporting (STAR) program, was authorized by the governor and the Legislature in 1997. The STAR program currently has four components: (1) the California Achievement Test, Sixth Edition Survey (CAT/6), published by CTB/McGraw-Hill; (2) the California Standards Test (CST) produced for California public schools; (3) California Alternative Performance Assessment (CAPA), a new assessment for students with significant cognitive disabilities, who are not able to take the CSTs or the CAT/6; and (4) the Spanish Assessment of Basic Education, Second Edition (SABE/2), an achievement test designed for students whose native language is Spanish.

During the reporting period 2001-02, the Stanford 9 (SAT 9) was used rather than the CAT/6. The SAT 9 is a nationally normed multiple-choice achievement test. Public school students in grades 2 - 11 are tested in reading, language (written expression) and mathematics. Students in grades 2 - 8 are also tested in spelling, and students in grades 9 - 11 are tested in science and social science. The purpose of the SAT 9 was to determine how well California students are achieving academically compared to the national norm group of students tested. Beginning in 2003, the SAT 9 was replaced with the California Achievement Test, Sixth Edition Survey (CAT/6). It too is a nationally normed referenced test used to compare how California students are doing in relation to students of the same grade level nationwide.

The California Standards Tests in English language arts, mathematics, science, and history-social science are comprised of items that were developed specifically to assess students' performance on California's content standards. The State Board of Education adopted the content standards that specify what all California children are expected to know and be able to do. The content standards are grade and course specific.

Alignment of Teacher Credential Standards with California Student Content Standards

SB 2042 requires that each candidate recommended for a credential or certificate demonstrate satisfactory ability to assist students to meet or exceed state content and performance standards for pupils adopted pursuant to subdivision (a) of California Education Code Section 60605. The new, standards-based credential system is intended to hold programs and candidates accountable for teaching and learning and reflect congruence with California's K-12 academic content standards. Each of the various pathways to earning a preliminary credential – integrated programs of subject matter preparation and professional preparation, postbaccalaureate programs of professional preparation, and internship programs of professional preparation – reflect this requirement.

⁷ Additional information about California's academic content standards for students may be found at: www.cde.ca.gov/board

Statewide and Institutional Pass Rates

This section of the report provides statewide information about the number of individuals who completed programs of professional preparation in the 2001-2002 academic year and information about the performance of those candidates who took any assessments required for initial certification in California. The performance data are based on the institutional report card data submitted by the 85 postsecondary institutions and school districts that were approved by the Commission to offer Multiple Subject, Single Subject, and Education Specialist credential programs in California for the 2001-2002 academic year.

Statewide Assessments used for Certification

In accordance to the federal reporting guidelines of the Higher Education Act, this report provides a ranking of institutions based on pass rates for the California Basic Educational Skills Test (CBEST), subject matter content examinations, and the Reading Instruction Competence Assessment (RICA). Table 3 on the next page indicates the specific California examinations used in the reporting of the assessment categories and a description of the State requirements for those examinations.

Important Note: The knowledge assessed by the CBEST and subject matter examinations is not typically acquired through the teacher preparation program. The verification of the basic skills and subject matter knowledge is required before advancement to the supervised classroom teaching portion of a teacher preparation program. The RICA is currently the only assessment required for certification that is designed to test the professional knowledge acquired through a program of professional preparation. Since passage of this exam is not a requirement for the Single Subject Teaching Credential, the performance data in this report are specific to candidates completing Multiple Subject and Education Specialist credential programs only.

Table 3: Description of the Assessments Used in the Report 2001-02

Assessment Categories	Examination Description	Who must take the examination(s)	When passage of the examination(s) is required
Basic Skills	CBEST -- the assessment of basic skills in reading, writing and math)	All multiple subject, single subject, and education specialist credential candidates	Before advancement to the supervised classroom teaching portion of the teacher preparation program
Professional Knowledge/Pedagogy	RICA -- the assessment of the skills and knowledge necessary for the effective teaching of reading	All multiple subject and education specialist credential candidates	Before recommendation for the credential
Academic Content Areas	Assessment of subject matter content knowledge (as specified by federal guidelines) -- SSAT and/or Praxis for art, English, languages other than English, math, music, social science, and sciences.	Any single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers	Before advancement to the supervised classroom teaching portion of the teacher preparation program
Other Content Areas	Assessment of subject matter content knowledge (as specified by federal guidelines) -- SSAT and/or Praxis for multiple subject (MSAT), agriculture, business, health science, home economics, industrial technology education, and physical education.	Any multiple subject, single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers	Before advancement to the supervised classroom teaching portion of the teacher preparation program

Institutional Pass-Rate Data for Academic Year 2001-2002

Federal guidelines require states to include a quartile ranking of institutions based on pass-rate data of assessments used for initial certification or licensure. The quartile ranking for each teacher preparation program sponsor in the state is based on (1) the pass rate for each aggregate category of assessment, and (2) its summary pass rate. States are also required to report for each quartile the mean pass rate and the range. The summary pass rate calculations are based upon the number of candidates who took at least one assessment, and whether or not they passed all attempted assessments. The pass rates for the aggregate categories are based upon the number of candidates who attempted any assessment in the category and whether or not they passed all assessments they attempted in the category.

For purposes of the federal reporting, there is a distinction made between candidates who completed programs of teacher preparation and those recommended for credentials. Program completers are defined as candidates who completed all the academic requirements of a Commission-approved teacher preparation program. These requirements do not include any of the following State requirements:

- Possession of a baccalaureate degree or higher degree from a regionally-accredited institution of postsecondary education;
- Passage of the California Basic Educational Skills Test (CBEST);
- Completion of the subject matter requirement either by passing a subject matter examination or by completing a program of subject matter preparation;
- Completion of a course or passage of an examination in the principles and provisions of the United States Constitution;
- Passage of a criminal background screening as specified by the Commission;
- Passage of the Reading Instruction Competence Assessment (RICA) as a state requirement for the Multiple Subject Teaching Credential or the Education Specialist Credential (Level I).

The pass rate information in Appendix A represents aggregate data for candidates who have completed a teacher preparation program in California and have taken examinations to fulfill any of their credential requirements. Although California considers California's university and district intern programs to be equivalent to traditional programs associated with institutions of higher education, California's report this year includes pass rate data for alternative routes to certification separately from those of "traditional" programs, consistent with Title II requirements. Pass-rate information for programs with less than ten program completers was not included. The quartile rankings are based on the total number of "program completers" who took and passed the required examinations during the 2001-2002 academic year.

The procedures for developing the institutional rankings are explained in the National Center for Education Statistics manual entitled *Reference and Reporting Guide for*

*Preparing State and Institutional Reports on the Quality of Teacher Preparation.*⁸ The methodology prescribed in the guide requires pass-rate percentages to be reported to the nearest whole percent, with ties to be included in the same quartile ranking. The resulting “adjusted quartiles” may not contain the same number of institutions within each quartile. Every institution in a given quartile has the same ranking.

Caution should be exercised when interpreting aggregate pass rate data and quartile rankings for the summary and individual assessment categories. Rankings on which quartile assignments are based may be somewhat unreliable given the narrow range of the pass rates for the summary and assessment categories. Also, not all “program completers” are required to take all the assessments reported and the assessments are taken in various stages of their preparation to become teachers.

Pass rates may be influenced by a number of variables including program size. One candidate's performance has a larger impact on smaller programs than on larger programs. For example, a program with 20 program completers would have a 100% overall pass rate and be in the first quartile if all of its program completers passed all the assessments they took for credentialing purposes (e.g., CBEST, subject matter tests, or RICA). But if one program completer did not pass all assessments, the institutional pass rate would be 95% and the program would be in the third quartile. If the same situation occurred in a program with 200 program completers, the overall pass rate would be 99.5%, and the program would remain in the first quartile.

Even though program sponsors ranked in the fourth quartile have lower pass rates than institutions in the upper quartiles, **institutions in the fourth quartile should not be considered low performing.** Overall program quality is determined by a variety of factors, including the extent to which programs meet standards of quality and effectiveness. The institutional reports included in Appendix B provide the necessary context for analyzing the merits and features of an individual teacher preparation program.

This year's report differs from previous reports in that pass-rate data for alternative certification programs are reported separately from pass rate data for traditional teacher preparation programs. Such reporting is consistent with Title II requirements.

The overall summary pass rates for program sponsors for traditional teacher preparation programs for the 2001-2002 academic year are high, from 93% to 100%, and the differences in the mean pass rates between quartiles are small. The overall summary pass rates for alternative preparation programs are similar, ranging from 91% to 100%. These pass rates are reasonable as the assessments used in the reporting are requirements for the credentialing of teachers, and “program completers” by definition have completed the academic coursework portion of their teacher preparation programs.

Pass rates for the RICA for traditional preparation programs range from 94% to 100%. Pass rates for the RICA for alternative routes to certification are similar ranging from

⁸ A copy of this guide is available on the following website: www.title2.org/guide.htm

87% to 100%. Because the content of the RICA is taught during program coursework for Multiple Subject and Education Specialist (Level I) credentials, pass rates for this exam are high. As noted earlier, the content knowledge assessed by the CBEST and subject matter examinations is not acquired through the teacher preparation program. Due the nature of the CBEST and subject matter examinations, the expected pass rate was 100%. However, slight variances were found primarily due to administrative errors and/or reporting responsibilities.

Statewide Certification data for 2001-2002

29,536 Total number of persons who received initial certification or licensure in the state during the 2001-2002 academic year. This number includes individuals who completed programs of professional preparation through a postsecondary institution or school district:

Credential Type	Number
Multiple Subject	18,259
Single Subject	8,936
Education Specialist	2,341

5,629 Total number of persons above who completed their teacher preparation outside of California and received initial certification or licensure in California during the 2001-2002 academic year.

Credential Type	Number
Multiple Subject	2,640
Single Subject	2,497
Education Specialist	492

Assessing the Performance of Preparation Programs

The Commission maintains a comprehensive accreditation system that includes regular, rigorous reviews of the more than 80 colleges and universities and eight school districts that sponsor educator preparation programs. The Commission holds *all* teacher preparation programs to standards of quality and effectiveness.

This section of the report describes the Commission's accountability system and the criteria and procedures used for assessing the performance of teacher preparation programs within the State. By the end of 2003, the Commission anticipates that all accreditation of teacher preparation programs will conform to the provisions of SB 2042 and will have incorporated the standards of program quality and effectiveness adopted by the Commission in 2001 and 2002.

Criteria for Assessing the Performance of Teacher Preparation Programs

The State has implemented criteria for assessing teacher preparation program performance that includes a set of required preconditions, including regional accreditation. The Commission has adopted a unitary accreditation system for the purpose of holding institutions accountable for the quality of their educator preparation programs. The Commission requires all sponsors of teacher preparation programs to meet the same standards of quality and effectiveness and believes that its standards for accreditation provide the strongest possible assurance that professional credentials are awarded only to individuals who have earned them.

The Commission's accreditation system is designed for the purposes of:

- Assuring the public, the students, and the profession that California's future educators have access to excellence in foundational studies, specialized preparation, and professional practice, and that these components of educator preparation are oriented to the needs of future elementary and secondary students;
- Ensuring that future educators have acquired the abilities and perspectives essential for service in public schools;
- Assuring that the preparation of future educators is appropriate for the assignments made in our public schools; and
- Contributing to a broader effort to enhance the personal stature and professional standing of all members of the education profession.

California's accreditation system is governed by an *Accreditation Framework* adopted by the Commission. This framework advances the quality of education preparation through the creation of an integrated accreditation and certification system. Under the

Commission's accreditation system, institutions are required to meet eight Common Standards of program quality and effectiveness that apply to all credential programs, and must also meet specific program standards of quality and effectiveness that apply to various educator preparation programs that may be offered.⁹

The State is in the process of implementing a standards-based teaching performance assessment that will be embedded in teacher preparation programs leading to a preliminary teaching credential.

Alignment with National Standards

The Commission has established a partnership agreement with the National Council on the Accreditation of Teacher Education (NCATE) and regularly conducts merged accreditation visits for those institutions seeking national accreditation concurrently with state accreditation.

California's partnership with this national accrediting association provides for merged state and NCATE reviews of teacher education programs and institutions for the purpose of achieving savings in time, effort, and expense while promoting collaborative efforts to implement rigorous teacher preparation standards. One of the requirements of the agreement is for the State to demonstrate how its standards are aligned with the standards established by NCATE. For California institutions pursuing or seeking renewal of NCATE accreditation, the partnership has served to reduce the duplication of effort and paperwork that would otherwise occur under separate state and national reviews, by allowing institutions to submit a single set of documents for joint accreditation reviews.

Procedures for Evaluating Teacher Preparation Programs

Accreditation visits are scheduled every five to seven years and are conducted for the purpose of ensuring that institutions offering educator preparation programs are meeting established standards. In preparing for an accreditation visit, institutions receive technical assistance from Commission staff. Accreditation visits are conducted by review

⁹ Additional information about the Commission's standards for educator preparation programs may be found in the following documents:

Standards of Quality and Effectiveness for Multiple and Single Subject Credentials, California Commission on Teacher Credentialing. This document is available online at www.ctc.ca.gov/profserv/progstan.html.

Accreditation Handbook, California Commission on Teacher Credentialing. This document is available online at: www.ctc.ca.gov/coa/coa.html.

Accreditation Framework, California Commission on Teacher Credentialing. This document is available online at www.ctc.ca.gov/coa/coa.html.

teams consisting of two to fifteen trained volunteers who are appointed from higher education and K-12 and generally reflect the range of programs offered at the institution. During the course of the accreditation visit, the review team gathers information about the quality of the education unit and credential programs at the institutions. Sources of information include written documents and interviews with institutional administrators, program faculty, enrolled candidates, field supervisors, recent graduates, employers of graduates, and program advisors. At the conclusion of the accreditation visit, the review team submits its recommendation to the Commission's Committee on Accreditation, which has the statutory authority to make the accreditation decision.

After reviewing the recommendation of an accreditation team and an appropriate institutional response, the Committee on Accreditation makes a decision about the accreditation of educator preparation programs at an institution. The Accreditation Framework, which guides the accreditation process, calls for three categories of accreditation decisions: Accreditation, Accreditation with Stipulations, and Denial of Accreditation. Within that rubric, the Committee on Accreditation makes one of five decisions pertaining to each institution:

Accreditation – The institution has demonstrated that, when judged as a whole, it meets or exceeds the Common and Program Standards. The institution is judged to be effective in preparing educators and demonstrates overall quality in its programs and general operations.

Accreditation with Technical Stipulations – The institution has been found to have some Common Standards or Program Standards not met or not fully met. The deficiencies are primarily technical in nature and generally relate to operational, administrative, or procedural concerns. The institution is judged to be effective overall in preparing educators and general operations.

Accreditation with Substantive Stipulations – The institution has been found to have significant deficiencies in Common Standards or Program Standards. Areas of concern are tied to matters of curriculum, field experience, or candidate competence. The institution demonstrates quality and effectiveness in some of its credential programs and general operations, but effectiveness is reduced by the identified areas of concern.

Accreditation with Probationary Stipulations – The institution has been found to have serious deficiencies in Common Standards or Program Standards. Significant areas of concern tied to matters of curriculum, field experience, or candidate competence in one or more programs has been identified. A probationary stipulation may require that severely deficient programs be discontinued. The institution may demonstrate quality and effectiveness in some of its credential programs and general operations, but the effectiveness is overshadowed by the identified areas of concern.

Denial of Accreditation – The institution has been found to routinely ignore or violate the Common Standards or Program Standards. The institution does not have minimal quality and effectiveness in its credential programs and operations and the level of the competence of the individuals being recommended for credentials is in serious question. The denial of accreditation results in the removal of the authority for operating credential programs in California.

Institutions that are accredited with technical, substantive, or probationary stipulations are required to address the stipulations within one calendar year. Institutions are required to prepare a written report with appropriate documentation that the stipulations have been addressed. In the case of substantive or probationary stipulations, institutions are also required to prepare for a re-visit that focuses on the areas of concern noted by the accreditation team during the original visit. The report of the actions to address the stipulations and of the re-visit team is to be received and acted upon by the Committee on Accreditation within one calendar year of the original visit. Throughout this process, institutions receive technical assistance from Commission staff in developing responses and preparing for re-visits.

An institution receiving Denial of Accreditation is required to take immediate steps to close all credential programs at the end of the semester or quarter in which the Committee on Accreditation decision took place. The institution is required to file a plan of discontinuation within 90 days of the Committee's decision, which outlines the institution's effort to place enrolled students in other programs or provide adequate assistance to permit students to complete their particular programs. The institution is prohibited from re-applying for accreditation for two years and is required to make a formal application to the Committee on Accreditation that includes the submission of a complete institutional self-study report. The self-study must clearly show how the institution has attended to all problems noted in the accreditation team report that recommended Denial of Accreditation.

Criteria Used to Classify Programs as Low Performing

The Committee on Accreditation monitors the quality of educator preparation programs through its accreditation system. Accreditation is granted to those institutions that meet the Commission's standards of quality and effectiveness. Institutions that do not meet Commission standards are precluded from offering educator preparation programs in California.

The State uses its accreditation procedures to identify and assist low-performing institutions and those at risk of becoming low performing programs of teacher preparation. For the purpose of meeting the requirements of Title II, section 208(a) of the Higher Education Act, California uses the following procedures and criteria concerning low performing institutions:

Low Performing Institutions - An institution that is determined by an accreditation review team and the Committee on Accreditation to have failed to meet the Commission's standards of quality and effectiveness would be designated as low-performing and would be denied accreditation. An institution denied accreditation is prohibited from offering teacher preparation programs in California for a minimum of two years. At the end of such time, the institution can reapply and is required to submit a formal application and demonstrate that the problems identified in the original review institution have been addressed.

At Risk of Becoming Low Performing - An institution that is determined by an accreditation review team and the Committee on Accreditation to receive Accreditation with Probationary Stipulations is at risk of becoming a Low Performing institution. Such an institution is required to respond to the stipulations and provide evidence within one calendar year that the concerns noted by the review team have been addressed. Institutions receiving Accreditation with Probationary Stipulations are required to have a re-visit that focuses on the areas of concern noted by the accreditation team during the original visit.

Currently, California has no teacher preparation programs classified as low performing or as being at risk of being so classified.

Current Activities

The Commission on Teacher Credentialing is currently engaged in reviewing its accreditation policies, processes, and procedures to ensure that they provides the most efficient and effective means to ensure quality in teacher preparation programs in California. Consistent with California Education Code, the Commission enlisted an independent evaluator to examine the accreditation process and to make appropriate recommendations. The Commission is in the process of reviewing a wide range of information related to the accreditation process, including the impact of changes that have resulted or will result in the realignment of the accreditation process with the federal Public Law 107-110: No Child Left Behind Act (NCLB), and anticipated changes in the reauthorized Higher Education Act. As a result, modifications to the existing system are possible for the future. Any changes to the system will be reported in future Title II reports.

Waivers of State Certification Requirements

During the 2001-2002 academic year, there were over 300,000 full-time teachers teaching in California's public schools.¹⁰ Census 2000 revealed what most Californians already knew -- that the state's population had grown dramatically over the past decade. That rapid growth was accompanied by similar growth in enrollment in the state's public school system, such that California public schools now educate approximately 6.1 million school children. Both the rapidity of the growth and the size of the school age population, coupled with natural attrition in the profession, contributed to a teacher shortage in the state. Although California instituted several important initiatives and programs to recruit, prepare and retain qualified teachers, California's teacher shortage created a need for many schools and school districts to meet staffing needs through the employment of individuals who do not hold a teaching credential.

It is important to note that significant dialogue and debate is currently occurring at the highest levels of state government around the critical issue of how schools and districts can continue to meet staffing needs in the absence of a highly qualified teacher, as defined by Public Law 107-110: No Child Left Behind Act (NCLB). The State Board of Education has adopted the State Plan for meeting the requirements of the NCLB and the Commission on Teacher Credentialing is currently considering numerous policy and programmatic changes in order to align credentialing requirements with NCLB. Included among these changes are significant discussions about emergency permits and waivers. The Commission is working with the State Board of Education, school districts, and others to determine the most effective and efficient means to phase out emergency permits. Future Title II reports will include information about both the actions of the State Board of Education and the Commission on Teacher Credentialing as it relates to NCLB and Title II reporting requirements.

For purposes of Title II reporting, this section of the report describes the policies that apply to persons teaching without full certification – policies and procedures that were in place for the reporting period 2001-02. Again, future Title II reports will include more information about any changes that are enacted.

Provisions for Persons Teaching Without Full Certification

Description of Waiver Categories

The Commission uses three types of documents that “waive” state credential requirements and authorize non-credentialed individuals to teach in public schools: Pre-Intern Certificates, Emergency Permits, and Credential Waivers. Schools and school districts utilize these documents when they are unable to fill vacancies with credentialed individuals.

¹⁰ *Fact Book 2003 – Handbook of Education Information*, California Department of Education, 2003.

Table 4 describes the different categories and terms California uses for temporary waivers of state certification requirements.¹¹ Each of the documents described below requires individuals to make progress toward completing the requirements for earning a teaching credential while providing schools and school districts with flexibility in handling short-term and unanticipated staffing needs when credentialed individuals are unavailable.

Determination of Need

Schools or school districts that determine a need to hire personnel on an Emergency Permit or Waiver must submit a request in writing before the Commission will consider granting it. The Commission requires local employing agencies to file a Declaration of Need for Fully Qualified Educators with the Commission if they anticipate a need to hire non-credentialed individuals to temporarily fill teaching positions. Once the Declaration is on file, the employer may apply for emergency permits for qualified individuals. Employers who find the need to request a waiver of credential requirements in order to hire an individual to fill a short-term staffing need must secure local board approval prior to applying for a waiver. **Candidates may not apply directly to the Commission for these documents.**

¹¹ Additional information about Emergency Permits and waivers may be found on line at: www.ctc.ca.gov/credentialinfo/credinfo.html

Table 4: Waivers of Credential Requirements 2001-2002

Category name:	Duration	Times renewable	Description, including requirements:
Pre-Intern Certificate	1 Year	1	<p>The Pre-Intern Certificate is available to participants in approved pre-intern programs conducted by school districts and county offices of education. Individuals in a Pre-Intern Program have not met subject-matter requirements for entry into a credential program.</p> <p>Requirements:</p> <p>Possession of a baccalaureate or higher degree from a regionally accredited college or university; and</p> <p>Passage of the CBEST</p> <p>Specific subject matter requirements apply, depending on certificate requested.</p>
Emergency Permit	1 Year	4	<p>Emergency permits are valid for one year and authorize the holder to provide the same service as a full teaching credential. Employers applying on behalf of individuals for any of these permits must verify that those individuals have met several requirements before they may receive the permit. Some of these requirements are general to all types of emergency permits, while others are specific to the permit requested. All emergency permits require the holder to complete specific requirements in order to be eligible for a re-issuance of the emergency permit for another year.</p> <p>Requirements</p> <p>Possession of a baccalaureate or higher degree from a regionally accredited college or university; and</p> <p>Passage of the CBEST</p> <p>Specific subject matter requirements apply, depending on the permit requested</p>
Credential Waiver	Variable	1-3	<p>Credential waivers are utilized to fill certificated positions when more qualified individuals are not available. Employing agencies are permitted to request a credential waiver only when qualified individuals and interns are unavailable and the employer is unable to find an individual who qualifies for an emergency permit. Waivers are generally issued for one calendar year and the individual on the waiver must demonstrate progress toward a credential by completing an examination or coursework toward the credential before the employer can be granted a subsequent waiver.</p>

Information on Waivers of State Certification or Licensure Requirements

The table below presents the aggregate number of individuals holding Pre-Intern Certificates, Emergency Permits, or Credential Waivers for each school district and for each grade level and subject area as of October 1, 2002. Individuals holding these documents serve in full-time, part-time, or long-term substitute teaching assignments. The table does not include the number of individuals who serve as day-to-day substitute teachers. Totals for individual subject areas may be higher than state totals due to individuals who are authorized to teach in more than one subject area. For example, the authorization for Bilingual Education requires certification in an additional subject area.

Table 5: Classroom Teachers with Waivers, by Category as of October 1, 2002

Reporting Categories	Total Number of Teachers ¹²	Number of Teachers Not Fully Certified ¹³	Number of Teachers Not Fully Certified but with Content Expertise ¹⁴
State Totals	309,773	30,899	29,204
High-Poverty Districts ¹⁵	94,897	13,229	13,047
All other Districts ¹⁶	214,876	17,670	16,157
Elementary Education	142,593	12,584	12,500
Arts -- All levels	3,777	250	245
Bilingual Education/ESL -- All levels	154,650	6,302	6,274
Special Education -- All levels	26,451	7,350	3,827
Career/Technical Education -- All levels	5,388	8	8
English/Language Arts -- Middle, Jr. High, High School.	27,789	2,442	2,425
Foreign Language Arts -- Middle, Jr. High, High School.	5,238	658	626
Mathematics -- Middle, Jr. High, High School.	18,273	2,342	2,256
Science -- Middle, Jr. High, High School.	14,121	1,926	1,898
Social Studies -- Middle, Jr. High, High School.	15,451	1,502	1,496

¹² Data for "Total Number of Teachers" was obtained from the California Department of Education, California Basic Educational Data System (CBEDS) and is defined in Full Time Equivalent (FTE).

¹³ Due to the possibility of a persons holding more than one credentialing document, counts for the demographic breakouts (e.g. Elementary Education, Art, etc.) may add up to more than the total.

¹⁴ The numbers reported are consistent with the definition of content expertise in place during the response period. Future reports will be adjusted to reflect any changes that are enacted, as appropriate.

¹⁵ The list of high-poverty districts in California may be found at: www.title2.org/HighPoverty.htm

¹⁶ A list of California's 1,054 school districts may be found at: www.cde.ca.gov/schooldir

Alternative Paths to Certification

In recent years, California's teacher shortage challenge has prompted significant public debate about the manner in which California recruits, prepares, and retains talented individuals in the teaching profession. California's governor and members of the Legislature have focused attention on identifying barriers that individuals face in becoming fully credentialed teachers and, as a result, have implemented a broad range of credential pathways. There is widespread recognition that the traditional route to a teaching credential, that is, a post-baccalaureate teacher preparation program, is often difficult, if not impossible for many prospective teachers. In particular, non-traditional students such as those with maturity, those making career changes, those with family obligations, or those who cannot afford to forfeit crucial income while they complete their credential requirements, may find the traditional route to be especially onerous. In many cases, these programs appeal to individuals with a good deal of work experience in other fields and for whom traditional teacher preparation programs (those with coursework followed by student teaching) may be less suited than an integrated, experiential-based program. Without options, otherwise talented individuals, many of whom have specialized skills in selected subject areas, may be dissuaded from pursuing a career in teaching.

Within the California context, it is critical to distinguish between alternative certification and alternative paths or routes to certification. While California has *alternative paths* to the teaching credential, it does not have *alternative credentials*. As previously discussed, there are four types of teaching credentials in California: (1) Multiple Subject; (2) Single Subject; (3) Education Specialist; and (4) Designated Subjects Credential. Regardless of whether an individual has met all the necessary requirements for one of the four types of teaching credentials through the traditional means of completing a one-year postbaccalaureate program at an institution of higher education, a four to five year "blended" program that allows for the concurrent completion of subject matter and professional preparation, or a district or university sponsored intern program, the credentials issued are identical. Further, all programs, including intern programs, are required to meet uniform standards of program quality and effectiveness established by the Commission. All programs include instruction in pedagogy and supervised teaching experiences. All programs are required to ensure that prospective teachers meet the teaching performance expectations prior to completing the program.

Perhaps the most common alternative route to teaching in California is enrollment in an internship program. Internship programs are designed to provide formal teacher preparation to qualifying individuals concurrent with their first year or two of paid teaching. Interns benefit from a close linkage between their teacher preparation and classroom experience, as they are able to immediately put newly acquired skills and knowledge into practice in the classroom. California offers two types of internship programs, those offered by universities and those offered by school districts.

University internship programs are programs in which school districts, county office of education, and universities cooperate in providing one- or two-year internships leading to basic teaching credentials, specialist teaching credentials, and service credentials. School districts and county offices of education collaborate with local universities in the planning and implementation of professional instruction, support, supervision, and assessment of interns.

District intern programs are two-year programs operated by local school districts or county offices of education in consultation with accredited colleges and universities. These interns acquire teaching credentials by completing on-the-job training coupled with intensive professional development. Districts are required to provide each intern with the support and assistance of a mentor teacher or other experienced educator, and to create a professional development plan for the interns in the program.

The Commission, in association with the Sacramento County Office of Education, also administers the Troops to Teachers Program. In addition, the Commission administers the Paraprofessional Training Program that is designed to assist para-educators in becoming certificated classroom teachers, and the Pre-Intern Program which assists candidates in meeting the subject matter requirements for credentialing. Together, this network of programs has assisted California by expanding the pool of prospective teachers, assisted districts in addressing teacher shortage, and assisted individuals by facilitating the process of becoming a fully credentialed teacher in California. Due to the requirements of Public Law 107-110: No Child Left Behind Act (NCLB), however, the Commission, at its August 2003 meeting took action to phase out the Pre-Intern program by 2005-06 for teachers of record. In addition, the Commission acted to continue the program after 2006, subject to funding, as a means to accelerate subject matter preparation for prospective teachers. It is anticipated that further discussion on the numerous issues related to the NCLB Act will continue and future Title II reports will include further information about any changes enacted by the State Board of Education and the Commission on Teacher Credentialing, as appropriate.

Legislation enacted in 2001, SB 57 (Scott, Chapter 269 Statutes of 2001), allows qualified people to become teachers by successfully completing tests and performance assessments in lieu of traditional teacher preparation course work and student teaching. Under SB 57, credential candidates still need to meet the existing requirements of a bachelor's degree, subject matter competence, basic skills and character fitness to qualify for a credential.

Individuals then have the opportunity to "challenge" traditional teacher preparation course work by taking a national test, scored in a manner consistent with California requirements, that covers topics such as teaching methods, learning development, diagnosis and intervention, classroom management and reading instruction. Individuals who pass the national test may enter a state-funded teacher internship program, and be eligible for early completion of the program by being observed in a classroom setting. Observations by trained assessors will measure the candidate's skills in classroom management, instructional strategies, and assisting all students to learn. Individuals that

are recommended by the internship supervisor based on the observations would be awarded a preliminary teaching credential. Candidates will also have an early completion option to earning a professional clear credential by completing the requirements of a state-approved induction program at a faster pace than traditionally required of the two-year program.

Table 6: Alternative Certification Routes

State Policies Concerning Alternative Credential Routes	Applicability
The state has approved one or more alternative routes to certification.	Yes
The state has approved alternative routes to certification, but is not currently implementing them.	No
The state is considering or has proposed alternative routes to certification.	Yes

Improving Teacher Quality

This section of the report describes steps taken during the past year to improve teacher quality. Recognizing that teacher quality and student achievement are inextricably linked, policy makers have initiated a number of programs and reforms aimed at significantly improving the preparation of K-12 teachers.

SB 2042, discussed at length earlier in this report, is arguably the most comprehensive teacher education reform effort aimed at improving the quality of teaching in California in decades. The Commission's extensive efforts over the past few years to develop, adopt, and implement new standards for teacher preparation, for elementary subject matter preparation for the multiple subject credential, for blended programs, and for induction programs, by the end of 2003 has been an enormous, yet critical undertaking for the future of education in California. It has involved a broad spectrum of educators from throughout the state, will impact all accredited teacher education programs in California, and has culminated in the adoption of new program standards aligned with the state's academic content standards for its K-12 pupils and new and more effective assessments for teacher education candidates. Ensuring that prospective teachers are prepared to teach to California's rigorous academic content standards is a central, and perhaps the most critical, component to improving academic achievement of all students in California.

Alignment of State Requirements with Public Law 107-110: No Child Left Behind Act (NCLB)

California's State Board of Education and the Commission on Teacher Credentialing have been working diligently over the past year to ensure compliance with the requirements in the federal Public Law 107-110: No Child Left Behind Act (NCLB). The State Board of Education adopted the State Plan for NCLB and the Commission on Teacher Credentialing has taken recent action to align California's teacher certification requirements with the State Board adopted plan.

The State Board's NCLB State Plan clarifies that elementary teachers who are "new to the profession" are required by the federal regulations to demonstrate their subject matter competence by passing an examination. The Commission voted to adopt in concept a requirement that all new elementary teachers pass a Commission-approved subject matter test. The only currently approved examination is the California Subject Examination for Teachers (CSET): Multiple Subjects. In addition, the Commission is working with school districts and constituent organizations to determine the most effective means to phase out emergency permits. It is anticipated that both the State Board of Education and the Commission on Teacher Credentialing will continue to discuss issues related to NCLB and consider policy and programmatic changes. Future Title II reports will include further information about any changes enacted as they relate to NCLB and as are appropriate for Title II reporting.

Other actions taken by the Commission to realign certification programs and processes to the State Board's Plan and the new federal law were to develop a new Degree Authorization in NCLB core academic subjects. This authorization meets the NCLB requirements for teachers in middle schools by either requiring a major in the subject to be taught or 32 semester units. The Commission also voted to phase out the Pre-Intern Program by 2005-06 for teachers of record. After 2006, the program may continue, subject to funding, as a means to accelerate subject matter preparation for prospective teachers.

Additionally, the Commission established the individualized Internship Certificate this year. An Individualized Internship Certificate is granted to an individual who completes subject matter competence and is admitted to a teacher preparation program, but who is unable to be placed in either a university or district intern program. The college or university and the employer are required to provide supervision for those individuals on the Individualized Internship Certificate.

Other Recent Efforts

In 2002 the Commission sponsored SB 1656 and SB 1655. After the bills were approved by the Legislature, Governor Davis signed both measures into law.

Senate Bill 1656 protects California school children by closing gaps in current law governing credential holders and applicants convicted of sex offenses that require registration as sex offenders. Due to unclear wording in law, it was possible that a person convicted of a sex offense that requires the individual to register as a sex offender would not be subject to mandatory credential revocation or denial. Prior statutes did not adequately address situations where an individual is required to register as a sex offender under the law of another state or federal law. SB 1656 specifies that applicants or teachers required to register as sex offenders under other state or federal laws are not eligible for a California credential.

SB 1655 (Scott, Chapter 225, Statutes of 2002) created expedited alternative routes to preliminary and professional clear administrative services credentials. The Commission sponsored this measure to provide options for individuals who can demonstrate competence through alternative measures. SB 1655 allows the Commission to issue administrative services credentials to qualified individuals who meet the state's standards. Specifically, the law:

- Authorizes the Commission to issue a preliminary administrative services credential, when an individual (a) possesses a valid teaching or services credential, (b) completes at least three years of teaching or services experience and, (c) successfully passes a test adopted by the Commission that is aligned to state administrator preparation standards.

- Allows the Commission to issue a clear administrative services credential to someone who has the preliminary credential and either: (a) successfully completes a Commission accredited program, (b) demonstrates mastery of Commission accredited fieldwork performance standards, or (c) passes a national administrator performance assessment adopted by the Commission.

In addition to the two Commission sponsored bills, the governor also signed SB 2029 (Alarcón, Chapter 1087, Statutes of 2002). This new statute allows district intern programs that satisfy Commission adopted standards to offer teaching credential programs in Special Education for Students with Mild/Moderate Disabilities.

Overview of Institutional Reports

The institutional report cards contained in Appendix B of this report represent the efforts of the 85 postsecondary institutions and school districts that had approved Multiple Subject, Single Subject, and Education Specialist credential programs in 2001-2002 to comply with the institutional reporting requirements mandated by Title II of the Higher Education Act. The reports are consistent with the requirements of the U.S. Department of Education and the State.

The reports provide:

- Qualitative and contextual information regarding teacher preparation programs offered;
- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of candidates who completed programs during the 2001-2002 reporting period; and
- Pass-rate data for all assessments used by the state for initial credentialing.

Institutions made their own decisions about the qualitative data included in the reports. Because of differences in budgeting, assignment practices, and institutional procedures, the quantitative data regarding candidate-supervisor ratios should be interpreted with caution. These data may not reflect the quality of interaction between candidates and the individuals who are assigned to supervise field experiences.

EXHIBIT B
2001-2002 ANNUAL REPORT
EMERGENCY PERMITS AND
CREDENTIAL WAIVERS

2001-02
Annual Report:
Emergency Permits
and
Credential Waivers



Prepared by:
Stephen Burke, Research Analyst
Certification, Assignment and Waivers Division

State of California

May, 2003



**MEMBERS OF THE CALIFORNIA
COMMISSION ON TEACHER CREDENTIALING**

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2001-02 Annual Report: Emergency Permits and Credential Waivers

Executive Summary

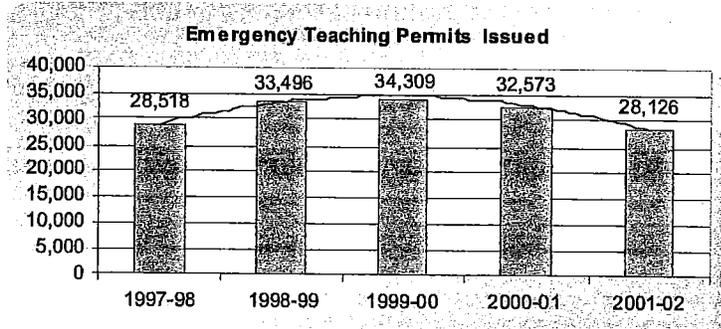
Purpose of the Report

The California Commission on Teacher Credentialing (CCTC) issues emergency permits and credential waivers to individuals, at the request of employers who are unable to sufficiently recruit fully credentialed staff to fulfill their employment needs. Many emergency permits (excluding the 30-day emergency permit) are issued to persons who have completed most of their credential program, while some hold a full credential in another area (e.g. a special education emergency permit may be issued to a teacher who already holds an elementary or secondary credential.) This report provides information on emergency permits and credential waiver activity for public, non-public and charter schools during the 2001-02 school year. The data contained in this report is compiled from the Department of Education's - California Basic Education Data System (CBEDS) and the CCTC's database.

Emergency Permits and Credential Waivers Issued to Public Schools:

According to CBEDS data, 343,057 certificated staff (full-time equivalent) were employed in public schools during 2001-02. Of this, 298,197 were employed in teaching positions, which was a 1.8% increase over the previous school year. During this time period, the number of emergency permits issued decreased by 4,482, or 13.4%; an indication that California is meeting the demand for non-emergency teachers. This was the second consecutive year, since class size reduction was implemented in California in 1996, in which the total number of emergency teaching permits decreased over the previous year.

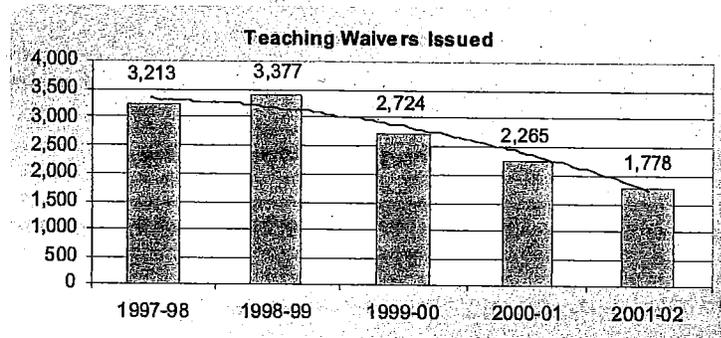
Of the 29,083 total emergency permits issued during fiscal year 2001-02, 28,126 permits were issued for teaching assignments (multiple, single, and special education). As the following chart indicates, this was a 13.7% decrease over fiscal year 2000-01.



The following is a breakdown of emergency teaching permits issued for public schools during fiscal year 2001-02 (see Table 3, page 3 for a breakdown of all types of permits):

- 12,610 multiple subject emergency permits
- 10,081 single subject emergency permits
- 5,970 special education emergency permits

During fiscal year 2001-02, 2,803 credential waivers were issued to public schools in all areas of certification (excluding day-to-day substitutes), representing .8% of the total certificated staff. Of these, 1,778 were issued for teaching assignments. This was a 21.5% decrease over the previous fiscal year.



The following is a breakdown of teaching waivers issued for public schools during fiscal year 2001-02 (see Table 8, page 11, for a breakdown of all types of waivers).

- 149 multiple subject waivers
- 444 single subject waivers
- 1,185 special education waivers

Permits and Credential Waivers Issued to Charter Schools:

864 emergency permits and credential waivers were issued for charter schools during 2001-02, resulting in a 62% increase over the previous fiscal year. The increase is a direct result of statutory changes in January 1999, which required all charter school teachers to hold California certification (a teaching credential, long-term emergency permit, or a credential waiver), as well as an increase in the number of new charter schools.

The following is a breakdown of emergency permits and credential waivers issued for charter schools during fiscal year 2001-02 (see Tables 10, 11, 12 – pages 15-17 for further data):

- 829 emergency permits
- 35 credential waivers

Permits and Waivers Issued to Non-Public Schools:

1,391 emergency permits and credential waivers were issued for non-public schools and agencies during 2001-02, resulting in a 4% increase over the previous fiscal year. Non-public schools and agencies are licensed by the Department of Education to mainly serve Special Education students; consequently over 96% of the documents issued to these organizations are in special education.

The following is a breakdown of the emergency permits and credential waivers issued for non-public schools during fiscal year 2001-02 (see Tables 13, 14 and 15 – pages 18-20 for further data):

- 673 emergency permits were issued in Special Education
- 15 other emergency permits
- 670 credential waivers were issued in Special Education
- 33 other credential waivers

Emergency Substitute Teaching Permits and Waivers:

The Commission issued 57,536 emergency substitute permits during 2001-02. This included 55,341 30-Day substitute permits, 2,045 prospective substitute permits, and 150 career substitute permits. In addition, 2,973 substitute waivers were issued for public school teaching. (see Table 16 - page 21).

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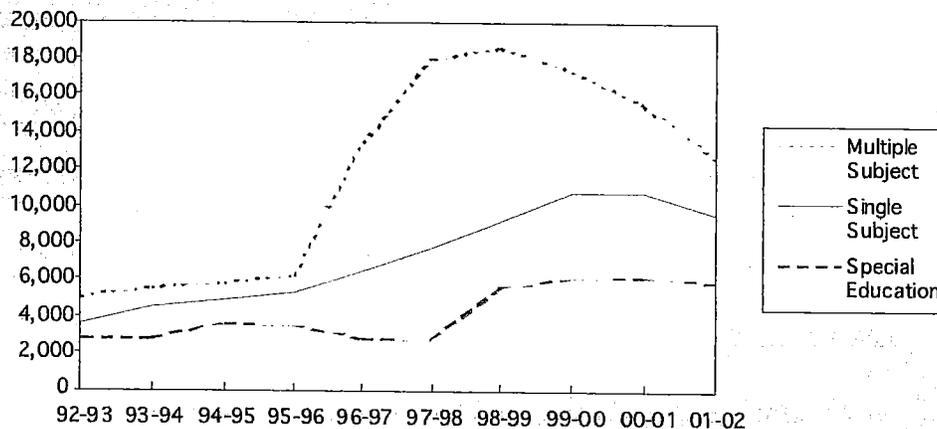
SECTION I:
Public School Statistical Data

This section reviews the Commission's statistical data to provide a more detailed picture of the emergency permit and credential waiver status for school districts and county offices of education in California. This data review includes an examination of the use of emergency permits and credential waivers by selected counties, the types of emergency permits and waivers issued within selected counties, and a listing of the single subject authorizations requested for emergency permits and waivers.

Figure 1 illustrates recent years of emergency permit issuance. During the period from 1992 to 1995 there was sustained gradual growth in the number of emergency permits. The impact of the state effort to reduce class size in primary grades is evidenced by the large increase in multiple subject emergency permits issued beginning in 1996-97 and continued through 1998-99. The good news is that fiscal year 2001-02 marked the second consecutive year in which the total number of emergency permits declined, confirming the Commission's efforts to reduce the number of emergency permits. Multiple Subject permits showed the largest decline (18.7%), with single subject and special education permits also posting considerable decreases (11.8% and 4.5% respectively).

The numbers in Figure 1 do not include permits issued to nonpublic schools, charter schools, prison schools and the California Youth Authority. Information for non-public and charter schools can be located in Sections IV and V.

Figure 1
Emergency Permits Issued During the Years 1992-93 through 2001-02



Distribution of Emergency Permits and Credential Waivers

During the 2001-02 fiscal year, the Commission issued a total of 29,083 emergency permits and 2,803 credential waivers to individuals teaching in public schools. In an attempt to better understand the number of certificated staff serving on emergency teaching permits and credential waivers in public schools, the following data shows the total number of certificated staff serving in California during 2001-02. The certificated staff data included in all tables in this report is from the California Department of Education's California Basic Educational Data System (CBEDS). The numbers reflect full-time equivalent (FTE) positions, which may be lower than the actual number of individuals employed due to combining part-time positions. The data from that comparison revealed (Table 1) that 9.8% of the certificated staff served on emergency permits and .8% on credential waivers. The data in Table 1 refers to documents issued for public school employment only (see sections II and III for data regarding charter and non-public schools).

**Table 1
Total Number of Emergency Permits and Credential Waivers as
Compared to Certificated Staff 2001-02**

Total Certificated Staff	Total Emergency Permits	% of Permits	Total Credential Waivers	% of Waivers	Percentage of Staff on Emergency Permits and Credential Waivers
343,057			2,803	.8 %	9.3 %
*298,197	29,083	9.8 %			
	Teaching Permits		Teaching Waivers		
*298,197	28,126	9.4 %	1,778	.6 %	10.0 %

Note (*): The percentage of certificated staff serving on emergency permits (column 3) is derived from dividing the number of emergency permits by the total number of teachers, excluding administrators (23,298) and services staff (21,562), who were employed in California during 2001-02. Total Teaching Permits and Teaching Waivers include multiple subject, single subject, and special education only.

Types of Emergency Permits

Table 3 reports the total number of emergency permits issued in 2001-02. Overall, there was a 13.4% decrease in the issuance of emergency permits over the 2000-01 fiscal year.

**Table 3
Emergency Permits Issued , 1997-98 through 2001-02**

Permit Type	1997-98	1998-99	1999-00	2000-01	2001-02	% Change from 00-01
Special Education	2,758	5,653	6,158	6,249	5,970	- 4.5%
Total Multiple Subject	17,981	18,676	17,421	15,505	12,610	- 18.7%
Multiple Subject	16,285	16,871	15,279	12,964	10,081	- 22.2%
CLAD Emphasis*	896	1,221	1,654	2,129	2,355	10.6%
BCLAD Emphasis**	742	584	488	412	251	- 39.1%
Total Single Subject	7,779	9,167	10,730	10,819	9,546	- 11.8%
Single Subject	7,408	8,739	10,014	9,654	8,153	- 15.6%
CLAD Emphasis*	179	376	677	1,126	1,433	27.3%
BCLAD Emphasis**	63	52	39	39	30	- 23.1%
Library Media	148	195	239	239	232	- 2.9%
Clinical Rehabilitative	164	185	210	86	53	- 38.4%
Resource Specialist	1,458	869	463	263	153	- 41.8%
BCLAD**	9	9	7	28	28	0.0%
CLAD*	118	145	197	376	491	30.6%
Total	30,415	34,899	35,425	33,565	29,083	- 13.4%

*Cross-cultural, Language and Academic Development

** Bilingual, Cross-cultural, Language, and Academic Development

Figures 2 and 3 illustrate, by percentage, the types of emergency permits issued in both 2000-01 and 2001-02. The figures show that the total number of permits decreased by 4,482. The distribution of the types of permits remained fairly constant, with multiple subject permits showing the largest change (3% decline) over the previous fiscal year.

Figure 2
Types of 2000-01 Emergency Permits by Percentage
Total Emergency Permits – 33,565

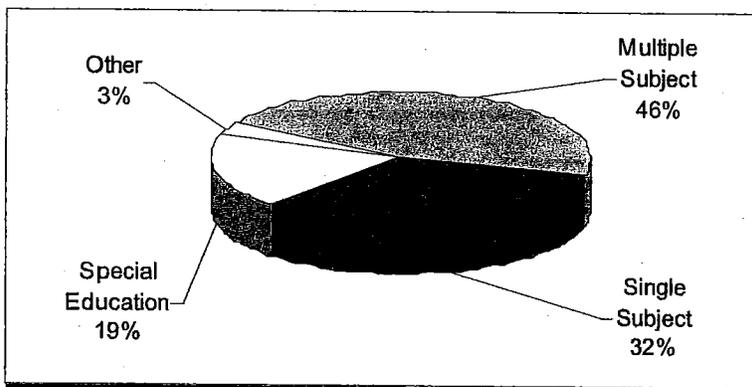
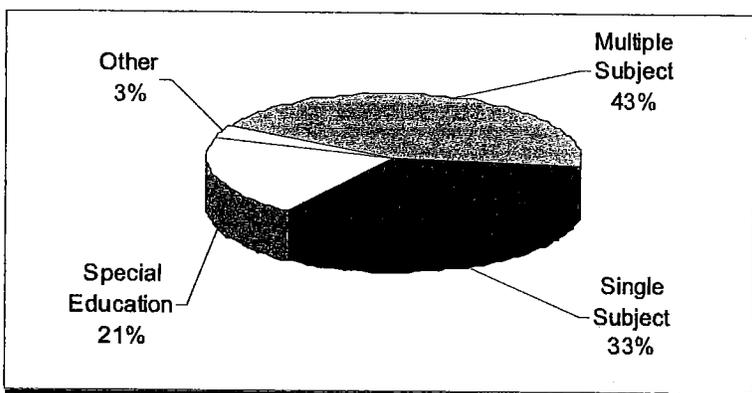


Figure 3
Types of 2001-02 Emergency Permits by Percentage
Total Emergency Permits – 29,083



Subject Authorizations on Single Subject Emergency Permits

Tables 4, 4A and 4B list specific teaching subject authorizations of single subject emergency permits issued during the 1997-98 through 2001-02 fiscal years. The issuance of permits for math and science continue to be high, as these are statewide shortage areas that are recognized by the Commission.

Note: The total number of subject authorizations exceed the number of total emergency permits issued since more than one subject may be listed on a document.

Table 4
Single Subject Authorizations on Emergency Permits

Subject	1997-98	1998-99	1999-00	2000-01	2001-02	% of 2001-2002 Total
Agriculture	25	22	33	23	26	.2%
Art	155	228	261	273	248	2.3%
Business	199	205	264	296	275	2.5%
English	1,577	1,958	2,349	2,428	2,273	20.1%
Foreign Language Total (Table 4B)	663	727	845	851	716	6.6%
Government	0	0	0	0	0	0%
History	4	4	3	3	0	0%
Health Science	116	120	131	145	149	1.4%
Home Economics	62	63	66	81	63	.6%
Industrial Technology Ed.	76	74	79	67	60	.6%
Mathematics	1,580	1,815	2,018	1,885	1,716	15.8%
Music	361	453	534	535	484	4.5%
Physical Education	756	837	1041	1,173	1,066	9.8%
Science Total (Table 4A)	2,070	2,407	2,728	2,734	2,106	19.4%
Social Science	1,289	1,573	1,914	1,975	1,678	15.5%
Total	8,933	10,486	12,267	12,469	10,860	100.0%

Table 4A reflects the distribution of emergency permits for science by the specific science areas. The Commission revised the subject areas for science in 1995 to include the four specific areas of biological sciences, chemistry, geosciences and physics. The subjects, life science and physical science, were eliminated. However, individuals who were enrolled in programs for those credentials and had obtained an emergency permit for those subjects prior to the change were allowed to continue renewing those documents in order to give them time to complete the program. Therefore, emergency permits in those subjects have steadily declined since 1995 as those individuals earn their credentials. Slightly over half of the science permits were issued for biological sciences.

**Table 4A
Science Emergency Permits**

Subject	1997-98	1998-99	1999-00	2000-01	2001-02	% of 2001-2002 Total
Life Science	113	74	49	34	21	1.0%
Physical Science	106	86	64	45	22	1.0%
Science: Biological Science	1,015	1,247	1,530	1,518	1,189	56.5%
Science: Chemistry	498	616	666	690	524	24.9%
Science: Geosciences	94	111	135	152	126	6.0%
Science: Physics	244	273	284	292	224	10.6%
Science Total	2,070	2,407	2,728	2,731	2,106	100.0

Permits for foreign languages accounted for 6.6% of the subjects. Table 4B provides information on the languages for which those permits were issued. The numbers show that permits for teaching Spanish accounted for 82.5% of the foreign language permits while French constituted 9.8% of those documents and 7.7% was divided among the nine remaining languages.

**Table 4B
Foreign Language Emergency Permits**

Subject	1997-98	1998-99	1999-00	2000-01	2001-02	% of 2001-2002 Total
Foreign Language: Cantonese	0	0	0	5	0	0.0%
Foreign Language: Chinese	7	5	6	3	2	0.3%
Foreign Language: French	57	79	98	97	70	9.8%
Foreign Language: German	10	18	15	15	15	2.1%
Foreign Language: Italian	0	3	4	3	3	0.4%
Foreign Language: Japanese	11	12	15	17	22	3.1%
Foreign Language: Korean	3	0	1	2	1	0.1%
Foreign Language: Latin	4	7	12	9	7	1.0%
Foreign Language: Mandarin	1	2	0	1	2	0.3%
Foreign Language: Pilipino	0	0	0	2	0	0.0%
Foreign Language: Russian	1	2	2	2	1	0.1%
Foreign Language: Spanish	567	595	689	692	591	82.5%
Foreign Language: Vietnamese	2	4	3	3	2	0.3%
Foreign Language Total	663	727	845	851	716	100.0

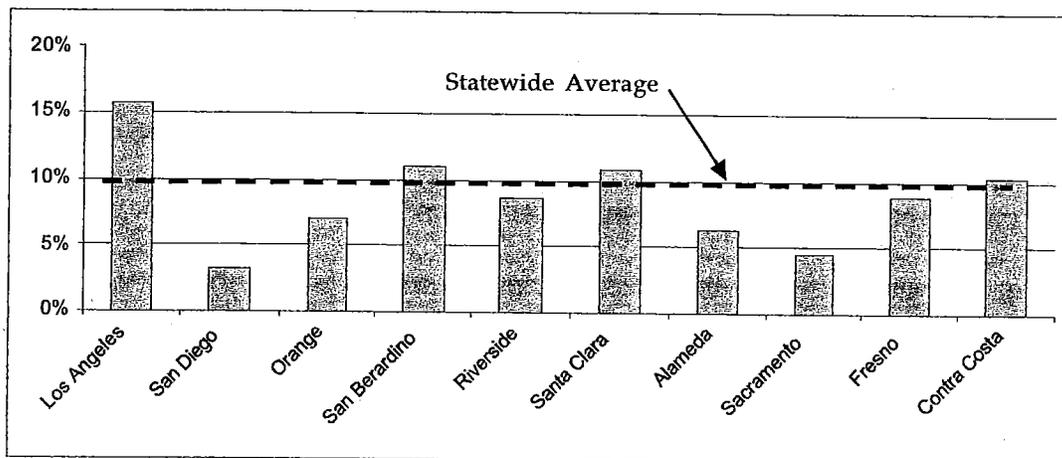
Table 5 includes the ten largest counties based on total certificated staff. Certificated staff consists of teachers, administrators, and services personnel (counselors, librarians, nurses, etc.). The percentages for emergency permits and waivers allows the reader to make comparisons between the counties, even though their sizes may vary. The table shows that Los Angeles County, which has the largest number of certificated staff of any county, employed 16.7% of those individuals on emergency permits. In contrast, San Diego County, which has the second largest number of certificated staff, used the lowest percentage of emergency permits. None of these ten counties utilized waivers for more than 2% of their certificated staff.

Table 5
Permits and Waivers Issued in Ten Largest Counties
Compared to Certificated Staff

Ten Largest Counties	Total Teaching Staff	Emergency Permits	% on Permits	Total Certificated Staff	Waivers	% on Waivers
Los Angeles	81,443	13,571	16.7%	93,579	1,002	1.1%
San Diego	24,230	842	3.5%	27,947	49	0.2%
Orange	22,748	1,680	7.4%	25,847	106	0.4%
San Bernardino	18,082	2,082	11.5%	20,554	169	0.8%
Riverside	15,731	1,259	8.0%	17,829	85	0.5%
Santa Clara	12,491	1,410	11.3%	14,270	188	1.3%
Sacramento	11,484	489	4.3%	13,346	37	0.3%
Alameda	11,094	714	6.4%	12,783	110	0.9%
Fresno	9,058	751	8.3%	10,798	48	0.4%
Contra Costa	8,012	825	10.3%	9,125	155	1.7%

The statewide average usage of emergency permits decreased from 11.5% in 2000-01 to 9.8% in 2001-2002. Figure 4 compares the ten largest counties to the statewide average of certificated staff employed on emergency permits. Six of the ten counties were below the statewide average.

Figure 4
Percentage of Certificated Staff Serving on Emergency Permits



To better describe the distribution of the various subject areas, Table 6 displays the highest requested subject areas by county.

Table 6
The number of emergency permits requested by subject area and county
for 2001-02

Name of County	Science	Math	English	Social Science	Physical Education
Alameda	59	54	52	44	39
Alpine	0	0	0	0	0
Amador	0	2	0	1	0
Butte	1	5	5	4	1
Calaveras	5	2	1	1	0
Colusa	0	0	1	1	3
Contra Costa	83	66	71	46	38
Del Norte	1	0	3	0	1
El Dorado	8	7	10	5	2
Fresno	35	36	52	39	35
Glenn	0	2	1	1	0
Humboldt	0	0	0	0	0
Imperial	5	10	10	18	6
Inyo	1	0	3	1	0
Kern	32	35	58	29	9
Kings	5	10	7	17	16
Lake	3	1	1	2	0
Lassen	1	3	4	1	1
Los Angeles	1,114	769	1,041	804	512
Madera	3	7	5	2	2
Marin	4	6	2	3	1
Mariposa	0	2	0	0	0
Mendocino	0	0	1	1	1
Merced	14	11	24	18	11
Modoc	0	0	0	1	0
Mono	0	0	1	0	0
Monterey	23	21	25	20	13
Napa	5	5	5	5	6
Nevada	0	2	3	2	0
Orange	135	81	118	88	36
Placer	4	3	5	5	7
Plumas	0	3	0	0	0
Riverside	88	82	122	76	63
Sacramento	45	42	51	37	13
San Benito	4	1	6	2	0

Name of County	Science	Math	English	Social Science	Physical Education
San Bernardino	107	124	187	78	80
San Diego	47	61	40	29	19
San Francisco	8	9	7	13	11
San Joaquin	19	20	32	13	12
San Luis Obispo	2	2	1	0	0
San Mateo	18	25	23	16	8
Santa Barbara	8	2	13	6	7
Santa Clara	102	91	116	109	50
Santa Cruz	10	10	13	20	7
Shasta	4	2	4	6	0
Sierra	0	0	0	0	0
Siskiyou	0	0	2	1	0
Solano	34	31	28	27	15
Sonoma	7	8	9	3	2
Stanislaus	6	6	23	8	2
Sutter	2	1	1	1	0
Tehama	0	0	0	0	0
Trinity	0	0	0	0	0
Tulare	21	28	40	26	16
Tuolumne	1	0	0	2	0
Ventura	31	22	32	35	19
Yolo	5	4	8	6	2
Yuba	1	2	4	3	1
Total	2,111	1,716	2,271	1,676	1,067

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Credential Waivers

Since July 1, 1994, the California Commission on Teacher Credentialing has had the sole authority to review requests by employing school districts to temporarily waive specific credential requirements for individuals. Prior to that date, the authority to grant waivers was vested in the State Board of Education. Waivers are requested by employing agencies when they have exhausted their attempts to find a credentialed individual or an individual who is eligible for an emergency permit. When adopting regulations and developing procedures for exercising its authority, the Commission established as the fundamental goal of the waiver process the transitioning of individuals from waivers to emergency permits and ultimately to full credentials.¹

Since the requirements for credential waivers are at a level below those for emergency permits, regulations require that every waiver presented to the Commission's Appeals and Waivers Committee must go through a public notice process at the local level. Governing boards of public school districts must approve each waiver in a public meeting. County offices of education and non-public schools must post, in a public place for 72 hours, a notice that they are employing individuals in specific assignments on waivers. This process notifies the public that a non-credentialed individual will be teaching in a public school classroom.

According to the California Basic Education Data System (CBEDS) data maintained by the California Department of Education, during 2001-02 there were 343,057 certificated staff in the public schools including administrators, counselors, psychologists, and elementary, secondary, and special education teachers. Table 1 below displays the number of waivers the Commission has issued compared to the number of certificated staff. The numbers do not include waivers granted for 30-day substitute teaching as substitutes are not included in the CBEDS data. The table shows that the percentage of certificated staff serving on waivers has decreased over the last four years despite a steady increase in the number of certificated employees over this time period.

The data in Table 7 reflects the number of waivers issued to public schools in California. Please see section II and III for the non-public and charter school waiver data.

Table 7
Total Waivers Issued as Compared to Total Certificated Staff

Fiscal Year	Certificated Employees	Waivers	Percentage
1995-96	266,543	3,560	1.3 %
1996-97	278,871	4,395	1.6 %
1997-98	300,577	4,768	1.6 %
1998-99	314,352	3,862	1.2 %
1999-00	326,168	3,678	1.1 %
2000-01	336,751	3,238	1.0%
2001-02	343,057	2,803	0.8%

¹ The State Board of Education or the Superintendent of Public Instruction retains the legal authority to review all waiver requests that do not involve credentialing.

Types of Credential Waivers

Table 8 displays the types of credential waivers issued to public schools during the last five fiscal years for which data is available. There was a 5.7% decrease in the number of credential waivers issued in 2001-02 compared to 2000-01. This compares to a 5.4% increase in 2000-01 over the previous year. While 30-Day substitute permits increased 3%, and accounted for over 51% of the total waivers issued, decreases were experienced in all three types of teaching waivers (multiple subject, single subject, and special education) issued by the Commission.

Table 8
Credential Waivers Issued, 1997-98 through 2001-02

Permit/Credential Type	1997-98	1998-99	1999-00	2000-01	2001-02	% Change from 00-01
30-Day Substitute	1,806	2,067	2,134	2,886	2,973	3.0%
Multiple Subject	613	579	300	234	149	- 36.3%
Single Subject	363	513	525	607	444	- 26.9%
Special Education	2,237	2,285	1,899	1,424	1,185	- 16.8 %
Resource Specialist	578	4	0	0	0	0%
Reading Specialist	464	438	340	269	241	- 10.4%
Adapted PE	85	108	125	131	141	7.6%
Clinical or Rehabilitative	223	281	245	314	380	21.0%
Administrative Services	18	23	17	31	34	9.7%
Pupil Personnel Services	89	82	67	67	74	10.5%
Library Media	37	45	47	63	49	- 22.2%
Other	61	119	113	98	106	8.2%
Total	6,574	6,544	5,812	6,124	5,776	- 5.7%

Figure 5 and 6 illustrate, by percentage, the types of credential waivers issued in 2000-01 and 2001-02. The overall number of waivers decreased by 348, or 5.7%. The distribution of waiver types remained relatively constant in fiscal year 2001-02 compared to the previous year, with 30-Day emergency permits increasing by 4% due to the reduction in numbers of teaching waivers issued.

Figure 5
Types of 2000-01 Credential Waivers by Percentage
6,124 Waivers

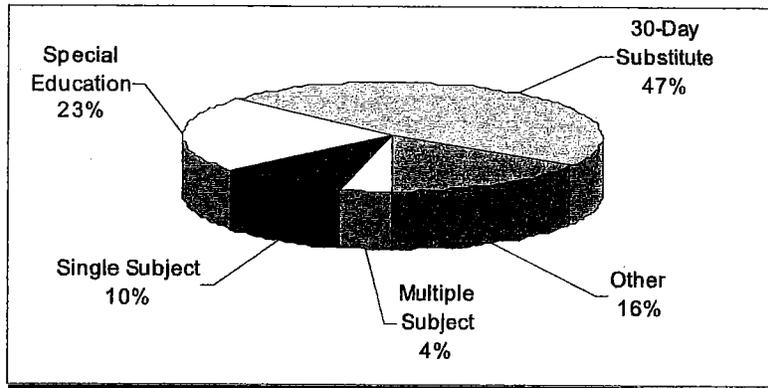
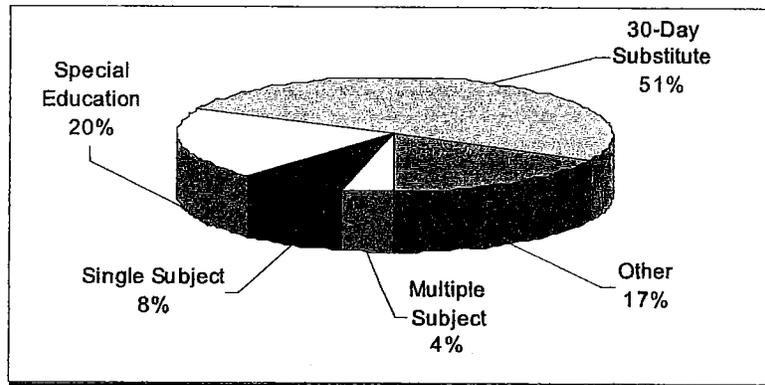


Figure 6
Types of 2001-02 Credential Waivers by Percentage
5,776 Waivers



Subject Authorizations on Single Subject Credential Waivers

Table 9 is a breakdown of the specific teaching subject authorizations of single subject credential waivers issued for the last three fiscal years.

**Table 9
Single Subject Authorizations on Credential Waivers**

Subject	1999-00	2000-01	2001-02	% of 2001-02 Total
Agriculture	1	1	0	0.2%
Art	8	7	12	1.1%
Business	3	10	7	1.5%
English	35	69	32	10.5%
*Foreign Language Total	46	65	60	9.9%
Health Science	10	3	5	0.5%
Home Economics	2	3	1	0.5%
Industrial Tech Education	9	1	4	0.2%
Mathematics	227	290	208	44.1%
Music	31	27	17	4.1%
Physical Education	53	62	33	9.4%
**Science Total	84	97	76	14.7%
Social Science	16	23	16	3.5%
Total:	525	658	471	100 %

* Foreign Language Subject Areas:	1999-00	2000-01	2001-02	% of 2001-02 Total
Foreign Language: French	3	10	9	15.0%
Foreign Language: German	0	2	1	1.7%
Foreign Language: Japanese	3	5	2	3.3%
Foreign Language: Korean	0	0	1	1.7%
Foreign Language: Latin	0	1	0	0%
Foreign Language: Mandarin	2	1	0	0%
Foreign Language: Punjabi	0	0	1	1.7%
Foreign Language: Spanish	37	45	46	76.7 %
Foreign Language: Vietnamese	1	1	0	0%
Foreign Language total:	46	65	60	100 %

** Science Subject Areas:	1999-00	2000-01	2001-02	% of 2001-02 Total
Science: Biological Science	51	62	37	48.7%
Science: Chemistry	14	20	19	25.0%
Science: Geosciences	11	6	7	9.2%
Science: Physics	8	9	13	17.1%
Science total:	84	97	76	100%

Section II:

Charter Schools

Charter schools are public schools that provide instruction in any of grades K-12. In 1998-99, the maximum total number of charter schools authorized to operate in the state was set at 250 by Section 47602 of the Education Code. Additionally, in the 1999-2000 school year, and each successive school year thereafter, an additional 100 charter schools are authorized to operate in California. Charter schools are usually created or organized by a group of teachers, parents and community leaders, or a community-based organization. Furthermore, charter schools are usually sponsored by an existing local public school board or county board of education. Specific goals and operating procedures for the charter schools are detailed in an agreement, or charter, between the sponsoring board and charter organizers. Passage of Assembly Bill 544 (Lempert, Statutes of 1998, Chapter 34), effective January 1, 1999, required all charter school teachers to hold a Commission issued certificate, permit, or other equivalent document to that which a teacher in a public school would be required to hold. This requirement, as well as a general increase in the overall number of new charter schools in the state, has led to increases in the issuance of permits and waivers to charter schools over the past two years.

Table 10 displays the number of emergency permits and credential waivers issued to charter schools by county over the past three fiscal years. Tables 11 and 12 display the types of emergency permits and credential waivers issued during 2001-02.

**Table 10
The Number of Emergency Permits and Credential Waivers
Issued to Charter Schools by County from 1999-00 through 2001-02**

County	Permits 1999- 00	Waivers 1999- 00	Total 1999- 00	Permits 2000- 01	Waivers 2000- 01	Total 2000- 01	Permits 2001- 02	Waivers 2001- 02	Total 2001- 02
Alameda	24	6	30	14	8	22	13	2	15
Contra Costa	0	0	0	0	0	0	11	4	15
El Dorado	0	0	0	1	0	1	3	0	3
Humboldt	0	0	0	2	0	2	3	0	3
Kern	0	0	0	0	0	0	4	0	4
Kings	0	0	0	5	0	5	7	0	7
Fresno	12	3	15	29	4	33	44	7	51
Lassen	0	0	0	0	0	0	1	0	1
Los Angeles	151	12	163	220	10	230	252	8	260
Marin	2	0	2	2	0	2	1	0	1
Mendocino	1	1	2	8	0	8	6	0	6
Modoc	0	0	0	0	0	0	2	0	2
Mono	1	0	1	0	0	0	0	0	0
Monterey	3	0	3	3	0	3	9	0	9
Nevada	8	0	8	7	0	7	7	0	7

County	Permits 1999- 00	Waivers 1999- 00	Total 1999- 00	Permits 2000- 01	Waivers 2000- 01	Total 2000- 01	Permits 2001- 02	Waivers 2001- 02	Total 2001- 02
Orange	0	0	0	2	0	2	10	0	10
Placer	11	0	11	4	0	4	13	0	13
Riverside	3	0	3	12	1	13	13	0	13
Sacramento	21	0	21	26	0	26	33	0	33
San Bern.	37	3	40	46	1	47	62	1	63
San Diego	31	2	33	61	6	67	85	1	86
San Francisco	7	0	7	13	0	13	13	0	13
San Joaquin	4	0	4	0	0	0	16	0	16
San Mateo	19	1	20	21	3	24	19	3	22
Santa Barbara	1	0	1	0	0	0	4	0	4
Santa Clara	1	0	1	0	0	0	1	2	3
Santa Cruz	5	2	7	4	0	4	8	0	8
Shasta	1	0	1	3	0	3	0	0	0
Sierra	0	0	0	1	0	1	2	0	2
Siskiyou	0	0	0	0	0	0	1	0	1
Solano	0	0	0	3	0	3	0	0	0
Sonoma	5	2	7	8	1	9	5	1	6
Stanislaus	0	0	0	0	0	0	3	0	3
Sutter	0	0	0	2	0	2	2	0	2
Tulare	1	0	1	0	0	0	0	1	1
Yuba	1	0	1	1	0	1	7	0	7
Statewide	0	0	0	0	0	0	169	5	174
Total	349	32	381	498	34	532	829	35	864
% Change			81.4%			39.6%			62.4%

Table 11
Types of Emergency Permits Issued to Charter Schools in 2001-02

Types of Emergency Permits	Number	% of Total
Single Subject	296	35.7%
Multiple Subject	511	61.6%
Education Specialist	22	2.7%
Total	829	100.0

Table 12
Types of Credential Waivers Issued to Charter Schools in 2001-02

Types of Credential Waivers	Number	% of Total
Single Subject	14	40.0%
Multiple Subject	15	42.9%
Special Education	2	5.7%
Designated Subjects	4	11.4%
Total	35	100.0

SECTION III:

Non-Public Schools and Agencies

Non-Public schools and agencies are licensed by the California Department of Education based upon standards in the Education Code and California Code of Regulations, Title 5, to serve special education students through contracts with public school districts. One of the licensing requirements for these schools is to employ credentialed special education teachers, the same as public school districts. Due to the statewide shortage of special education teachers, non-public schools experience difficulty in recruiting special education teachers so they request emergency permits and credential waivers to meet their staffing needs. Individuals employed on emergency permits and credential waivers at non-public schools must meet the same requirements as those employed by public schools.

Table 13 displays the number of emergency permits and credential waivers issued to non-public schools and agencies by county for the past three fiscal years. In October of 1997, requirements for emergency special education permits changed to no longer require that an individual hold a regular education credential to qualify for the permit. While that remains as an option to qualify, the new regulations allow individuals with appropriate course work or experience to obtain the permit, which has helped many more individuals qualify for the permit. Tables 14 and 15 display the types of emergency permits and waivers issued during fiscal year 2001-02.

Table 13
The Number of Emergency Permits and Credential Waivers
Issued to Non-Public Schools by County from 1999-00 through 2001-02

County	Permits 1999- 00	Waivers 1999- 00	Total 1999- 00	Permits 2000- 01	Waivers 2000- 01	Total 2000- 01	Permits 2001- 02	Waivers 2001- 02	Total 2001- 02
Alameda	29	25	54	22	19	41	25	33	58
Butte	1	0	1	0	0	0	0	0	0
Contra Costa	14	33	47	19	30	49	21	25	46
El Dorado	3	0	3	4	0	4	1	1	2
Fresno	0	0	0	0	0	0	0	0	0
Kern	1	1	2	0	0	0	1	0	1
Los Angeles	250	326	576	299	392	691	293	413	706
Marin	7	2	9	7	1	8	8	1	9
Mendocino	0	0	0	1	0	1	0	0	0
Monterey	0	0	0	1	0	1	1	0	1
Napa	5	2	7	2	2	4	3	1	4
Nevada	2	3	5	3	5	8	4	4	8
Orange	42	21	63	41	27	68	34	42	76
Placer	1	0	1	1	0	1	1	0	1
Riverside	22	48	70	23	44	67	26	47	73
Sacramento	47	25	72	39	39	78	57	38	95
San Benito	0	0	0	0	1	1	0	0	0
San Bern.	24	56	80	20	50	70	19	33	52

County (cont.)	Permits 1999- 00	Waivers 1999- 00	Total 1999- 00	Permits 2000- 01	Waivers 2000- 01	Total 2000- 01	Permits 2001- 02	Waivers 2001- 02	Total 2001- 02
San Diego	64	16	80	68	6	74	71	13	84
San Francisco	11	10	21	16	7	23	12	9	21
San Joaquin	6	0	6	7	1	8	5	1	6
San Mateo	4	4	8	1	0	1	0	0	0
Santa Barbara	8	9	17	6	5	11	6	3	9
Santa Clara	11	10	21	16	9	25	19	11	30
Santa Cruz	3	0	3	3	0	3	3	0	3
Shasta	0	0	0	0	0	0	1	0	1
Solano	4	4	8	4	5	9	5	8	13
Sonoma	14	1	15	15	2	17	10	1	11
Stanislaus	8	5	13	3	7	10	7	5	12
Tulare	0	1	1	0	0	0	0	0	0
Ventura	8	2	10	6	1	7	5	1	6
Yolo	0	1	1	1	4	5	5	1	6
Statewide	0	0	0	0	0	0	45	12	45
Totals	589	605	1,194	628	657	1,285	688	703	1,391
% Change			+15%			+8%			+4%

Table 14
Types of Emergency Permits Issued to Non-Public Schools and Agencies in 2001-02

Types of Emergency Permits	Number	% of Total
Clinical & Rehabilitative Services	4	0.6%
Single Subject	5	0.7%
Multiple Subject	6	0.9%
Special Education	673	97.8%
Total	688	100.0

Table 15
Types of Credential Waivers Issued to Non-Public Schools and Agencies in 2001-02

Types of Emergency Waivers	Number	% of Total
Designated Subjects/Special Subjects	3	0.4%
Adaptive Physical Education	17	2.4%
Clinical & Rehabilitative Services	12	1.7%
Special Education	670	95.3%
Single Subject	1	0.1%
Multiple Subject	0	0%
Pupil Personnel Services	0	0%
Total	703	100.0

SECTION IV:

Emergency Substitute Teaching Permits and Waivers:

Substitute teachers serve an important function in the educational system by filling in as the teacher when the full-time teacher is unavailable. For an individual to qualify for the substitute emergency permit, he or she must possess a bachelor's or higher degree (90 semester units for the Prospective Teaching Permit) from a regionally accredited college or university and pass the CBEST. All substitutes must also complete the Commission's professional fitness review. The 30-day (60 days for the Career Teaching Permit) reference in the title of the permit means that an individual can substitute for no more than thirty days for a single teacher during a school year. They may, however, substitute for an unlimited number of days for various teachers throughout the school year. The substitute permit is intended to meet the day-to-day substitute needs of a school district, and is not intended to serve as a long-term assignment alternative.

During the 2001-02 school year, the Commission issued 57,536 emergency substitute permits. Of these, 55,341 were for the 30-Day Substitute Emergency Permits, 2,045 were for the Prospective Substitute Permit, and 150 were for the Career Substitute Permit. Districts also requested 2,973 30-Day Substitute Waivers to meet the demand. Districts may request a substitute credential waiver to waive either CBEST, the bachelor's degree, or on rare occasions, both. Table 16 illustrates the number of permits and credential waivers issued during the past six years.

**Table 16
Number of Emergency 30-Day Substitute Permits and Waivers
Issued from 1996-97 through 2001-02**

30-Day Substitute Permits	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	% Change from 2000-01
Total Permits	32,859	43,076	41,699	45,022	48,883	57,536	17.7%
30-Day	*	*	41,208	43,701	46,928	55,341	17.9%
Prosp.Teach	*	*	424	1211	1,822	2,045	12.2%
Career Subs.	*	*	67	110	133	150	12.8%
Waivers	2,584	1,806	2,067	2,134	2,886	2,973	3.0%

*The breakdown of 30-Day Substitute Type permit is not available for years prior to 1998.

The following defines the authorizations for the three types of substitute permits issued by the Commission.

- The Emergency 30-Day Substitute Teaching Permit authorizes the holder to serve as a day-to-day substitute teacher in any classroom, including preschool, kindergarten, and grades 1-12 inclusive. However, the holder may not serve as a substitute for more than 30 days for any one teacher during the school year.
- The Emergency Substitute Teaching Permit for Prospective Teachers authorizes the holder to serve as a day-to-day substitute teacher in any classroom, including preschool, kindergarten, and grades 1-12 inclusive. The holder may serve as a substitute for no more than 20 days for any one teacher and may only serve for a maximum of 90 days during the school year.
- The final type of emergency permit, the Emergency Career Substitute Teaching Permit authorizes the holder to serve as a day-to-day substitute teacher in any classroom, including preschool, kindergarten, and grades 1-12 inclusive. The holder may serve as a substitute for no more than 60 days for any one teacher during the school year.

Section V:

Summary and Conclusions

For almost 30 years the Commission has issued emergency permits. Recent developments in California have focused attention on public education and, in particular, the need for credentialed teachers. This seventh-annual report on the subject has been prepared to provide information on the utilization of emergency permits and credential waivers by California employers in 2001-02, and does not attempt to explain why counties and districts experience difficulty recruiting credentialed teachers.

The main findings of this report are:

- 29,083 emergency permits, and 5,776 credential waivers (2,803 excluding day-to-day substitute permits) were issued to public schools in 2001-02. Of these, 28,126 emergency permits and 1,778 waivers were issued strictly for teaching purposes (elementary, secondary, and special education).
- 12,610 multiple subject emergency permits were issued during 2001-02. This was a decrease of 2,895, or 18.7%, over 2000-01. This decrease can be attributed, in large part, to the increase in the number of candidates in the California pre-internship teaching programs, and internship programs offered through universities and school districts.
- 9,546 single subject emergency permits were issued during 2001-02. This was a decrease of 1,273, or 11.8%, over 2000-01; marking the first decline of emergency single subject permits in over ten years.
- 5,970 education specialist emergency permits were issued during 2001-02. This was a decrease of 279, or a 4.5%, over 2000-01. Emergency permits for employment as a resource specialist decreased by 41.8% during 2001-02. The resource specialist continues to decrease, since the authorization is now incorporated under the Education Specialist emergency permit.
- 864 emergency permits and waivers were issued to Charter Schools during 2001-02. This was a 62.4% increase over 2000-01. The increases were a direct result of Assembly Bill 544 (Lempert) (Statutes of 1998, Chapter 34), which, since its implementation in January 1, 1999, required all charter school teachers to hold a Commission issued certificate, permit or other equivalent document to that which a teacher in a public school would be required to hold, as well as an overall increase in the number of new charter schools.
- 5,776 waivers were issued during 2001-02. This was a 5.7% decrease over the previous fiscal year. If factoring out the 30-day substitutes, waivers would show a decrease of 435, or 13.4%.

The Governor, Legislature, and the Commission are working together to help recruit credentialed teachers from out-of-state, provide systematic support for pre-interns, provide additional funding for internship programs and BTSA, encourage individuals through CAL TEACH to become teachers, encourage individuals to become mathematics teachers by providing monetary awards, and encourage credentialed teachers to teach in low-performing schools by providing monetary incentives. Together, these initiatives constitute a multi-pronged approach toward meeting California's need for additional teachers for the future.

Section VI:

Emergency Permit Requirements

Current Requirements for Emergency Permits

The Commission currently issues eleven types of emergency permits (see appendix B). Emergency permits are valid for one year and authorize the holder to provide the same service as a full teaching credential. Employers applying on behalf of individuals for any of these permits must verify that those individuals have met minimum requirements before the permits are issued. Some of these requirements are general to all types of emergency permits, while others are specific to the type of permit requested. All emergency permits require the holder to complete specific requirements while he or she holds the permit in order to be eligible for a reissuance of the emergency permit for another year.

General Requirements for All Emergency Permits

The applicant must verify that he or she possesses a baccalaureate or higher degree from a regionally accredited college or university, pass the California Basic Education Skills Test (CBEST), complete the specific requirements for the permit requested as described in the next section of this report, and pass a character and identification clearance.

All employing agencies requesting emergency permits are required to file a Declaration of Need for Fully Qualified Educators. This Declaration is submitted each school year prior to the Commission issuing emergency permits to individuals employed by the agency. The employing agency states on the Declaration of Need its estimate of need for each type of emergency permit. The Declaration must be approved in a public meeting of the agency's governing board. Through this process, the governing board and the public are informed of the number of individuals that the district reasonably expects to employ with emergency permits. Having the Declaration approved by the board not only informs the board of the district's shortage areas, but also allows for policy discussions such as why there is a shortage, whether it is statewide or restricted to the district, and whether the district can recruit or develop fully qualified and credentialed staff.

As a condition for employing emergency permit holders, the district must agree to provide permit holders with orientation, guidance and assistance. The orientation and training must occur prior to the individual being placed in a classroom and must include curriculum training, effective techniques of classroom instruction and effective techniques of classroom management. The emergency permit regulations also require the employing district to assign a certified and experienced educator to guide and assist the emergency permit holder. In addition, the certified and experienced educator must have at least three years of full-time classroom teaching experience. Emergency permits are valid for one year and are restricted to the district requesting the permit.

Specific Requirements for Emergency Permits

In order to qualify for an emergency permit, an applicant must meet the general requirements listed above and the requirements specific to the type of permit requested. Specific requirements are listed below by permit type:

Multiple Subject Emergency Teaching Permit

- (1) The applicant must provide written intent to complete the requirements for reissuance of the permit during the valid period of the permit.
- (2) The applicant must verify one of the following:
 - (a) passage of the Multiple subject Assessment for Teachers (MSAT); or
 - (b) completion of at least 10 semester units of college course work in each of any four of the following subject areas: Language Studies, Literature, History, Social Science, Mathematics, Science, Humanities, Art, Physical Education and Human Development. (The fourth 10-unit area may also be a combination of any two-subject areas not previously used.)

Single Subject Emergency Teaching Permit

- (1) The applicant must provide written intent to complete the requirements for reissuance of the permit during the valid period of the permit.
- (2) The applicant must verify one of the following:
 - (a) passage of the examination(s) approved by the Commission to verify appropriate knowledge of the subject to be listed on the permit, or
 - (b) verification of at least 18 semester units, or nine upper division or graduate semester units of college course work in the subject to be listed on the permit.

Emergency Multiple or Single Subject Teaching Permit with CLAD Emphasis

The requirements for these permits are the same as for the permits listed above.

Emergency Multiple or Single Subject Teaching Permit with BCLAD Emphasis

The requirements for these permits are the same as for the basic multiple and Single Subject emergency teaching permits except that the applicant must verify proficiency in the language to be listed on the permit by one of the following means:

- (1) passage of one of the examinations approved by the Commission for this specific purpose, or
- (2) passage of a Commission-approved oral language proficiency assessment administered by a California college or university, or
- (3) possession of a three-year or higher degree from a foreign college or university in which all instruction was delivered in the language to be listed on the permit.

Emergency Cross-cultural, Language and Academic Development (CLAD) Permit

The applicant for this permit must possess a valid California teaching credential or children's center permit excluding emergency permits, internship credentials, exchange and sojourn credentials.

Emergency Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Permit

The applicant for this permit must:

- (1) possess a valid California teaching credential or children's center permit excluding emergency permits, internship credentials, exchange and sojourn credentials; and
- (2) verify proficiency in the language to be listed on the permit by one of the following means:
 - (a) passage of one of the examinations approved by the Commission for this specific purpose, or
 - (b) passage of a Commission-approved oral language proficiency assessment administered by a California college or university, or
 - (c) possession of a three-year or higher degree from a foreign college or university in which all instruction was delivered in the language to be listed on the permit, or
 - (d) possession of a valid California Single Subject or Standard Secondary teaching credential with a major in the language to be listed on the permit.

Emergency Education Specialist Instruction Permit

- (1) The applicant must provide written intent to complete the requirements for reissuance of the permit during the valid period of the permit.
- (2) The applicant must verify one of the following:
 - (a) possession of a valid basic California teaching credential; or
 - (b) possession or eligibility for an out-of-state Special Education credential requiring a baccalaureate degree and preparation program; or
 - (c) a minimum of three years successful classroom experience working with Special Education students in a public or state-certified school; or
 - (d) a minimum of nine semester units 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.

Emergency Resource Specialist Permit

The applicant for this permit must:

- (1) either possess a valid basic California teaching credential or possess or show eligibility for an out-of-state Special Education credential and
- (2) submit a statement indicating intent to enroll in a Commission-approved program for one of the following:

- (a) Education Specialist Instruction Credential, which authorizes service as a Resource Specialist;
- (b) one of the credentials prerequisite to the Resource Specialist Certificate; or
- (c) Resource Specialist Certificate itself.

Emergency Library Media Teacher Services Permit

Individuals holding a valid California teaching credential must:

- (1) provide written intent to complete the requirements for reissuance of the permit during the valid period of the permit.
- (2) verify possession of a valid basic California Teaching Credential.

Individuals holding an out-of-state credential authorizing service as a librarian must:

- (1) provide written intent to complete the requirements for reissuance of the permit during the valid period of the permit and
- (2) show possession of, or eligibility for, the out-of-state librarian credential.

Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, Including Special Class Authorization – (No longer issued – renewals only)

Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing – (No longer issued – renewals only)

Reissuance Requirements for Emergency Permits

For the first reissuance only, all of the following requirements must be satisfied:

- (1) the employing agency must verify that orientation, guidance and assistance have been provided,
- (2) obtain an evaluation by a Commission-accredited professional preparation institution identifying requirements the emergency permit holder must complete to be eligible for the related credential,
- (3) verify that holders of the emergency multiple or single subject teaching permits, emergency multiple or single subject teaching permits with either a CLAD or BCLAD emphasis, and the emergency education specialist instruction permit have completed one of the following:
 - a) take the appropriate subject matter examination(s) if the holder has not completed the subject matter knowledge requirement prior to applying for the permit, or
 - b) complete at least six semester units or nine-quarter units of approved course work (with a grade of "C" or better, non-remedial) in a Commission-accredited professional preparation program or subject matter program required for issuance of the related credential. The course work must be completed after the issuance date of the emergency permit that is being reissued and prior to the requested reissue date of the permit. The appropriate college or university must verify the course work, or
 - c) complete a minimum of ninety hours of professional development activities that are directly related to the subject or class authorized by the emergency permit if the applicant is employed by an employing agency with a Plan to Develop Fully Qualified Educators which has been approved by the Commission.

For all subsequent reissuances, both of the following requirements must be satisfied:

- (1) the employing agency must verify that orientation, guidance and assistance have been provided,
- (2) completion of at least six semester units or nine-quarter units of approved course work (with a grade of "C" or better, non-remedial) in a Commission-accredited professional preparation program or subject matter program required for issuance of the related credential. The appropriate college or university must verify this.

The employing agency must have on file with the Commission, an annual Declaration of Need for Fully Qualified Educators.

Section VII:

Credential Waiver Requirements:

The Credential Waiver Process

Credential waivers are utilized by county offices of education, school districts and non-public schools to fill certificated positions when individuals holding credentials are unavailable. When an employing agency reviews its staffing needs and recruits for various positions, it first must attempt to fill a position with an appropriately credentialed employee. If a credentialed individual is not available, the employer must explore the feasibility of employing an individual in an internship capacity. If a university or district internship program is not available, the employer may request an emergency permit. When the employer is unable to find an individual who qualifies for the emergency permit, it then requests a variable term waiver for the best qualified applicant available.

The Education Code [Section 44225(m)] authorizes the Commission to grant two types of waivers, short-term and variable term. Short-term waivers give local agencies the ability to cover unanticipated, immediate, short-term needs with teachers who hold a basic credential, but are assigned to teach outside of their credential authorization for one semester or less with their consent. These waivers are reported to the county offices of education for assignment monitoring purposes. This report does not include information pertaining to short-term waivers.

Variable term waivers provide additional time for individuals to complete credential requirements or provide employing agencies with time to find an individual who either holds an appropriate credential or qualifies under one of the available assignment options. Waivers are issued for one calendar year and the individual on the waiver must demonstrate progress by completing an examination or coursework toward the credential. Variable term waivers include:

- (1) waivers to facilitate assignment in school programs addressing issues of educational reform,
- (2) waivers to employ or assign identified individuals when the employing agency finds there is an insufficient number of certificated persons who meet the specified employment criteria for the position,
- (3) waivers to temporarily exempt geographically isolated regions, which have severely limited ability to develop personnel, from specific state requirements for educator preparation, licensing or assignment, or
- (4) other temporary waivers approved at the discretion of the Commission.

Requests by employing school districts for waivers of credential requirements are reviewed by the Appeals and Waivers Committee of the Commission at each monthly meeting. The Committee has established criteria to guide employing agencies, Commission staff, and Commissioners in the preparation and review of waiver applications. The general criteria for credential waiver requests follows.

General Criteria for All Waiver Requests

Waiver requests must meet all of the following criteria before they will be placed on the Commission's consent calendar.

- *Recruitment:* There is acceptable evidence that the employer has verified that they have attempted to recruit a fully credentialed individual for this assignment.
- *Credential Goal:* There is evidence that the waiver request is in a subject matter area known to have substantial shortages of credentialed personnel. This is determined by a periodic review of the number of waiver requests and emergency permits issued during the prior year. Currently, the established shortage areas are: Special Education including the resource setting, speech therapy, education for limited English proficient students, math and science instruction, reading instruction, driver education and training, library media services, and Multiple subject instruction.
- *Qualifications:* There is acceptable evidence that the employing agency has provided sufficient information to explain why the applicant is the best available person for the position. Such information may include verification of the completion of a degree, CBEST, part or all of a professional preparation program, or related experience.

- *Assignment:* There is evidence that this person has not been identified as misassigned in this assignment by the employing agency, or if the person has been identified as misassigned, there is evidence that action other than requesting a waiver was taken as a result of that misassignment.
- *Commitment:* There is acceptable evidence that the individual will have ongoing support and assistance provided by district personnel who hold a credential in the area of the waiver.

Criteria for Services Credential Waivers

Variable term waivers for pupil personnel and administrative services credentials have additional criteria that must be met since there is no substantial statewide shortage of individuals who hold these credentials.

- *Personnel Shortage:* There is written documentation that no credentialed candidates applied for the position or that credentialed candidates did not meet specific employment criteria (i.e., special skills as described below) for the assignment. The employer must briefly explain why each credentialed candidate was not selected for the position.
- *Special Skills: Services, Experience and Expertise:* There is written documentation that this individual possesses special skills, or that he or she can provide special services to the pupils served by the employer and that, by virtue of this individual's training, experience or expertise, he or she is the best person for this assignment. Such written documentation shall be in the form of a state license or advanced degree in a field directly related to the proposed assignment. For example, a district seeking a waiver of a pupil personnel services credential may provide written documentation that the individual holds a Masters of Social Work degree from an accredited institution. An example of a special skill is proficiency in a second language spoken by the students in the district.
- *Program Enrollment:* There is written documentation that this individual is enrolled in a program of professional preparation leading to the appropriate services credential and that he or she is close to completing all requirements for the credential. Such written documentation shall include specific information on the number and type of courses completed, along with the anticipated date for program completion. Written documentation from the authorized administrator at the university verifying the individual's current status in the credential program and the anticipated completion date of the program must be submitted.

Once an employing agency determines that an individual meets the criteria, the variable term waiver must be approved by the local governing board for public school districts. In the case of county offices of education and non-public schools licensed by the California Department of Education, they must complete a public notice process. The minutes of the governing board attesting to the approval of the waiver request or a copy of the public notice must be included with the waiver application.

After Commission staff has reviewed the waiver request and determined that all information is included, the waiver is placed on the Commission agenda to be considered by the Appeals and Waivers Committee. Depending on the circumstances for each application, the waiver request may be placed on the *consent calendar*, which means the waiver has met all of the Committee's criteria for approval. It may be placed on the *conditions calendar* for which criteria has also been approved. The conditions recommended by staff depend on the circumstances of each case, but generally require that the applicant complete at least six semester units toward the credential goal or pass one or more sections of CBEST during the term of the waiver. These conditions are printed on the waiver document.

The credential waiver waives only specific academic requirements for a credential. All credential waiver holders must complete the same character and identification clearance as credentialed teachers. The character and identification clearance consists of a fingerprint review of any criminal history by both the California Department of Justice and the Federal Bureau of Investigation, and when necessary, the Commission's Committee of Credentials and Division of Professional Practices.

Appendix A

Emergency Teachers: An Historic Overview

Prior to the creation of the California Commission on Teacher Credentialing (CCTC), the State Department of Education issued Provisional Credentials to persons who met minimum qualifications, but had not completed a teacher preparation program. This was the pre-1970 antecedent to the emergency credential or permit, which the state has issued regularly for over 30 years.

The Teacher Preparation and Licensing Act of 1970 (the Ryan Act), created the Commission on Teacher Preparation and Licensing (later the California Commission on Teacher Credentialing) as an independent agency within the Executive Branch of the Government. The act authorized the Commission to issue emergency "credentials" based on "at least 90 semester units of college work." The 90-semester unit requirement raised the standard for the credential from the 60 semester units required for the provisional credential of the earlier era.

A new emergency credential was adopted by regulation in April 1976 when the Emergency Bilingual Certificate of Competence Teaching Credential became effective. Among the conditions for this emergency credential were the requirements that the applicant complete a minimum of 90 semester units, be assessed for competence in the target language, complete three semester units or staff development in bilingual teaching methodology and have either two years of teaching in a bilingual classroom or be employed as a paraprofessional in a bilingual classroom. The credential authorized the holder to teach any subject in a bilingual class in grades 12 and below. The Commission, by establishing this specific emergency credential, was responding to new California bilingual education legislation (the Chacon-Moscone Act of 1976, Chapter 36, Statutes of 1977) and recognizing the shortage of teachers with bilingual capabilities.

The requirements for emergency credentials or permits continued to evolve over time as new statutory and regulatory changes modified the requirements. In May 1981, the administrative regulations were amended to include enrollment in a degree or credential program and the completion of six semester units as requirements for serving an additional year on the emergency credential. Two important requirements in 1982 were added by statute: a baccalaureate degree and the California Basic Educational Skills Test (CBEST). The CBEST requirement became effective January 1, 1983 while the baccalaureate degree was phased in to become the minimum requirements for all emergency credentials. In 1986, a subject matter requirement for the single subject and the multiple subject emergency permits was established by law. In 1994, the Commission adopted regulations changing the title from "emergency credential" to "permit". (SB 322, Morgan, Chapter 378, Statutes of 1994). New legislation was enacted restricting the number of years an individual may serve on an emergency permit to no more than five.

Appendix B:

Types of Emergency Permits Currently Issued in California

The following is a list of the types of emergency permits currently issued in California. Following each title is a description of the school setting for each permit:

- Emergency Multiple Subject Teaching Permit, typically used for the elementary classroom;
- Emergency Single Subject Teaching Permit, typically used for the secondary classroom;
- Emergency Multiple Subject Teaching Permit with Cross-cultural, Language and Academic Development (CLAD) Emphasis, which authorizes teaching limited English proficient students;
- Emergency Single Subject Teaching Permit with CLAD Emphasis, which authorizes teaching limited English proficient students;
- Emergency Multiple Subject Teaching Permit with Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Emphasis, which authorizes teaching in a bilingual classroom;
- Emergency Single Subject Teaching Permit with BCLAD Emphasis, which authorizes teaching in a bilingual classroom;
- Emergency Cross-cultural, Language and Academic Development (CLAD) Permit, which authorizes teaching limited English proficient students;
- Emergency Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Permit, which authorizes teaching in a bilingual classroom;
- Emergency Education Specialist Instruction Permit, which authorizes instruction of students with special needs;
- Emergency Resource Specialist Permit, which authorizes the instruction of students with special needs who spend the majority of their school day in a regular education classroom;
- Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, Including Special Class Authorization, which authorizes service as a speech pathologist and authorizes instruction of children with autism
(no longer issued – renewal only);
- Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, which authorizes service as a speech pathologist
(no longer issued – renewal only);
- Emergency Library Media Teacher Services Permit, which authorizes services as a librarian.

Appendix C

Table of All Public School Districts

The following information is a combination of the California Basic Education Data System (CBEDS) and CCTC data. The employment data is from the California Department of Education's – California Basic Educational Data System (CBEDS) which is reported each October. The certificated personnel are represented in Full Time Equivalent (FTE) positions. The actual number of personnel at each district maybe higher due to part-time employees.

Legend

County	County Name (CBEDS data)
District	School District or County Offices of Education (CBEDS)
Admin	Number of Administrators (CBEDS)
Pupil Svcs	Number of Pupil Personnel Services staff (CBEDS)
Teachers	Number of Teachers employed by the district (CBEDS)
Total Cert.	Total number of Certificated Staff (CBEDS)
Permits	Number of emergency permits issued to the district or county (CCTC)
% of Teachers on Permits	Percentage of Teachers serving on emergency permits. Administrators and Services are excluded due to the fact that there are no emergency permits for administrators, and very few service permits. (CCTC)
Waivers	Number of variable term waivers issued to the district or county (CCTC)
% of Cert Staff on Waivers	Percentage of the Total Certificated Staff serving on variable term waivers (CCTC)
% of Cert Staff on P/W	Percentage of Total Certificated Staff serving on either an emergency permit or a variable term waiver (CCTC)

EXHIBIT C
TEACHER SUPPLY IN CALIFORNIA
2001-2002 FIFTH ANNUAL REPORT

**Teacher Supply in California
A Report to the Legislature
Fifth Annual Report
2001-02**



**Submitted Pursuant to Chapter 381
Statutes of 1999**

**California Commission on Teacher Credentialing
State of California
2003**



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California Commission on Teacher Credentialing

Teacher Supply in California 2001-2002
A Report to the Legislature
Executive Summary

Determining teacher supply in California is essential for policy makers as they analyze how current statutes and policies impact teacher recruitment, teaching incentives and teacher preparation. This report provides data collected by the California Commission on Teacher Credentialing (Commission) and addresses several questions regarding the supply of teachers newly available to teach in California classrooms.

Originally intended to provide data as outlined in Assembly Bill 471 (Scott, Chapter 381, Statutes of 1999) signed by Governor Davis, the report incorporates the requirements of the legislation into a tool for policy makers and others interested in teacher supply. More detailed data is available on-line in the full report at www.ctc.ca.gov.

This report frames information under eight questions regarding teacher supply. The questions are:

- How Many Teachers Are Credentialed Each Year in California?
- What Types of Credentials Are Teachers Earning?
- Are Alternative Routes Growing?
- Are Career Ladder Programs Working?
- Who Prepares California's Teachers?
- Are More People Considering a Teaching Career?
- Are Credentialed Teachers Staying in the Classroom?
- Are the Numbers of Emergency Permits and Waivers Declining?

In fiscal year 2001-02 California saw a 23% increase in teachers newly available to teach, a 14% decrease in the number of emergency teaching permits, and a 22% decrease in the number of credential waivers.

How Many Teachers Are Credentialed Each Year in California?

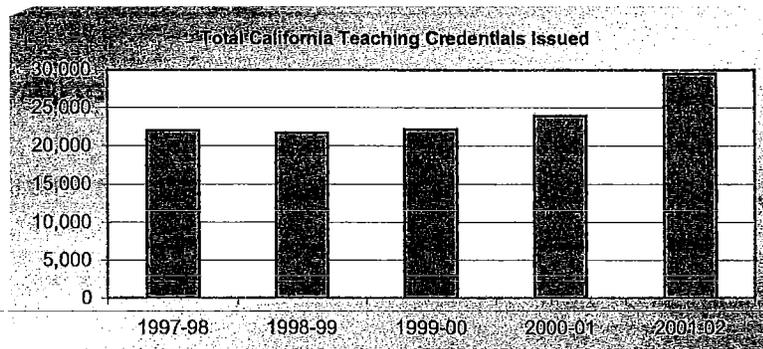
Teachers may earn a California teaching credential through a variety of programs offered by Institutions of Higher Education (IHE) or through intern programs offered by a school district or consortia of districts. All teacher preparation programs must meet the same high teacher preparation standards and be accredited by the Commission. Teachers prepared in other states have several options for obtaining a California credential depending on their years of experience or the comparability of their teacher preparation program to those in California. Recent legislation has effectively streamlined this process for out-of-state teachers.

The supply of credentialed teachers in California increased by 23% from fiscal year 2000-01 to 2001-02, from 23,926 to 29,536. Of these teachers, 46% had previously held an intern credential, a pre-intern certificate, or an emergency permit and were teaching in California classrooms.

The following chart shows the numbers of teachers earning California credentials for fiscal years 1997-98 through 2001-02.

Total California Teaching Credentials Issued

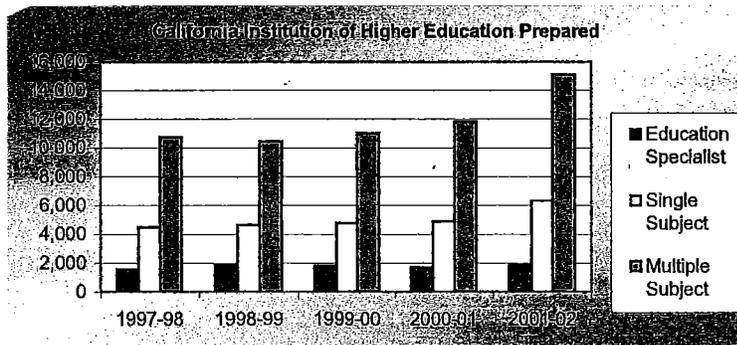
	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>% Change</u>
California IHE Prepared	16,767	16,993	17,555	18,397	23,225	26.2%
District Prepared	393	508	703	805	682	-15.3%
Out-of-State Prepared	4,837	4,216	3,864	4,724	5,629	19.2%
Totals	21,997	21,717	22,122	23,926	29,536	23.4%



The following charts show the types of teaching credentials earned in California through the avenues outlined on the previous page – California IHE programs, school district programs and teachers prepared in other states. There are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple Subject Teaching Credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single Subject Teaching Credentials authorize service in departmentalized classes such as those in most middle and high schools. Education Specialist credentials authorize service in special day classes and in resource programs for students with special needs.

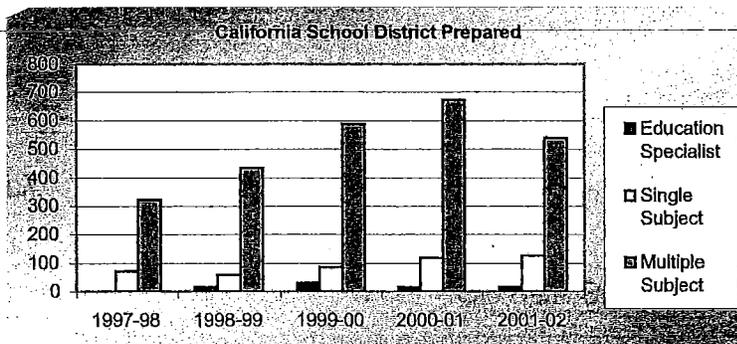
California IHE Prepared

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>% Change</u>
Multiple Subject	10,710	10,444	11,013	11,813	15,080	27.7%
Single Subject	4,500	4,650	4,748	4,886	6,313	29.2%
Education Specialist	1,557	1,899	1,794	1,698	1,832	7.9%
Total	16,767	16,993	17,555	18,397	23,225	26.2%



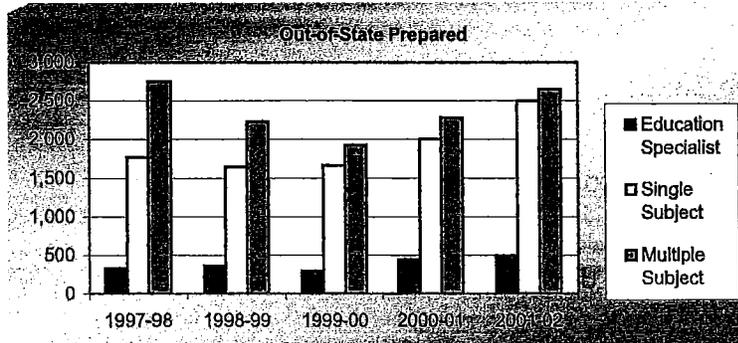
District Prepared

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>% Change</u>
Multiple Subject	322	434	587	673	539	-19.9%
Single Subject	71	58	85	117	126	7.7%
Education Specialist	0	16	31	15	17	13.3%
Total	393	508	703	805	682	-15.3%



Out-of-State Prepared

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>% Change</u>
Multiple Subject	2,747	2,223	1,918	2,277	2,640	15.9%
Single Subject	1,765	1,634	1,658	2,006	2,497	24.5%
Education Specialist	325	359	288	441	492	11.6%
Totals	4,837	4,216	3,864	4,724	5,629	19.2%



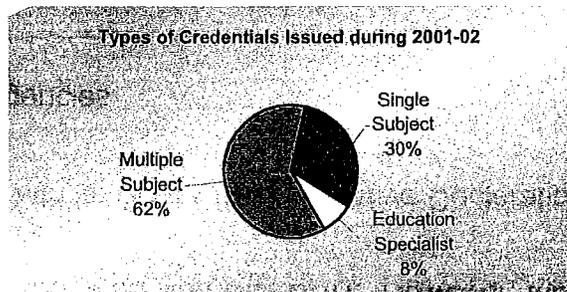
What Types of Credentials Are Teachers Earning?

This report focuses on teaching credentials for California’s K-12 classrooms. As stated previously, there are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple Subject Teaching Credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single Subject Teaching Credentials authorize service in departmentalized classes such as those in most middle and high schools. Education Specialist credentials authorize service in special day classes and in resource programs for students with special needs.

As shown in the chart below, Multiple Subject Teaching Credentials comprise 62% of the total number of credentials issued in 2001-02 at 18,259. Single Subject Teaching Credentials comprise 30% at 8,936 and Education Specialist Teaching Credentials comprise 8% of the total at 2,341.

Types of Credentials Issued During 2001-02

	<u>2001-02</u>
Multiple Subject	18,259
Single Subject	8,936
Education Specialist	2,341
Total	29,536



Are Alternative Routes Growing?

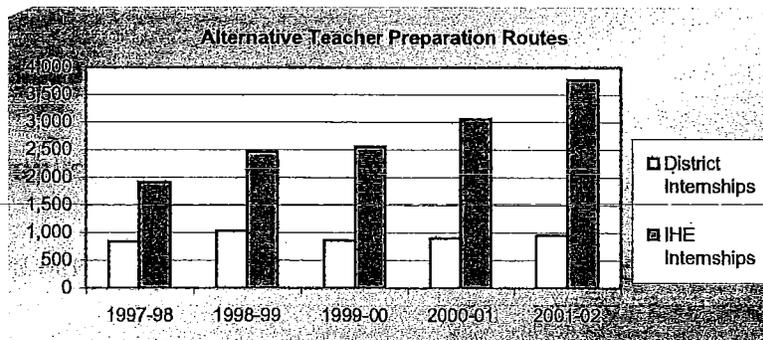
California offers great flexibility for individuals interested in becoming teachers. The traditional route to teaching includes a year of preparation courses including field experience and student teaching. The experience is carefully planned to introduce the prospective teacher into the classroom and to ensure that the teacher is fully prepared upon earning the credential. However, this route does not meet the needs of many individuals who have the skills and dedication necessary to become excellent teachers. For individuals who must earn a living while completing a teacher preparation program and for career changers who bring valuable skills and experience to the classroom, internship programs are a viable option.

Many IHEs offering teacher preparation programs offer an internship alternative. School districts may also offer teaching internship programs. All alternative programs must meet the same high standards as traditional programs and must be accredited by the Commission. Each program must show how it prepares interns prior to their classroom experience – usually during the summer – and must show how interns are mentored and assessed in addition to providing continued teacher education courses and seminars.

The chart below shows the number of intern credentials and certificates issued for use in both IHE and school district programs. Data for fiscal years 1997-98 through 2001-02 show a steady increase in IHE internship programs with an enrollment of 3,769 in 2001-02 and a slight variation over time in district internship programs with an enrollment of 944 in 2001-02.

Alternative Teacher Preparation Routes

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>% Change</u>
IHE Internships	1,909	2,458	2,557	3,056	3,769	23.3%
District Internships	834	1,030	855	897	944	5.2%
Totals	2,743	3,488	3,412	3,953	4,713	19.2%



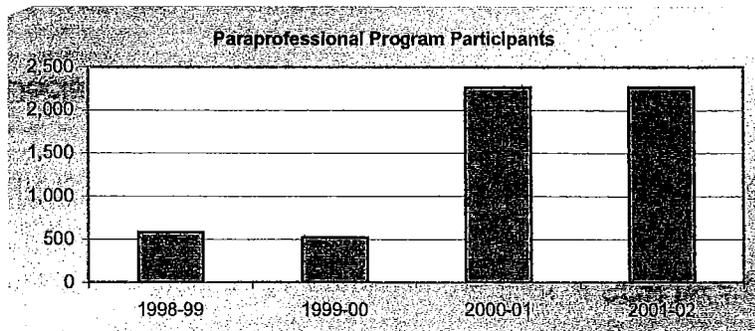
Are Career Ladder Programs Working?

In the past few years, the Governor and the Legislature have provided programs for individuals working in classrooms as paraprofessionals and as pre-interns. These programs provide funding to support individuals while they work in the classroom and complete their teacher preparation. The Paraprofessional Teacher Training Program provides money for tuition and books, offers academic support as participating classroom aides earn a college degree and complete a credentialing program. The Pre-Intern Program provides funds for school districts to support teachers who would otherwise serve on emergency permits. The program offers training in basic classroom skills such as classroom management and organization, provides mentoring and helps the participants meet credentialing subject matter requirements to enter an internship program. Both programs have been highly successful in moving participants into internship programs and later to full credentials.

Analysis of the participation in both programs can help forecast future credential numbers. Participation in the Paraprofessional Teacher Training Program remained steady at 2,266 participants in 2001-02. The Pre-Intern Program showed a 21.6% increase in certificates issued from 2000-01 to 2001-02 from 8,092 to 9,841.

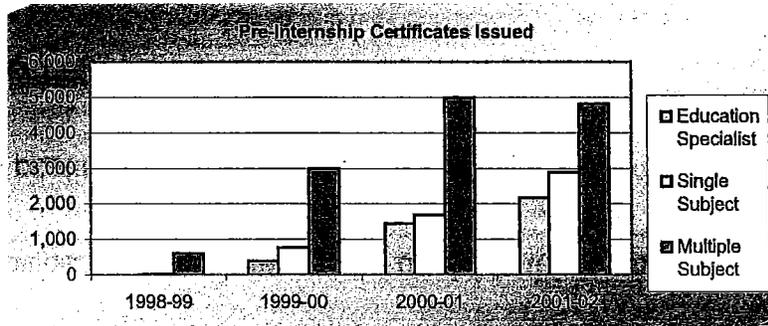
Paraprofessional Program Participants

<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>% Change</u>
580	522	2,268	2,266	-0.1%



Pre-Internship Certificates Issued

	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>% Change</u>
Multiple Subject	597	2,987	4,981	4,799	-3.7%
Single Subject	12	760	1,677	2,875	71.4%
Education Specialist	0	395	1,434	2,167	51.1%
	609	4,142	8,092	9,841	21.6%

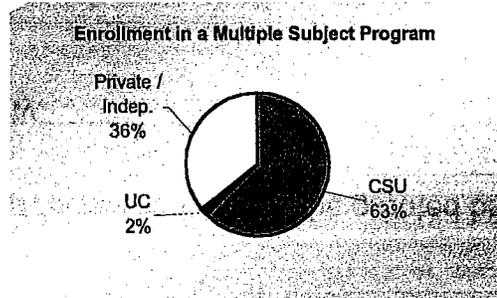


Tracking teacher preparation program enrollment can serve as yet another forecasting tool. Recent federal regulations, detailing the Elementary and Secondary Education Act, require all states to report data on teacher preparation. Included in this report is enrollment data for all California IHE teacher preparation programs during fiscal year 2000-01.

The charts on the next page show enrollment data for Multiple Subject Teaching Credential Programs, Single Subject Teaching Credential Programs and Education Specialist Teaching Credential Programs. The charts show this data according to enrollment in programs offered through the California State University (CSU), the University of California (UC) and Private/Independent Universities. Because not all credential candidates will complete their teacher preparation program in one year, the data should be viewed in light of the varying length of each candidate's progress toward the credential. The data show that there were 40,240 candidates enrolled in programs for Multiple Subject Teaching Credentials, 17,823 candidates enrolled in programs for Single Subject Teaching Credentials, and 8,009 candidates enrolled in programs for Education Specialist Teaching Credentials during fiscal year 2000-01.

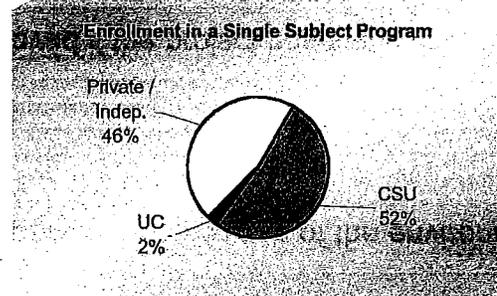
Multiple Subject

CSU	25,180
UC	686
Private / Indep.	14,374
Total	40,240



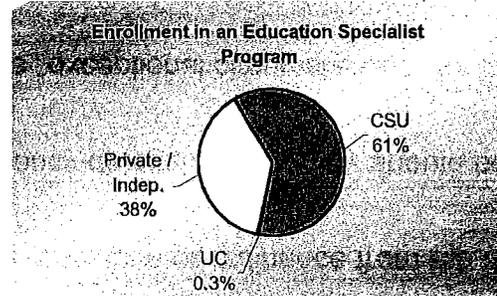
Single Subject

CSU	9,261
UC	376
Private / Indep.	8,186
Total	17,823



Education Specialist

CSU	4,916
UC	24
Private / Indep.	3,067
Total	8,007

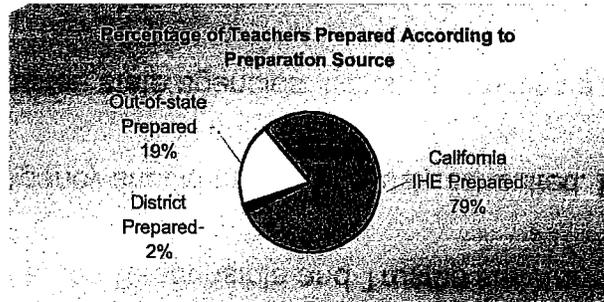


Who Prepares California's Teachers?

California Universities prepared 79% of the teachers in California in fiscal year 2001-02. Teachers prepared in other states who later became credentialed in California comprised 19% of newly credentialed California teachers. The remaining 2% of newly credentialed teachers were prepared through school district internship programs.

Percentage of Teachers Prepared According to Preparation Source
Fiscal Year 2001-02

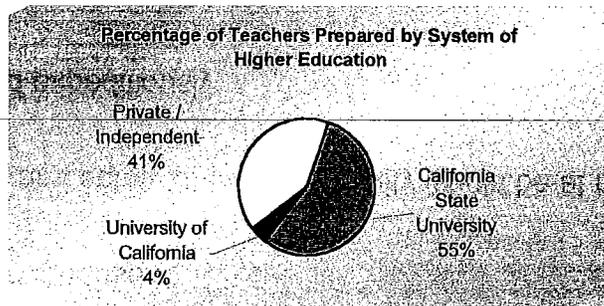
<u>Certification Route</u>	<u>Multiple Subject</u>	<u>Single Subject</u>	<u>Education Specialist</u>	<u>Totals</u>
California IHE Prepared	15,080	6,313	1,832	23,225
District Prepared	539	126	17	682
Out-of-state Prepared	2,640	2,497	492	5,629



Of the three university systems – California State University (CSU), University of California (UC) and Private/Independent Universities – CSU prepared 55% of the new teachers in the fiscal year 2001-02. Private/Independent Universities prepared 41%, and UC programs prepared 4% of the new teachers.

Percentage of Teachers Prepared by System of Higher Education
Fiscal Year 2001-02

California State University	12,712
University of California	988
Private / Independent	9,525
Total	23,225

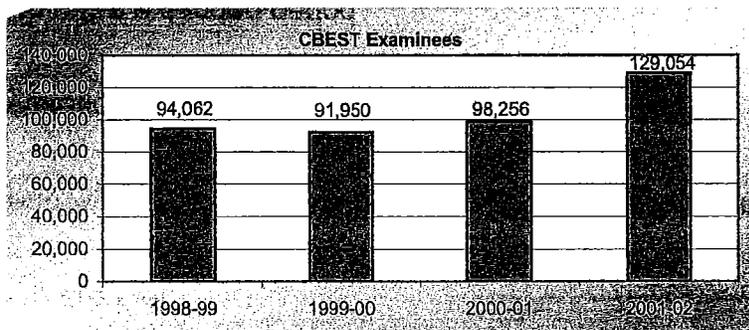


Are More People Considering a Teaching Career?

One indicator of interest in teaching is the number of individuals taking the California Basic Educational Skills Test (CBEST). This exam is a prerequisite for all teaching and service credentials in California. It measures an individual's basic competence in reading, writing and mathematics. While the number of CBEST examinees has varied over the last four years, the data show a substantial increase in 2001-02 at 129,054 compared to 98,256 in 2000-01, and 91,950 in 1999-00. All examinee numbers include repeat test takers.

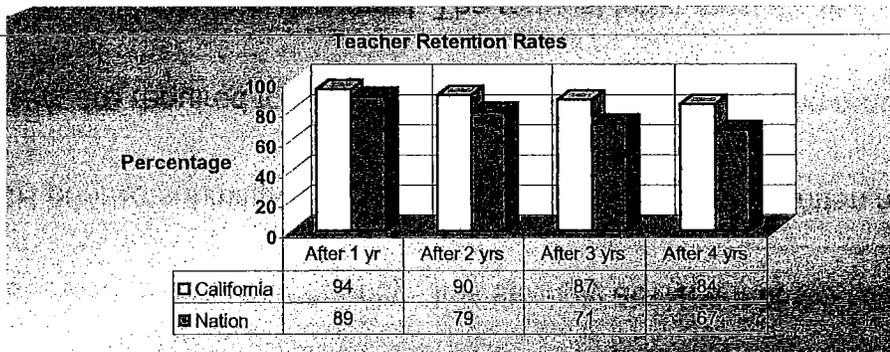
CBEST Examinees

<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>% Change</u>
94,062	91,950	98,256	129,054	31.3%



Are Credentialed Teachers Staying in the Classroom?

A joint study undertaken in 2002 by the California Commission on Teacher Credentialing and the California Employment Development Department revealed that California public schools retained teachers at a significantly higher rate than the national average. Of the 13,000 newly employed teachers in fiscal year 1995-96, 84% remained employed in public education after four years, as compared to 67% nationally.

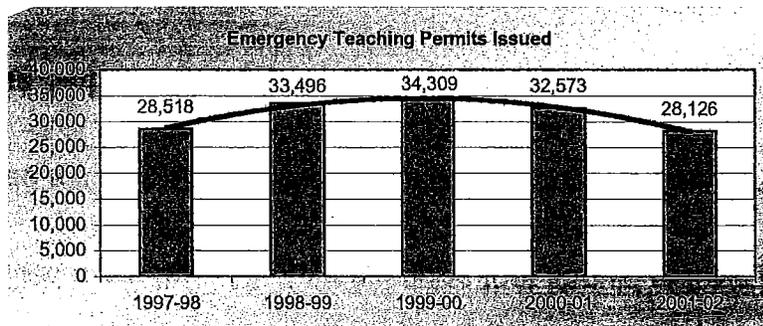


Are the Numbers of Emergency Permits and Waivers Declining?

For the second consecutive year, emergency permits and credential waivers have decreased from the previous fiscal year. The number of emergency teaching permits (Multiple Subject, Single Subject, and Special Education) decreased by 14% -- from 32,573 in 2000-01 to 28,126 in 2001-02. Additionally, the number of credential waivers decreased by 22% -- from 2,265 in 2000-01 to 1,778 in 2001-02. Since fiscal year 1999-00, California has seen an 18% decrease in the number of emergency teaching permits issued, and a 35% decrease in the number of credential waivers issued. Taking into account an increase in the number of certificated teaching staff in California's schools and the decrease in the number of emergency permits, the percentage of emergency permits has decreased from 11% in 2000-01 to 9% in 2001-02. Credential waivers decreased from .7% of the total certificated teaching staff in 2000-01 to .6% in 2001-02.

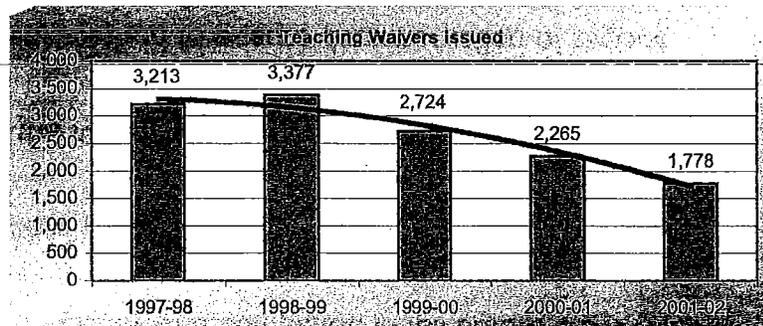
Emergency Teaching Permits

<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>% Change</u>
28,518	33,496	34,309	32,573	28,126	-13.7%

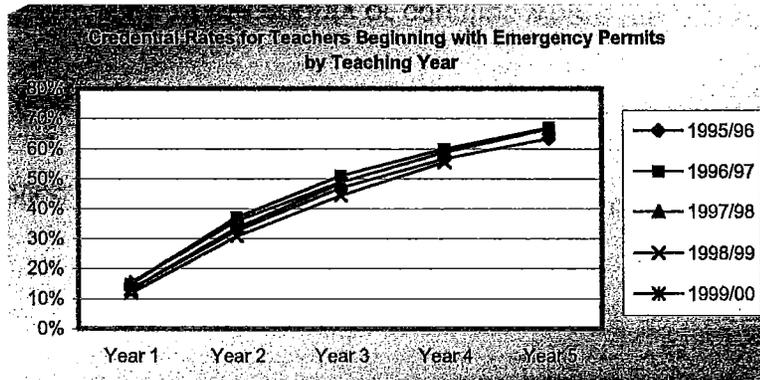


Teaching Waivers

<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>% Change</u>
3,213	3,377	2,724	2,265	1,778	-21.5%



Another study conducted by the Commission during 2002 determined the number of new emergency permit holders earning a teaching credential and the length of time it took them to earn the credential. The following chart displays a cumulative percentage rate over a five-year period for each fiscal year studied. For example, in fiscal year 1995-96, of the 6,184 individuals who earned a new emergency teaching permit, 3,919 (or 63%) earned a teaching credential by the end of five years. Because national research indicated that emergency permit teachers seldom went on to earn full credentials, this new California data provides a more accurate view of the teacher supply pipeline.



Issued July 1, 2001 to June 30, 2002
Number of First Time/New Type Documents Issued Upon Recommendation

The following table summarizes the numbers of documents issued between July 1, 2001 and June 30, 2002 upon the recommendation of a California institution with a Commission-accredited credential program. The numbers include individuals who obtained their initial certification (First Time) and individuals who previously held another type of certification such as an emergency permit (New Type). The numbers are broken down by the credential area and the type of recommending institution.

	Single Subject	Multiple Subject	Special Education	Total
CALIFORNIA STATE UNIVERSITY				
First Time	578	1,092	81	1,751
New Type	2,520	7,268	1,173	10,961
CSU TOTAL	3,098	8,360	1,254	12,712
UNIVERSITY OF CALIFORNIA				
First Time	150	209	1	360
New Type	205	405	18	628
UC TOTAL	355	614	19	988
PRIVATE/INDEPENDENT INSTITUTIONS				
First Time	346	809	14	1,169
New Type	2,514	5,297	545	8,356
PRIVATE TOTAL	2,860	6,106	559	9,525
ALL INSTITUTIONS				
First Time	1,074	2,110	96	3,280
New Type	5,239	12,970	1,736	19,945
TOTAL	6,313	15,080	1,832	23,225

TABLE 1
Multiple Subject, Single Subject and Special Education Teaching Credentials
Issued July 1, 2001 to June 30, 2002
Number of First Time/New Type Documents Issued Upon Recommendation

The following table lists the number of Multiple Subject, Single Subject and Special Education teaching credentials issued with effective dates between July 1, 2001 and June 30, 2002 upon the recommendation of a California institution of higher education with a Commission-accredited program. The numbers include individuals who received their initial California credential (first time) and those who previously held a different type of document such as an emergency permit (new type). This report includes individuals who received preliminary and professional clear credentials.

2001/02	Single Subject	Multiple Subject	Special Education	Total
CALIFORNIA STATE UNIVERSITY				
Bakersfield	120	361	51	532
Chico	162	263	83	508
Dominguez Hills	193	576	112	881
Fresno	125	520	37	682
Fullerton	193	566	95	854
Hayward	145	437	20	602
Humboldt	64	102	21	187
Long Beach	252	540	24	816
Los Angeles	239	765	76	1,080
Monterey Bay	0	134	0	134
Northridge	295	578	165	1,038
Pomona	116	304	51	471
Sacramento	144	468	119	731
San Bernardino	142	502	92	736
San Diego	257	495	51	803
San Francisco	203	315	90	608
San Jose	137	350	57	544
San Luis Obispo	84	86	14	184
San Marcos	79	410	51	540
Sonoma	80	121	41	242
Stanislaus	68	467	4	539
TOTAL	3,098	8,360	1,254	12,712

2001/02	Single Subject	Multiple Subject	Special Education	Total
UNIVERSITY OF CALIFORNIA				
UC Berkeley	45	68	0	113
UC Davis	33	87	0	120
UC Irvine	50	79	0	129
UC Los Angeles	75	131	0	206
UC Riverside	45	89	12	146
UC San Diego	20	50	6	76
UC Santa Barbara	62	57	1	120
UC Santa Cruz	25	53	0	78
TOTAL	355	614	19	988

2001/02	Single Subject	Multiple Subject	Special Education	Total
INDEPENDENT INSTITUTIONS				
Alliant International University	34	41	0	75
Antioch University	0	23	0	23
Azusa Pacific University	90	305	76	471
Bethany College of Assemblies of God	7	25	0	32
Biola University	38	47	0	85
California Baptist University	28	102	14	144
California Lutheran University	38	106	11	155
Chapman University	582	1,050	69	1,701
Christian Heritage College	10	44	0	54
Claremont Graduate University	36	86	0	122
Concordia University	45	109	0	154
Dominican University of California	39	104	0	143
Fresno Pacific University	35	79	17	131
Holy Names College	10	28	7	45
Hope International University	0	25	0	25
John F. Kennedy University	5	18	0	23
La Sierra University	6	14	1	21
Loyola Marymount University	39	94	4	137
Mills College	19	28	1	48
Mount St. Mary's College	9	23	1	33
National Hispanic University	0	61	0	61
National University	1,173	2,240	285	3,698

2001/02	Single Subject	Multiple Subject	Special Education	Total
INDEPENDENT INSTITUTIONS (Continued)				
New College of California	0	7	0	7
Notre Dame de Namur University	56	76	0	132
Occidental College	6	9	0	15
Pacific Oaks College	0	44	8	52
Pacific Union College	22	21	0	43
Patten College	0	17	0	17
Pepperdine University - Los Angeles	27	169	0	196
Pepperdine University - Malibu	8	28	0	36
Point Loma Nazarene University	51	74	1	126
Santa Clara University	21	39	14	74
Simpson College	14	81	0	95
St. Mary's College of California	50	104	9	163
Stanford University	56	0	0	56
The Master's College	8	16	0	24
U.S. International University	0	0	0	0
University of La Verne	114	254	2	370
University of Phoenix	0	15	0	15
University of Redlands	44	124	0	168
University of San Diego	24	65	6	95
University of San Francisco	29	77	22	128
University of Southern California	23	67	5	95
University of the Pacific	35	40	6	81
Vanguard University	15	35	0	50
Westmont College	1	13	0	14
Whittier College	13	79	0	92
TOTAL	2,860	6,106	559	9,525
GRAND TOTAL	6,313	15,080	1,832	23,225

TABLE 1A (SUMMARY)
Multiple Subject, Single Subject, and Special Education Internship Credentials
Issued July 1, 2001 to June 30, 2002
Number of First Time/New Type Documents Issued Upon Recommendation

The following table summarizes the numbers of documents issued between July 1, 2001 and June 30, 2002 upon the recommendation of a California institution of higher education with a Commission-accredited internship program. The numbers include individuals who received their initial California internship credential (First Time) and those who previously held a different type of document such as an emergency permit (New Type).

	Single Subject	Multiple Subject	Special Education	Total
CALIFORNIA STATE UNIVERSITY				
First Time	85	209	47	341
New Type	563	1,492	457	2,512
CSU TOTAL	648	1,701	504	2,853
UNIVERSITY OF CALIFORNIA				
First Time	34	32	0	66
New Type	34	77	7	118
UC TOTAL	68	109	7	184
PRIVATE/INDEPENDENT INSTITUTIONS				
First Time	38	81	8	127
New Type	110	430	65	605
PRIVATE TOTAL	148	511	73	732
ALL INSTITUTIONS				
First Time	157	322	55	534
New Type	707	1,999	529	3,235
TOTAL	864	2,321	584	3,769

TABLE 1A
Multiple Subject, Single Subject and Special Education Internship Credentials
Issued July 1, 2001 to June 30, 2002
Number of First-Time/New Type Documents Issued Upon Recommendation

The following table lists the number of Multiple Subject, Single Subject and Special Education internship credentials issued with effective dates between July 1, 2001 and June 30, 2002 upon the recommendation of a California institution of higher education with a Commission-accredited internship program. The numbers include individuals who received their initial California internship credential (first time) and those who previously held a different type of document such as an emergency permit (new type).

2001/02	Single Subject	Multiple Subject	Special Education	Total
CALIFORNIA STATE UNIVERSITY				
Bakersfield	34	49	55	138
Chico	38	24	36	98
Dominguez Hills	53	218	30	301
Fresno	32	121	6	159
Fullerton	71	110	48	229
Hayward	78	182	0	260
Long Beach	16	30	11	57
Los Angeles	0	101	49	150
Monterey Bay	0	29	0	29
Northridge	115	101	74	290
Pomona	13	89	26	128
Sacramento	23	66	48	137
San Bernardino	114	281	33	428
San Diego	13	42	26	81
San Francisco	13	38	4	55
San Jose	14	36	14	64
San Marcos	0	32	19	51
Sonoma	0	0	25	25
Stanislaus	21	152	0	173
TOTAL	648	1,701	504	2,853

2001/02	Single Subject	Multiple Subject	Special Education	Total
UNIVERSITY OF CALIFORNIA				
UC Berkeley	0	31	0	31
UC Irvine	16	15	0	31
UC Los Angeles	12	41	0	53
UC Riverside	14	22	7	43
UC San Diego	26	0	0	26
UC Santa Cruz	0	0	0	0
TOTAL	68	109	7	184

2001/02	Single Subject	Multiple Subject	Special Education	Total
INDEPENDENT INSTITUTIONS				
Alliant International University	2	0	0	2
Azusa Pacific University	3	127	0	130
California Lutheran University	12	8	16	36
Chapman University	2	44	0	46
Claremont Graduate University	24	63	0	87
Concordia University	0	1	0	1
Dominican University of California	4	14	0	18
Fresno Pacific University	9	11	1	21
Holy Names College	1	10	0	11
John F. Kennedy University	2	7	0	9
National Hispanic University	0	36	0	36
National University	8	7	16	31
Notre Dame de Namur University	22	18	8	48
Pacific Oaks College	0	5	0	5
Patten College	0	15	0	15
Point Loma Nazarene University	15	27	0	42
Santa Clara University	5	14	16	35
U.S. International University	0	0	0	0
University of La Verne	9	45	0	54
University of Redlands	16	26	0	42
University of San Diego	3	0	4	7
University of San Francisco	0	0	9	9
University of the Pacific	11	2	3	16
Whittier College	0	31	0	31
TOTAL	148	511	73	732
GRAND TOTAL	864	2,321	584	3,769

Table 2
District Interns Recommended for Professional Clear Credential
July 1, 2001 to June 30, 2002

The following table lists the school districts which recommended teachers for Multiple and Single Subject Professional Clear, and Education Specialist Level II credentials on the basis of completion of a District Internship Program. The table identifies the type and number of each credential recommended by the districts.

County	District	Credential Type	Major(s)	Total	
ALAMEDA	Alameda City Unified	Multiple Subject		1	
		Single Subject	Spanish	1	
			Math	1	
			Science: Biological Sciences	2	
	Berkeley Unified	Single Subject	English	1	
			Science: Chemistry	1	
			Social Science	1	
	Emery Unified	Single Subject	Science: Biological Sciences	1	
	Fremont Unified	Multiple Subject		4	
		Multiple Subject	CLAD Emphasis	1	
		Single Subject	Science: Biological Sciences	1	
	Hayward Unified	Single Subject	Business	1	
		Single Subject	Science: Biological Sciences	1	
LOS ANGELES	Newark Unified	Multiple Subject		1	
	Oakland Unified	Multiple Subject		10	
		Single Subject	Music	1	
	Compton Unified	Multiple Subject		10	
	Long Beach Unified	Multiple Subject		1	
		Multiple Subject	BCLAD, Emphasis: Spanish	11	
	Los Angeles Unified	Education Specialist	Mild/Moderate Disabilities	17	
		Multiple Subject		325	
		Multiple Subject	CLAD Emphasis	7	
		Multiple Subject	BCLAD Emphasis: Spanish	40	
			Los Angeles Unified	Multiple Subject Total	372

County	District	Credential Type	Major(s)	Total
LOS ANGELES (cont.)	Los Angeles Unified (cont.)	Single Subject	English	52
			Spanish	1
			Math	5
			Science: Biological Sciences	13
			Science: Chemistry	2
			Science: Chemistry w/CLAD	1
			Science: Geoscience	2
	Social Science	1		
			Los Angeles Unified Single Subject Total	77
ORANGE	Buena Park Elementary	Multiple Subject		1
		Multiple Subject	CLAD Emphasis	1
		Multiple Subject		10
SACRAMENTO	Del Paso Heights Elementary Folsom-Cordova Unified	Multiple Subject		3
		Single Subject	Home Economics	1
			Math	1
			Physical Education	1
			English	8
	Grant Joint Union High	Single Subject	Math	1
	Sacramento City Unified	Single Subject	Science: Biological Sciences	1
	Sacramento City Unified	Single Subject	Social Science	1
	Sacramento County Office	Single Subject	Math	1
	Sacramento County Office	Single Subject	Physical Education	1
	Sacramento County Office	Single Subject	Art	1
	Sacramento County Office	Single Subject	Science: Biological Sciences	1
SAN BENITO	San Juan Unified	Multiple Subject		2
SAN BENITO	San Benito High	Single Subject	Math	1
SAN BERNARDINO	Ontario-Montclair	Multiple Subject		33
SAN DIEGO	San Diego Unified	Multiple Subject		1
	San Diego Unified	Multiple Subject		38
	Escondido Unified	Single Subject	BCLAD Emphasis: Spanish	1
	Escondido Unified	Single Subject	English	1
	Escondido Unified	Single Subject	Math	1
SAN JOAQUIN	Lincoln Unified	Multiple Subject		1
	Lodi Unified	Multiple Subject		2
	Lodi Unified	Single Subject	English	1
	Lodi Unified	Single Subject	Science: Biological Sciences	1

County	District	Credential Type	Major(s)	Total	
SAN JOAQUIN (cont.)	Manteca Unified	Multiple Subject		4	
		Single Subject	English Social Science	2	
	San Joaquin County Office	Multiple Subject		5	
		Single Subject	Home Economics Math	1	
	Stockton Unified	Multiple Subject		23	
		Multiple Subject	CLAD Emphasis	1	
		Single Subject	English Science: Biological Sciences Social Science	3	
	Tracy Joint Unified	Multiple Subject		1	
		Single Subject		1	
		Multiple Subject		2	
		Single Subject	Art English Science: Biological Sciences	1	
	SANTA CRUZ	Pajaro Valley Unified	Single Subject	Math	1
		Salida Union	Multiple Subject		1
	STANISLAUS				
Grand Total				682	

**Table 3
 Credentials Obtained by Out-of-State Trained Teachers
 July 1, 2001 to June 30, 2002**

The following table lists the type and number of preliminary and professional clear credentials issued to teachers who completed a teacher preparation program outside of California and are applying for their initial California credential. The total number of subject areas on Single Subject and Special Education Credentials is more than the total number of credentials as many individuals qualified for more than one subject authorization on their credential.

Credential	Subject Area	Total
Multiple Subject	General Subjects	2,640
Total Multiple Subject Credentials = 2,640		
Credential	Subject Area	Total
Single Subject	Agriculture	7
	Art	103
	Business	56
	English	624
	Foreign Language: Arabic	0
	Foreign Language: Chinese	1
	Foreign Language: French	56
	Foreign Language: German	18
	Foreign Language: Hebrew	0
	Foreign Language: Italian	0
	Foreign Language: Japanese	2
	Foreign Language: Korean	1
	Foreign Language: Latin	4
	Foreign Language: Mandarin	2
	Foreign Language: Russian	2
	Foreign Language: Punjabi	1
	Foreign Language: Spanish	113
	Home Economics	34
	Health Science	66
	Industrial Technology and Education	24
	Mathematics	299
Music	145	
Physical Education	285	
Science: Biological Sciences	262	
Science: Chemistry	110	
Science: Geological Sciences	35	
Science: Physics	72	
Social Science	476	
Total Single Subject Credentials = 2,497		
Credential	Subject Area	Total
Special Education	Deaf and Hard of Hearing	38
	Early Childhood Special Education	23
	Mild/Moderate Disabilities	373
	Moderate/Severe Disabilities	71
	Physical and Health Impairments	1
Visual Impairments	8	
Total Special Education Credentials = 492		
Total Credentials Issued to Out-of-State Trained Teachers = 5,629		

Table 4
Comparison of Credentials and Emergency Permits in Each Teaching Specialty Issued July 1, 2001 to June 30, 2002

This table compares the number of teaching credentials to emergency permits issued for multiple subject, single subject and special education authorizations. The credential numbers include documents for individuals who were recommended by a California institution and individuals who completed a credential program outside of California. These data are presented for comparison purposes only. No inference may be made regarding the shortage or surplus of teachers for specific credential areas as information was not available regarding the numbers of teaching positions in each credential area, numbers of credential holders currently serving in schools, or the availability of newly credentialed teachers for vacant positions in schools. The number of subject areas on the single subject and special education credentials and permits is more than the total number of documents issued as some individuals qualified for more than one subject authorization on their document.

Multiple Subject Documents

Subject	Credentials	Permits
General Subjects	18,259	12,610

Single Subject Documents

Subject	Credentials	Permits
Agriculture	68	26
Art	334	248
Business	311	275
English	2,284	2,273
Foreign Language: Arabic	0	0
Foreign Language: Cantonese	0	0
Foreign Language: Chinese	1	2
Foreign Language: French	104	70
Foreign Language: German	30	15
Foreign Language: Italian	2	3
Foreign Language: Japanese	8	22
Foreign Language: Korean	5	1
Foreign Language: Latin	6	7
Foreign Language: Mandarin	6	2
Foreign Language: Pilipino	0	0
Foreign Language: Punjabi	2	0
Foreign Language: Russian	3	1
Foreign Language: Spanish	458	591
Foreign Language: Vietnamese	1	2
Government	0	0

**Single Subject Documents
(Continued)**

Subject	Credentials	Permits
Health Science	285	149
Home Economics	92	63
History	0	0
Industrial Technology	68	60
Life Science	22	21
Mathematics	992	1,716
Music	350	484
Physical Education	870	1,066
Physical Science	3	22
Science: Biological Sciences	899	1,189
Science: Chemistry	233	524
Science: Geosciences	123	126
Science: Physics	123	224
Social Science	1,715	1,678

Special Education Documents

Specialist Credential Area	Credentials	Permits
Deaf and Hard of Hearing	74	114
Early Childhood Specialist	133	248
Mild/Moderate Disabilities	1,764	4,372
Moderate/Severe Disabilities	378	1,262
Physical and Health Impairments	7	59
Visual Impairments	21	54
Resource Specialist	141	153
Documents Issued Under Prior Regulations		
Communication Handicapped	0	0
Learning Handicapped	13	0
Physically Handicapped	0	0
Severely Handicapped	3	0
Visually Handicapped	0	0

Table 5

Districts with 20 Percent or More of Staff on Emergency Permits and Waivers (2001-02)
 (Districts in bold employ more than 100 individuals on permits or waivers)

County	District	# Cert. Employees	# Permits & Waivers	% Permits & Waivers
FRESNO	Mendota Unified	120	32	26.7%
	Orange Center Elementary	23	5	21.7%
	Parlier Unified	198	48	24.2%
	Raisin City Elementary	16	4	25.0%
	Washington Union High	75	15	20.0%
	West Park Elementary	38	14	37.1%
	Westside Elementary	19	4	21.1%
KERN	Caliente Union Elementary	8	2	25.0%
	General Shafter Elementary	10	3	30.0%
	Maricopa Unified	26	7	26.9%
LOS ANGELES	Bassett Unified	326	90	27.6%
	Compton Unified	1,571	607	38.6%
	Duarte Unified	236	56	23.7%
	Hacienda La Puente Unified	1,323	272	20.6%
	Hawthorne Elementary	542	112	20.7%
	Inglewood Unified	898	193	21.5%
	Los Nietos Elementary	129	30	23.3%
	Lynwood Unified	783	361	46.1%
	Paramount Unified	865	185	21.4%
	Rosemead Elementary	187	51	27.3%
	Valle Lindo Elementary	66	15	22.7%
MENDOCINO	Point Arena Joint Union High	16	4	25.0%
MERCED	El Nido Elementary	13	3	23.1%
	Le Grand Union High	35	11	31.4%
MONTEREY	Chualar Union Elementary	19	8	42.1%
SAN BERNARDINO	Baker Valley Unified	17	7	41.2%
	Ontario-Montclair Elementary	1,405	303	21.6%
SAN JOAQUIN	Lincoln Unified	490	170	34.7%
SAN MATEO	Ravenswood City Elementary	342	79	23.1%
SANTA CLARA	Orchard Elementary	55	14	25.5%
STANISLAUS	Paradise Elementary	9	2	22.2%
	Shiloh Elementary	7	2	28.6%
TULARE	Allensworth Elementary	7	3	42.9%
	Alpaugh Unified	18	7	38.9%
	Buena Vista Elementary	9	2	22.2%
	Lindsay Unified	214	52	24.3%
	Richgrove Elementary	42	19	45.2%
	Saucelito Elementary	7	4	57.1%
	Sequoia Union Elementary	17	5	29.4%
	Stone Corral Elementary	7	3	42.9%
	Sundale Union Elementary	31	9	29.0%

Table 6
Certificates, Permits and Waivers Requested by Counties and Agencies:
July 1, 2001 to June 30, 2002

This table provides information on the number of University Internships, District Internships, Pre-Internships, Emergency Permits and Credential Waivers issued to each county and district. The first two columns identify the county and agency. The "Agency Total" column provides the total number of each type of document and the grand total of documents issued for each agency. The "Credential Title" column breaks down the documents by general document type (e.g. University Internship, Emergency Permit, etc.) and specific document type (e.g. Multiple Subject, Education Specialist, etc.) for each agency. The "Cred Total" column identifies the total number of specific documents issued to an employer. The "Subject" column breaks out the specific document type by all subject areas listed on the documents. The final column identifies the total number of subjects listed on each specific document issued to an employer.

Notes: CLAD = Crosscultural, Language and Academic Development authorization for teaching English as a Second Language and specialized academic instruction for limited English proficient (LEP) students.
 BCLAD = Bilingual, Crosscultural, Language and Academic Development for teaching LEP students in the primary language.
 Subject total may be higher than credential total as some individuals earned more than one authorization.

County Name	Agency Name	Agency Total	Credential Title	Cred Total	Subject	Subl Total
ALAMEDA	ALAMEDA CITY UNIFIED	3	UNIVERSITY INTERNSHIP CREDENTIALS Public Personnel Services Credential	2	School Psychology	2
			Multiple Subject Teaching Credential	1	General Subjects	1
		1	DISTRICT INTERNSHIP CERTIFICATES District Intern Certificate / Single Subject	1	English	1
		5	PRE-INTERNSHIP CERTIFICATES Pre-Intern Certificate / Single Subject	4	English Mathematics Physical Education	1 2 1
		42	Pre-Intern Certificate / Multiple Subject EMERGENCY PERMITS Library Media Teacher Services Permit Single Subject Teaching Permit	1 14	General Subjects English Mathematics Mathematics (Examination) Music Physical Education Science: Biological Sciences Science: Chemistry Science: Physics Social Science	1 2 3 4 2 1 1 1 1
			Multiple Subject Teaching Permit	14	CLAD General Subjects General Subjects (Examination)	1 1 3
			Education Specialist Instruction Permit	13	Mild/Moderate Disabilities Moderate/Severe Disabilities	10 3
		5	CREDENTIAL WAIVERS Adapted Physical Education Specialist Credential Education Specialist Instruction Credential	1 4		1 3

EXHIBIT D
Cal HFA
EXTRA CREDIT TEACHER PROGRAM


CalHFA California Housing Finance Agency

Affordable Housing is our Business



Mortgage Tools



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EXTRA CREDIT TEACHER'S HOME PURCHASE ASSISTANCE (EXTRA CREDIT TEACHER PROGRAM)

[Click here for a \(pdf\) printer friendly version](#)

The Extra Credit Teacher Program provides a below market interest rate CalHFA first loan, together with a forgivable interest CalHFA second loan to assist qualified credentialed school staff to purchase their first home. It is designed in most cases to provide up to 100% of the financing needed for the purchase of a home. This program is intended to assist low performing schools recruit and retain credentialed school staff to increase their academic standing and thus provide pupils with high quality education. At the same time, the Extra Credit Teacher Program makes homeownership a possibility for credentialed school staff who otherwise would not be able to purchase a home without an affordable loan and down payment assistance. Click on this link for a list of currently eligible [Low Performing schools](#) or [Low Performing School Districts](#).

THE PROGRAM PROVIDES TWO LOANS

The CalHFA First Loan:

- 30-year Term
- Fixed Rate
- Below Market Rate
- Loan Amount to the Maximum a borrower can Qualify for According to Income.

Combined with:

The CalHFA Second Loan:

- The greater of \$7,500 or 3% of the sales price
- 30-year Term
- Deferred Payments (no monthly payment required)
- Forgivable Interest Rate from 5% to 0%*

*If an eligible borrower remains employed at a low performing school continuously for three years, the interest rate on the second loan will be reduced progressively to zero percent (0%) and remain there for the term of the loan. The interest rate on the first loan remains fixed at the initial rate for the entire term of the loan. See further details on interest forgiveness below in the section on "[HOW TO APPLY FOR INTEREST FORGIVENESS ON THE SECOND LOAN.](#)"

Additionally, CalHFA will permit homebuyers to use other CalHFA-approved down payment assistance loans or grants help in the acquisition of the home. Some local housing agencies offer this type of assistance that may be combined with the Extra Credit Teacher Program. A list of these agencies and organizations may be found by [clicking here for the Affordable Housing Partnership Program](#).

BORROWER ELIGIBILITY

All borrowers must be first-time homebuyers whose income does not exceed CalHFA Income Limits adjusted for county and family size. Click here for [Income Limits](#) for each county and family size. Schools or school districts employing eligible credentialed staff who are applying for this program will be required to provide the lender with a certification of the school or school district eligibility and homebuyer's employment eligibility. Click here for the [Eligibility Certificate](#).

All homebuyers must meet CalHFA Extra Credit Teacher Program eligibility requirements:

- **Credentialed.** Be a holder of an appropriate credential. An eligible teacher, administrator, or staff member is any person who holds one of the credentials listed and issued by the California Commission on Teacher Credentialing. Click here for [Credential List](#).
- **Low Performing School.** Currently be employed in a [Low Performing School](#) that scores in the bottom fifty percentile (50%) Statewide Rank Academic Performance Index ("API"), as published by the Superintendent of Public Instruction or the Department of Education pursuant to Ed Code § 52056. If school does not have an API ranking, please contact CalHFA for determination of eligibility.
- **Low Performing School District.** Eligible credentialed Staff Members found on [Credential List](#) may either be employed in a Low Performing school as described above or in a low performing school district. Low performing school districts are defined as districts where more than 50% of the K-12 public schools within the district are low performing.
- **Service Commitment.** Intend to work for three years continuously from the date of the loan in a Low Performing School or Low Performing School District.
- **First-time Homebuyer.** The borrower must be a first-time homebuyer (i.e. not have owned and occupied a home in the last three years).
- **Occupancy.** The residence being purchased shall be intended to be the borrower's primary residence.
- **Income Limits.** The total borrower income does not exceed [CalHFA Income Limits](#) adjusted for county and family size.
- **Single Family Residence Only/Sales Price Limits.** The residence being purchased and financed is a single-family residence, condominium, or manufactured housing located within California, and does not exceed CalHFA area [sales price limits](#).
- **Qualify for the Loan Program.** The borrower must be able to credit qualify for either a CalHFA FHA-insured, VA Guaranteed, or Mortgage Insurance Services-insured 30 year fixed rate first loan for the amount necessary to purchase a home.

PROPERTY LOCATION AND SALES PRICE LIMITS

The property the homebuyer is purchasing may be located anywhere in California. This program does not require the borrower to live in the same jurisdiction as the employing school. Additionally, each county has a maximum sales price allowable for this program. Click here for [Sales Price Limits](#).

APPLYING FOR THE EXTRA CREDIT TEACHER LOAN

CalHFA-approved lenders initiate the process for Extra Credit Teacher Program Loans. Borrowers will complete a standard loan application with the lender who processes the application, prepares all the necessary documentation, approves and funds both the first and second Extra Credit Teacher Program loans. Approved lenders may reserve funds for the program for 90 days on behalf of qualified homebuyers. Click here for a list of [Approved](#)

Lenders.

HOW TO APPLY FOR INTEREST FORGIVENESS ON THE SECOND LOAN

Interest on the second loan may be reduced to 0% if the credentialed school staff person meets continued eligibility by remaining employed in a low performing school or low performing school district if applicable, on a continuous basis for three years from the date specified on the second loan documents. The interest rate on the second loan will be reduced by 1% the first full year, by one percent (1%) the second full year and by three percent (3%) the third full year, at which time it will reach zero percent (0%) and then will remain there for the term of the loan. In the event of the borrower's termination of employment during the first five years, the interest rate on the second loan will accrue at the last reduced rate (if applicable) that the teacher or principal met continued eligibility.

In order to qualify for partial or full interest rate reduction, the borrower shall produce documentation evidencing continued eligibility to the satisfaction of CalHFA at the end of the three-year period.

Repayment of the principal and accrued interest on both the first and second loans shall be due and payable at the earlier of the following events:

- Transfer of title
- Sale of the residence
- Payoff/refinance of the first loan
- The property is no longer the borrower's primary residence (subject to CalHFA hardship provisions described in the CalHFA lending manual)

QUESTIONS

Questions regarding the Extra Credit Teacher Program should be directed to CalHFA-approved Lenders or to the California Housing Finance Agency, Homeownership Programs, 1121 L Street, 7th Floor, Sacramento, CA 95814; by phone (916) 324-8088; or email: homeownership@calhfa.ca.gov

For additional home loan resources for teachers, visit the Teachers' Home Loan Resource web site at <http://www.teachershomeloanresource.com>.

Extra Credit Teacher Program Credential List

(An Applicant must hold one of the following credentials issued by the California Commission on Teacher Credentialing)

For Teachers:

Single Subject Teaching Credential
Multiple Subject Teaching Credential
Specialist Instruction Credential in Special Education
Education Specialist Instruction Credential
Standard Elementary Teaching Credential

Standard Secondary Teaching Credential
Standard Early Childhood Education Teaching Credential
Standard Restricted Special Education Teaching Credential
General Kindergarten-Primary Teaching Credential
General Elementary Teaching Credential
General Junior High Teaching Credential
General Secondary Teaching Credential
Special Secondary Teaching Credential in Art
Special Credential for Teaching Exceptional Children
Special Secondary Teaching Credential in Business Ed
Special Secondary Credential for Teaching the Blind
Special Secondary Teaching Credential in Homemaking
Special Secondary Teaching Credential in Industrial Arts
Special Secondary Credential for Teaching Lip Reading
Special Secondary Teaching Credential in Music
Special Secondary Limited Teaching Credential in Music
Special Secondary Teaching Credential Limited in Agriculture
Special Secondary Credential for Teaching the Partially Sighted Child
Special Secondary Teaching Credential in Physical Education
Special Secondary Speech Arts
Special Secondary Teaching Credential in Correction of Speech Defects
Special Secondary Credential for Teaching the Mentally Retarded

For Administrators:

Administrative Services Credential
Administrative Services Credential (Examination)
Standard Supervision Credential
Standard Administration Credential
General Elementary School Administration Credential
General Elementary School Supervision Credential
General Secondary School Administration Credential
General Secondary School Supervision Credential
General Administration Credential
General Supervision Credential
The Supervision Credential
General School-Principal or Supervisor Credential

For Staff Members:

School Nurse Credential
Clinical or Rehabilitation Service Credential
Pupil Personnel Services Credential

(e.g. School Counseling, School Social Work, School Psychology and Child Welfare and Attendance)

Library Media Teacher Service Credential
Designated Subjects Vocational Education Teaching Credential

