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ABSTRACT

This digest provides a summary at-a-glance of critical legislative activity and related reports that have addressed many facets of California's teacher recruitment and development challenges over the decade. The nine chapters focus on: "Teacher Recruitment," "University-Based Teacher Preparation," "Teacher Credentialing," "Alternative Certification/Preparation," "Paraeducator-to-Teacher Preparation," "Bilingual Teacher Preparation," "Special Educator Preparation," "Pre-Collegiate Teacher Recruitment," and "Teacher Induction." (Contains 74 references.) (SM)

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Digest of California Teacher Recruitment/Development Policy History and Related Reports

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Introduction

In 1996, the California Commission on Teacher Credentialing (CTC), the California Department of Education (CDE), and the California State University Institute for Education Reform (CSU IER) established a California Statewide Task Force on Teacher Recruitment charged with developing a strategic action plan for meeting California's teacher recruitment challenges. In conjunction with the Task Force's deliberations, a "Digest of California Teacher Recruitment/Development Policy History and Related Reports" was developed as a brief guide to recruitment policies and programs either proposed or already in place across the state.

The Digest provides a summary at-a-glance of critical legislative activity and related reports that have addressed many facets of California's teacher recruitment and development challenges over the past decade. It should be considered as a supplement to the Task Force's action plan: "Shaping the Profession that Shapes California's Future."



Teacher Recruitment

Legislation

- 1985 • SB 1208 (Hart)—ENACTED—encouraged individuals, through financial aid and loan repayment assistance, to enter into the teaching profession in designated subject matter areas and in schools serving large populations of students from low-income families. Directed postsecondary institutions to make special efforts to publicize loan repayment program among students from populations that are underrepresented in the teaching profession. (Source 40)
- 1989 • SB 666 (Morgan)—ENACTED—enacted the Morgan-Hart Class Size Reduction Program of 1989 which established a program to provide incentives to school districts to reduce class size in grades 9-12, for courses which are taught by the English, math, science, or social studies departments and which meet high school graduation requirements. This bill also established the Language Arts Enrichment Program for school districts in grades 1-3. (Source 40)
 - SB 230 (Roberti)—ENACTED—required educational and career incentives for child care classroom staff; extended the sunset date for the Child Care and Development Services Act to June 30, 1994. (Source 40)
- 1990 • AB 981 (Lempert)—ENACTED—authorized CTC to develop a comprehensive teacher supply and demand reporting system; to provide assistance to teachers and school districts in filling teacher vacancies; to provide the state with a much-needed research base; also authorizes the CTC to review teacher candidate recruitment efforts currently undertaken by colleges and universities. (Source 40)
- 1993 • AB 2179 (Eastin)—VETOED—would have established the Teacher Diversity Recruitment and Training Program of 1993 to recruit ethnic minority individuals into programs leading to a teaching credential. (Source 40)
- 1994 • AB 3756 (Solis)—VETOED—to establish the California Center for Teacher Recruitment (modeled after South

Carolina's Center) and the Education Council for Teacher Recruitment (for developing a state plan)—to be funded by Goals 2000. (Source 15)

- 1996 • SB 1777 (O'Connell, Peace, Wright, Baldwin, Alpert, Firestone, and Machado)—ENACTED—Class Size Reduction Program, provides funding to school districts to reduce class size in kindergarten and grades 1 to 3, inclusive, to no more than 20 pupils per class. School districts would be funded \$650 per pupil for full day instruction and \$325 per pupil for half day instruction. Schools may reduce class size in all grades, but they must give priority to first grade. If they reduce class size in two grades, they must be grades one and two; if they reduce class size in three grades, they must be K-2 or 1-3. Total appropriation: \$771,000,000. (Source 65)
- SB 1414 (Greene)—ENACTED—Class Size Reduction, provides that funds allocated pursuant to the Class Size Reduction Facilities Funding Program be expended solely for the purpose of school facilities-related costs associated with the implementation of the Class Size Reduction Program. (Source 61)
 - AB 2700 (Sher)—PROPOSED—Class Size Reduction, would appropriate additional monies, up to \$100 million, to go toward cost of improving facilities. (Source 11)

Related Reports

- 1985 • **Who Will Teach Our Children? (California Commission On The Teaching Profession)**
- A comprehensive report on the need for and particular strategies for improving California's schools. Also includes projected costs and reform responsibilities. Recommendations include: a) restructure the teaching career and establishing rigorous professional standards (e.g., establish new system of setting and enforcing professional standards, deregulate academic training of teachers, strengthen and focus the mentor program); b) redesign the school as a more productive workplace for teachers and students (e.g., reduce class size, provide sufficient classroom space and materials, involve teachers in school decision-making); and c) recruit capable men and women to teaching (e.g., initiate a statewide recruitment campaign for new teachers, and offer additional service-payback fellowships to prospective teachers. (Source 29)

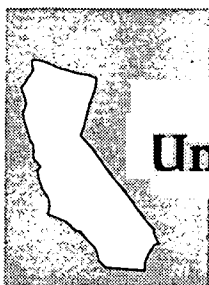
- 1991 • **Toward a More Diverse Faculty for California's Schools, Colleges and Universities (Intersegmental Coordinating Council)**
- The ICC's Improvement of Teaching Committee focused on "encouraging development of intersegmental regional partnerships to help diversify the pool of potential candidates for teaching." The report publicizes 25 programs around the state (e.g., Aide-to-Teacher Project at CSU/Dominguez Hills, PRIDE at California State Polytechnic University/Pomona, Teacher Diversity Partnership Project at CSU/Los Angeles, Teachers of Tomorrow at American River College and CSU/Sacramento, and Project MOST at Humboldt State University. (Source 74)
- 1993 • **Teacher Diversity Programs in the California State University 1992-1993 (California State University)**
- Twenty intersegmental partnership programs (universities and districts) which originally started in 1990.
 - Six strategies: Academic support; basic skills test preparation; academic advisement; career counseling; exposure to teaching; financial incentives.
 - Total budget: \$1.5 million annually from state lottery monies (\$75,000/campus). (Source 45)
- 1994 • **Teachers for California's Schools in the 21st Century: Recruitment and Support Programs, Executive Summary (California Commission on Teacher Credentialing)**
- Recommendations: 1) Establish 2-3 teacher recruitment centers; 2) establish a planning and oversight panel; 3) establish compatible data collection procedures; 4) continue support for CSU Teacher Diversity Programs; 5) provide financial support for paraprofessional recruitment programs; 6) continue support for alternative route programs; 7) support development of Future Educator Clubs. (Source 26)
- **California Education Summit: Summary and Conclusions (California State Assembly)**
 - 1) Make teaching attractive (year-round profession, competitive compensation, recruit qualified minority candidates); 2) provide time, professional development and opportunities for collaboration with peers (e.g., New Teacher Projects, paid development days outside instructional year, paid time outside school day for preparing and collaborating); 3) encourage teacher

involvement with maintaining quality of teaching force (e.g., participation in hiring, tenure, evaluation, and dismissal decisions). (Source 18)

- **Teaching Recommendations for Policy Makers (California Education Policy Seminar)**
Highlights conference discussions and recommends policy steps on how California recruits, prepares and develops its teachers.
Recruitment Recommendations: 1) Long-range task force on recruitment; 2) statewide public service outreach campaign; 3) urban school district/college collaborations; 4) statewide precollegiate campaign; 5) support for paraprofessionals becoming teachers; 6) model career corridors; and 7) loan forgiveness programs. (Source 36)
- 1995 • **The Schools and UC: A Commitment to the Future of California (University of California)**
Guide to UC's precollegiate programs and partnerships; describes academic and non-academic programs provided by UC's 9 campuses, UC Office of the President, and Berkeley and Livermore Laboratories
Model program: The Community Teaching Fellowship Program encourages UC math and science majors (especially from underrepresented groups) to choose teaching as a career (Source 56)
- **Teacher Diversity Programs in the California State University 1994-1995 (California State University)**
 - Contains updates on the 1994-95 activities and number of participants for the 20 intersegmental partnership projects;
 - Lottery Revenue Budget continues to provide \$75,000/campus;
 - An example: CSU/Hayward's Urban Teacher Academy has five components: 1) Future Teacher Clubs; 2) Teachers for Tomorrow course providing high school students college credit for an introduction to teaching course; 3) Future Teacher Associations providing ongoing advising to community college and undergraduate students; 4) Non-Traditional Program providing guidance to instructional aides, out-of-state and foreign-credentialed teachers; and 5) Day of the Teacher/Awards Ceremony. (Source 44)

1996 • **Priority One: Schools That Work (California Public Education Partnership)**

Report highlights how Californians feel about their public schools and what they want from them. Research was based on past public opinion surveys, interviews with prominent Californians, a survey of 2,207 representative Californians, and 8 parent focus groups. Only 16% give California's schools an "A" or "B"; "improving schools" topped fighting crime, cutting taxes, or improving environmental protection as a priority; 49% note that a top-to-bottom overhaul needs to happen to improve public schools—40% say only "minor adjustments" are needed; 78% say California should be spending "somewhat" or "a lot more" on public education with proof that its use is productive. (Source 38)



University-Based Teacher Preparation

Legislation

- 1983 • SB 813 (Hughes/Hart)—ENACTED—Hughes-Hart Educational Reform Act of 1983, a comprehensive educational reform package designed to overhaul the state's education system and provide adequate funding for California's K-12 programs. The bill enacted more than 80 individual reforms, which included: improving instruction; strengthening the teaching profession; strengthening the administration of schools; increasing equalization and other funding for schools; and establishing several education studies and commissions. SB 813 created a Mentor Teacher Program, increased funding for beginning teacher salaries, provided financial incentives to lengthen the school day and year, expanded computer education and teacher training programs, and provided districts greater flexibility in teacher layoffs and dismissal. (Source 40)
- 1983 • SB 1225 (Hart)—ENACTED—required applicants for teacher training programs to take a proficiency test. Exempted various individuals from the basic skills requirements of new instructional aides as they apply to substitute, temporary or probationary employees. (Source 40)
- 1988 • SB 1882 (Morgan)—ENACTED—major staff development program improvements for teachers to strengthen subject matter knowledge, instruction and support by establishing state subject matter projects, resource agencies, and local professional development programs. (Source 40)
 - AB 1725 (Vasconcellos)—ENACTED—Transfer and articulation: required the California State University, University of California and California Community Colleges to develop common core curriculum (to strengthen and simplify the process of transfer and articulation). (Source 51)
- 1991 • SB 121 (Hart)—ENACTED—Student transfer system; required CSU to maintain 40% lower division and 60% upper division course enrollment ratio; required CCCs to

develop community college transfer counseling centers; efforts include the California Articulation Number (CAN) system, Project ASSIST, Transfer Centers, and the Puente Project. (Source 51)

- 1992 • SB 1422 (Bergeson, Alquist, Presley and Watson)—ENACTED—Comprehensive review of teacher credentialing in CA; includes minimum requirements for preliminary and additional requirements for professional teaching credentials; CTC has set up 24-member panel to review policies involving recruitment, training and induction, and professional growth; bill also requires beginning teacher support programs. (Source 62)
- 1995 • AB 445 (Archie-Hudson)—DIED—would allow joint baccalaureate programs between community colleges and CSU upon approval of Board of Governors of the California Community Colleges, the Trustees of the California State University, and the California Postsecondary Education Commission. (Source 2)
- AB 444 (Archie-Hudson)—ENACTED—would approve a pilot “demonstration” charter college and, with successful evaluation, subsequent charter colleges (up to 25). Community colleges would petition Board of Governors of California Community Colleges to become a charter and receive public funding, yet would not need to follow general regulations of community colleges. These charter colleges would need to abide by their proposed charter. In order to become a charter, the college would need 50+% approval of current faculty. (Source 1)

Related Reports

- 1994 • **Teaching Recommendations for Policy Makers (California Education Policy Seminar, Institute for Education Reform)**
Highlights conference discussions and recommends policy steps on how California recruits, prepares and develops its teachers.
Teacher Preparation Recommendations: 1) evaluate programs against the new model of teaching effectiveness; 2) ask teacher education program directors to ensure that effective teaching knowledge is incorporated into teacher training; 3) shape state school improvement and reform policy on teacher competence as critical to student achievement; 4) require working relationships between teacher education programs and districts; and 5) require public accountability measures such as progress reports. (Source 36)

- 1995 • **Collaborative Initiatives to Improve Student Learning and Academic Performance: Kindergarten Through College (California Education Round Table)**
- This report describes a Five-Step Action Plan:
- Step Two, "Strengthen Programs and Resources for Teacher Preparation and Professional Development," encourages teacher preparation institutions to clearly focus on shared expectations for student achievement and on Superintendent's Task Force recommendations for reading and mathematics.
- Actions: 1) 1995-96 programs underway "to improve the teaching of beginning reading and ensure sound mathematical foundations at the elementary level" through California Literature, Writing, and Mathematics Projects; 2) planning of CDE Statewide Summit on teacher preparation and CSU K-12 linkages conference; 3) expansion of CDE Comprehensive Teacher Education Institutes (CTEI) and Beginning Teacher Support and Assessment (BTSA); and 4) funding of five community college Migrant Education Teacher Preparation Programs. (Source 37)
- **Rising to the Challenge: A New Agenda for California Schools and Communities (Education Commission of the States)**
- Study of California's public education system, requested by Governor Wilson, which recommended a shift to an achievement-based system of schools. With regard to teachers, the suggestion is to move toward a competency-based teacher education system which "defines skills, abilities and knowledge teachers should have when they graduate and which bases advancement on demonstrated teaching ability." (Source 46)
- 1996 • **The Teachers Who Teach Our Teachers (California State University Institute for Education Reform)**
- Goal: to study teacher preparation programs and suggest improvements.
- Three areas for change recommended: 1) strengthening K-12 and university partnerships (e.g., report annually on partnerships, focus on student teaching experience, and survey graduates on program strengths/weaknesses); 2) systematic review and revision of CSU policies (e.g., link schools of education with liberal studies, support faculty work with K-12, expand teacher diversity

program; 3) revision of state laws and regulations for teacher candidates (e.g., streamlined credentials, limits on emergency credentials, teacher candidate assessment, and expansion of BTSA and CTEI). (Source 43)

- **A Study of the Employment Patterns of Recent Graduates of California Teacher Education Programs and the Employment Decisions of a Selected Sample of California School Districts (Dennis Tierney, California Commission on Teacher Credentialing and Far West Laboratory)**

Two studies examined: 1) employment patterns of graduates and 2) school district hiring practices in order to determine whether “graduates of some colleges and universities enjoyed higher initial employment rates than other colleges and universities based on perceived quality of such programs.”

A major finding was that individuals and districts place greatest emphasis on an individual candidate’s ability to perform on direct job-related measures rather than on the reputation of the institution or its curriculum. (Source 71)

- **Comprehensive Teacher Education Institute 1996-97 (California Department of Education and California State University)**

Established in 1985 as a joint project of the California State University system and the California Department of Education, CTEI “provides support for collaborative, comprehensive efforts to improve practices in the areas of teacher candidate recruitment, preparation, and preservice education and beginning teacher professional development and retention.” CSU participation was withdrawn in 1989 due to a decrease in state budget; CDE currently funds program at \$700,000 annually; there is a request in to legislature to augment by \$1 million. The 1996-97 institutes (13) are in various stages of their five-year timeline. (Sources 43, 35)



Teacher Credentialing

Legislation

- 1987 • SB 435 (Winters, R. M.)—ENACTED—required school districts, district and county superintendents, and the CTC to report regularly on the subject matter assignments of teachers, and authorizes CTC to establish reasonable sanctions for misassignment of credential holders; also made various changes in the ways teachers are authorized to teach particular subjects. (Source 40)
- 1988 • SB 1677 (Presley)—ENACTED—as originally introduced, would have restructured the teacher credentialing process; established several new educational programs such as class size reduction; and increased funding for teacher salaries and selected K-12 programs. Bill was scaled back and instead enacted a comprehensive educational reform and funding package containing provisions to improve the training, support and credentialing of new teachers; and to recruit high caliber individuals into the teaching profession and increase teacher salaries. (Source 40)
 - SB 148 (Bergeson)—ENACTED— Teacher Credentialing Law of 1988; amended the membership of the CTC, including making the Superintendent of Public Instruction a voting member; amended and expanded the powers and duties of the CTC; repealed the Ryan Act; required a two-stage teacher credentialing process consisting of a preliminary credential and a clear credential; and established a one-year residency program of training and testing required for a clear credential. (Source 40)

In June 1994, SB 148 was revised regarding emergency permit regulations, allowing transfer of waiver authority from State Board of Education to the CTC; multiple entry points leading the holder toward full certification. (Source 17)
 - The California Statutes (1988) (chap. 1355) required emergency teachers to receive some training and be given ongoing assistance and guidance by a veteran teacher. This bill took full effect in 1994. (Source 42)

- 1989 • SB 1368 (Watson)—ENACTED—required the CTC to review and study assignment practices in the elementary and middle grades. It also 1) authorized teachers to teach in departmentalized settings in grades K-8 if they have completed specified course work in the subject(s) they will teach; and 2) authorized team-teaching and the regrouping of pupils across classrooms. (Source 40)
- 1990 • AB 2943 (Clute)—ENACTED— made several credentialing changes, including allowing multiple-subject credentialed teachers with supplementary authorizations to teach single subjects in grades 9 and below. (Source 40)
- 1991 • SB 215 (Craven)—ENACTED—permitted teachers with credentials for “self-contained classrooms” to teach any subject in kindergarten through 8th grade, provided they are assessed at the local level and determined to be competent in the subject area. (Source 40)
- 1992 • SB 1422 (Bergeson, Alquist, Presley and Watson)—ENACTED —Comprehensive review of teacher credentialing in CA; includes minimum requirements for preliminary and additional requirements for professional teaching credentials; CTC has set up 24-member panel to review policies involving recruitment, training and induction, and professional growth; bill also requires beginning teacher support programs. (Source 62)
- 1993 • SB 654 (Bergeson)—ENACTED—streamlined credentialing process; required CTC to issue single and multiple subject credentials based upon applicant preparation in a subject (not necessarily upon a standard exam) and to establish and maintain standards for particular subjects. (Source 59)
- 1994 • AB 2835 (Baca)—DIED—Certificated school employees; would establish permanent status in a school district for employees completing two consecutive years in a position requiring certification. (Source 12)
- SB 1969 (Hughes)—ENACTED—the alternative CLAD certificate program allows teachers with 9 years of classroom experience (with certain certification and with staff development experience outside college) to provide English language development instruction; teachers with less than 9 years (or 9 years but not the required certification) are authorized to provide that instruction if they complete an additional 45 hours of staff development within 3 years of completing the initial 45 hours; provisional assignment is granted while pursuing training. (Source 66)

Estimate of 40,000 teachers with 9+ years experience required to obtain SB 1969 license by 1998; given these numbers, a 3-year extension has been proposed. (Source 50)

- 1996 • AB 2427 (Murray)—PROPOSED—Teacher credentialing would restrict authority to CTC to grant waivers for special purposes. (Source 52)
- AB 3075 (Baldwin)—ENACTED—K-12 teachers required to renew credentialing every five years. (Source 52)

Related Reports

- 1994 • **Enhancing Professional Teaching Standards for California** (California Department of Education)

A report issued by the California Task Force on the National Board for Professional Teaching Standards which provides background information on NBPTS certification, characteristics of "accomplished teachers" and how national certification would benefit California teachers. The NBPTS began offering national board certification in CA in 1994-1995 (Source 31)
- 1995 • **All About the Commission on Teacher Credentialing** (California Commission on Teacher Credentialing)

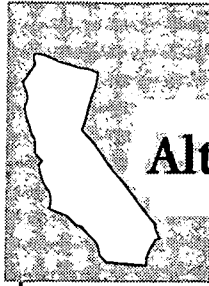
A description of the Commission's mission, programs, activities, staff contacts, and powers and duties. (Source 22)
- **Final Report: Review of Teaching Credential Requirements** (Southern Bay Area SB1422 Regional Network)

Summarized survey and findings of two forums.
 Example of one survey finding: 72% of 896 CA educators surveyed agreed that "The current structure of credential programs has not worked well and is in need of major change."
 Recommendation: Multi-level credential structure that addresses recruitment, credential preparation, induction and professional development
 Suggestions: loan forgiveness; a center for teacher recruitment; alternative routes including paraeducator-to-teacher; jointly-planned (university-district) credential programs and other collaboration; performance-based assessment; new teacher support; and individual professional development plan for teachers. (Source 68)

- **Comprehensive Study of Teacher Education, Induction and Development (SB 1422) (California Commission on Teacher Credentialing Review Committee)**

Various Progress Reports highlight the steps taken in the review:
Symposium (8/93); Informed Discussions (10/93-4/94); Preliminary Plan (11/93); Forum on Teacher Certification Policy Issues (6/94); plan to pilot test BTSA (6/94); Assessment Task Force created (3/95) (Source 23)
- 1996 • **A State of Emergency... In a State of Emergency Teachers (California State University Institute for Education Reform)**

This report profiles California's emergency permit/waiver situation including: how many have been issued (over 15,000 were teaching on emergency permits or waivers in 1994-95); duration (often beyond 5-year limit); subject areas (bilingual and special education, math and science); and location (usually urban, often in at-risk schools and classes). The report provides recommendations for state action: increase public awareness of situation; provide annual reports of data; set more rigorous training requirements; enhance candidates' ability to finish credential program; eliminate waivers; enforce time limit; expand BTSA; study beginning teacher salaries; and alert parents, as well as district action: consider pay differentials; examine lessons from successful districts; and convene Los Angeles County summit. (Source 42)



Alternative Certification/Preparation

Legislation

- 1990 • AB 2985 (Quackenbush)—ENACTED—authorized the CTC to undertake a review of current and proposed alternative routes to certification and report back to the Legislature. (Source 40)
- 1993 • AB 1161 (Quackenbush)—ENACTED—Alternative Teacher Preparation and Certification Program targeted to early retirees from military and industry; FUNDED \$2 million for 1,000-1,500 interns/mid-career changers at multiple sites statewide — its goal was to address the shortage of teachers in certain subject areas. (Source 5)
- Re: AB 1161: 1569 interns actually placed; 29 funded programs statewide (school districts, universities and other organizations collaborate on programs which recruit for special education, bilingual and language development). (Source 21)
- Re: AB 1161: 22 out of 29 programs targeted military personnel for math and science; 20 out of 29 programs focused on recruiting diverse teachers; six projects took place in rural communities. (Source 20)
- Model program: California State University/Hayward and New Haven Unified School District's Single Subject Partnership Program: participants begin in August with a combination of theory and practice; teachers and administrators are professors. (Source 41)
- 1994 • SB 1657 (Hughes)—ENACTED—Teacher Credentialing: District Interns for Special Education, authorizes the CTC to issue district intern certificates valid for 3-4 years under certain circumstances and to authorize LAUSD to provide instruction in special education as a pilot program. AB 1782 of 1987 was a precursor that allowed LAUSD and other districts to offer the District Intern program in subject areas such as math, science, English, elementary, elementary bilingual, and social studies. (Source 64)

- 1996 • AB 2432 (Aguiar)—VETOED—would establish the Alternative Teacher Intern Program and would provide that no requirements governing teacher preparation apply to the program, as specified. Bill would require CTC, in consultation with participating school districts, to adopt standards, as necessary, related to the quality of the training, support, evaluation, and performance of interns. Bill would specify that the development and implementation of the program would be locally determined. (Source 8)
- AB 1068 (Mazzoni, Pringle, Richter)—DID NOT BECOME OPERATIVE—Class Size Reduction and Teaching Internships, would increase funds for Alternative Certification Grant Program from \$2 million to \$4.5 million in 1996-97 plus \$100,000 from General Fund to the CTC for administration costs; would delete requirement for a district to certify to the CTC that an insufficient number of credentialed teachers are available; would suspend requirement that certificated persons pass the CBEST as a condition for employment if they have not held certificated positions within prior 39 months; and temporarily would suspend restrictions on retired teachers' potential earnings. (Source 4)
- AB 1432 (Richter)—ENACTED—District Interns, outlines the requirements for district intern programs including those preparing bilingual education teachers (e.g., annual evaluation, mandatory preservice training, instruction in child development and teaching methodology), and allows districts to develop district intern programs in consultation with an accredited public institution of higher education. This also allows LAUSD to provide a program for special educators. (Source 6)

Related Reports

- 1993 • AB 1161 Staff Analysis, Fact Sheets and Description of Programs (California Commission on Teacher Credentialing)
- Provides a status report on the alternative certification programs. (Sources 20, 21)



Paraeducator-to-Teacher Preparation

Legislation

- 1989 • SB 156 (Greene)—ENACTED —Teacher Assistants, Licensure, authorized planning grants for developing 2 pilot community college TA preparation programs; Chancellor of CCC to allocate \$50,000 from General Fund. Purpose: help decrease adult/pupil ratio in classrooms and provide an incentive for teacher assistants to complete education that would lead to a teaching credential. (Source 58)

- 1990 • SB 1636 (Roberti)—ENACTED—California School Paraprofessional Teacher Training Program; (not funded until 1994: \$1.48 million for multiple-site pilot program)
 - a) only districts with 300+ paraprofessionals are eligible, at least 40% from minority groups; maximum of 600 participants to become part of 30 cohorts subsequently enrolled in teacher training programs at a CCC or CSU campus; assistance with tuition, fees, books to be provided;
 - b) CTC to contract with independent evaluator to determine success of pilot programs; scope of evaluation: demographics, cost per person, economic status, resources provided;
 - c) selected districts required to report progress of cohorts;
 - d) CTC to report outcomes and conduct survey of paraprofessionals re: participation in program in order to determine need; survey will also get administrators' views;
 - e) \$85,000 from Teacher Credentials Fund to CTC. (Source 63)

- 1991 • SB 862 (Roberti)—ENACTED—California School Paraprofessional Teacher Training Program, adds to SB 1636 as follows:
 - a) new eligibility criteria for district participation in the pilot: 1) plan attempts to meet demand for bilingual crosscultural teachers and special

- education teachers; and 2) recruitment plan includes a career ladder (leading from entry level paraprofessional to entry level teacher);
- b) if participants fail in obligations, they will be required to repay any assistance received. (Source 60)
- 1994 • AB 2112 (Solis)—ENACTED—California School Paraprofessional Teacher Training Program, approved funding and requested CTC to develop guidelines for PTPP selection; FUNDED \$1.48 million in pilot year for 605 participants at up to 14 sites. (Source 7)
- Continuation funding at \$1.478 million annually. (Source 17)
- 1996 • AB 2470 (Archie-Hudson)—PROPOSED—Certificated employees: paraprofessionals; would appropriate \$2.5 million from General Fund to implement the California School Paraprofessional Special Education Teacher Training Program. The bill would require the CTC with Chancellors of CCC and CSU and certificated/classified employee association representatives to pilot the program with 5 to 15 districts and at least 200 paraprofessionals. (Source 9)

Related Reports

- 1994 • **Paraprofessional Teacher Training Program Report (California Commission on Teacher Credentialing)**
Highlights: background of program, proposal guidelines, and summary description of each project. Also includes California Task Force for Professionalizing the Paraprofessional in Education's Career Ladder Matrix which outlines various levels of classification that Task Force suggested. (Source 24)
- 1995 • **Building a Paraeducator Career Ladder (California School Employees Association)**
A guide to aid school districts in setting up paraeducator career ladder programs; includes elements of programs; sample documents from successful school districts; sample survey and results. (Source 39)
- 1996 • **Breaking the Class Ceiling: Paraeducator Pathways to Teaching (Recruiting New Teachers, Inc.)**
Report on a national study of paraeducator-to-teacher training programs, including: findings from a national program survey, a national directory of programs (49 from California), nine case studies (two from California), a state program survey (including California's PTPP), information on major funders, and recommendations. (Source 48)



Bilingual Teacher Preparation

Legislation

- 1984 • AB 3777 (Chacon)—ENACTED—improved the standards and criteria for the Bilingual Teacher Training Program as established by AB 1379 (Chacon) in 1981. The BTTP includes 13 sites which support the training of bilingual and English language development teachers. The program was adapted in 1994 to accommodate requirements for CLAD/BCLAD certification. Funding for 1996-97 was \$1.4 million. (Sources 40, 73)
- 1987 • AB 507—SUNSET—state bilingual education law no longer required mandated classes and program types as before; provided opportunity for re-definition of bilingual education to “transitional bilingual education,” a base program allowing alternatives to federal and state standards of bilingual education as long as they met the Castaneda v. Pickard, 1981 standards. (Source 47)
- 1992 • SB 2026 (Mello)—VETOED—would have reauthorized and amended statutes regarding education services for English learners. Would have required school districts to offer specialized instructional programs or services to each language minority pupil identified as an English learner. For different populations of students, the bill would have required either a comprehensive bilingual education program, a two-way bilingual program, or individual language-appropriate instruction. (Source 40)
 - AB 2987 (Campbell)—ENACTED—revised the certification process for teachers of limited-English-proficient (LEP) students, and replaced existing bilingual and language development credentials with updated credentials. Authorized new examinations for Bilingual and Cross-cultural, Language and Academic Development (CLAD/ BCLAD) credentials. (Source 40)
- 1994 • AB 2505 (Richter)—ENACTED—CTC to administer exams or establish guidelines for approval by another organization for demonstrating competency in teaching LEP students. (Source 10)

- 1995 • Budget Act 1995-96—AMENDED—\$2 million for multiple grant program (Recruitment Program of Bilingual Teachers) recruiting teachers to teach LEP students statewide. (Source 16)
- 1996 • SB 2138 (Greene)—FAILED PASSAGE IN COMMITTEE—This bill was formerly introduced by Dills and would have clarified that a teacher who was previously a permanent employee, and then was employed in any CA public school district within 39 months of previous permanent status, and who met other specified qualifications, would be assigned to provide specially-designed content instruction delivered in English to LEP students.

As amended by Greene, this bill would have repealed the Bilingual-Bicultural Education Act of 1976 and establish the Alpert-Firestone Bilingual Education Reform Act of 1996 to require districts to develop instructional services to best accomplish the goals of English language development for "English learners." The bill would also require changes in the Bilingual Teacher Training Assistance Program to conform with the new program of instructional services established for English learners. (Source 67)

- AB 3207 (Escutia)—PROPOSED—would include within Science, Mathematics, and Technology Teacher Pipeline Program, the identification, support, and assistance of elementary and secondary pupils and postsecondary students to develop the skills to become bilingual teachers of these subjects. (Source 14)

Related Reports

- 1992 • Solving the Shortage of Bilingual Teachers: Policy Implications of California's Staffing Initiative for LEP Students (California Department of Education)
- In 1991, LEP Staffing Initiative was approved with 5 areas: 1) future teacher recruitment; 2) teacher preparation expansion; 3) staff development expansion; 4) improved access to bilingual/ELD certification and support; 5) a public relations campaign;
 - California Language Minority Project (CLMP) formed to aid in bilingual teacher staffing, preparation and support.
- Policy implications:
- 1) interagency collaboration is essential; 2) a long-term strategy for recruiting and preparing teachers for LEP students is critical; 3) new funds are needed, especially

to "double the Bilingual Teacher Training Program effort"; and 4) compliance monitoring and technical assistance are important.

Recommendations for action:

1) increase state resources and efforts (i.e. add 3 staff dedicated to bilingual teacher recruitment to CDE); 2) ensure that these staff: a) disseminate information regarding the demand for bilingual and ELD teachers to districts, colleges/universities, teachers, and future teachers; and b) coordinate inservice training. (Source 47)

- 1993 • **CLAD/BCLAD Reforms in the Preparation and Credentialing of Teachers for Limited-English-Proficient Students (California Commission on Teacher Credentialing)**

CTC approved new credentialing processes for English language development and bilingual competency certification: CLAD (Crosscultural, Language and Academic Development) and BCLAD (Bilingual, Crosscultural, Language and Academic Development) (Source 25)

- 1995 • **California Board of Education Policy (adopted at July 14 meeting)**

- restates provision in original law calling for "students to receive primary-language instruction 'when necessary' to insure them equal opportunity for academic achievement."
- "encourages districts to move LEP students into English-language classes as quickly as possible"
- will "grant waivers from providing native language instruction if district can show that students will learn English and will not fall behind academically"— no indication re: how to demonstrate this. (Source 57)

- 1996 • **Breaking the Class Ceiling: Paraeducator Pathways to Teaching (Recruiting New Teachers, Inc.)**

Report on a national study of paraeducator-to-teacher training programs (see page 18) includes: 6 CA bilingual paraeducator-to-teacher preparation programs (some with federal funding): Language Minority Teacher Induction Project at USC, OBEMLA/Teachers and Personnel Training Project at USC, Bilingual Educator's Career Advancement at CSU/San Bernadino, Bilingual Career Ladder at Fontana USD, Bilingual Paraprofessional Career Development Program at Long Beach USD, and Project CLIMB at Alhambra School District (Source 48)

1996 • **The Recruitment Program of Bilingual Teachers [draft proposal]**

A joint effort by CDE, CCC, CSU, and UC to increase the number of minority and bilingual teachers. Proposed common elements include: multi-agency support, funding from multiple sources, academic support, exposure to teaching, tutoring services, and evaluation. Objectives of the program include: recruitment of language minority or minority students into teacher preparation programs, articulation from community colleges to teacher preparation programs at CSU or UC, peer tutoring services for LEP students in California classrooms, and teacher clubs in middle and high school. [Twenty three LEAs received funding for projects: \$2 million for 1995-96 and \$2 million for 1996-97.] (Sources 34, 53)

NB: This program differs from the Bilingual Teacher Training Program. [See AB 3777]



Special Educator Preparation

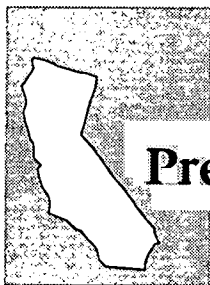
Legislation

- 1989 • AB 2304 (Clute)—ENACTED—made several reforms in the CTC professional standards process and gave the CTC more flexibility in revising requirements for special education credentials, while providing assurance that pupils with specific handicapping conditions are taught by teachers whose preparation and credential authorization are specifically related to that handicapping condition (Source 40)
- 1995 • (Federal) Individuals with Disabilities Education Act—proposed funding level for 1995: \$2.3 billion total nationwide; CA expected to receive only \$220 million even though federally authorized level of funding was to provide California over \$900 million. A portion of IDEA (Part D) goes toward Personnel Development. (Source 30)
- 1996 • State Budget Act 1995-96—APPROPRIATED—for California special education programs: \$1.65 billion from the General Fund. (Source 30)
 - S.1578—PROPOSED —Federal government still considering reauthorization of IDEA through 2002; current funding structure expected to remain the same: “basic state grants.” (Source 69)
 - H.R. 1986, S. 1075—PROPOSED—Federal government would replace 13 categories with one definition and alter state funding formula so that any dollars over the \$2.3 billion 1995 allotment would be distributed based on child population rather than number of students identified by the state. (Source 69)
 - Proposed grant appropriations for (Federal) IDEA, Part D (Personnel Development) would total \$91,339,000. (Source 19)
 - AB 2470 (Archie-Hudson)—PROPOSED—Certificated employees: paraprofessionals; would appropriate \$2.5 million from General Fund to implement the California

School Paraprofessional Special Education Teacher Training Program. The bill would require the CTC with Chancellors of CCC and CSU and certificated/classified employee association representatives to pilot the program with 5 to 15 districts and at least 200 paraprofessionals. (Source 9)

Related Reports

- 1994 • **Plan 2000: Strategic Implementation Plan for the California Comprehensive System of Personnel Development (California Department of Education, Special Education Division)**
- Purpose: Provide special education implementation steps to achieve vision of "value and respect for all individuals"
- Goal Two: Recruitment and retention of trained personnel
- Recruitment Strategies: develop special education future teacher clubs and develop a jobs bank/database; develop a media campaign and focus on recruiting special educators of different cultures/languages; develop statewide paraeducator career ladder; develop mid-career recruitment and training
- Retention Strategies: Provide support/assistance and design systems of peer coaching/mentoring. (Source 33)
- 1995 • **National Dissemination Forum: Special Education Teacher Satisfaction, Retention, and Attrition**
- 12 working papers by various researchers covering topics such as: Factors Associated With Decisions to Leave Classroom Teaching; Supply/Demand Imbalances in California; Working Conditions: Job Design, Personnel Preparation: Relationship to Job Satisfaction; and Strategic Planning for Special Education Teacher Retention. (Source 70)
- 1996 • **Breaking the Class Ceiling: Paraeducator Pathways to Teaching (Recruiting New Teachers, Inc.)**
- Report on a national study of paraeducator-to-teacher training programs (see page 18) includes: 2 federally-funded CA paraprofessional-to-special educator programs at CSU/Northridge: Special Education Paraeducator Training (AA Level) and the Special Education Career Ladder Project: Paraprofessional to Teacher. (Source 48)



Pre-Collegiate Teacher Recruitment

Legislation

- No statewide policy. Programs are district-driven and/or at individual schools.

Reports

- 1993 • **Teaching's Next Generation (Recruiting New Teachers, Inc.)**
Highlights the need for Precollegiate Teacher Recruitment Programs; contains survey and interview summaries; national findings regarding programs; program types; program elements; successful program characteristics; and recommendations (e.g., early intervention, research agenda, networking, access to information and resources, and public outreach). (Source 55)
- 1994 • **Teachers for California's Schools in the 21st Century: Recruitment and Support Programs, Executive Summary (California Commission on Teacher Credentialing)**
(See page 4) Recommendations include: 1) Establish 2-3 teacher recruitment centers; 2) support development of Future Educator Clubs. (Source 26)
- 1996 • **Teaching's Next Generation: Five Years On and Growing (Recruiting New Teachers, Inc.)**
A follow-up survey of precollegiate teacher recruitment programs;
Selected findings:
 - The majority of funding for the 29 California programs identified by the 1994 survey comes from schools and school districts (75.9%), with area colleges and universities supporting 69% of the programs.
 - The amount of funding for the 29 California programs identified varies from \$0 (almost one fourth of the programs) to \$500,000+ (one program); about one third are working with \$10,000-\$99,999 in funding. (Source 54)



Teacher Induction

Legislation

- 1983 • SB 813 (Hughes/Hart)—ENACTED—Hughes-Hart Educational Reform Act of 1983, a comprehensive education reform package designed to overhaul the state's education system and provide adequate funding for California's K-12 programs. SB 813 created a Mentor Teacher Program. (See page 7) (Source 40)
- SB 813 (Hart)—FUNDED—California Mentor Teacher Program in 1994-95 was funded at \$68 million for 1,017 districts, 11,600 mentor teachers, representing a 96% district participation rate statewide. (Source 72)
- 1995-96 funding was \$68 million to support 12,200 mentors. 1996-97 funding is \$73 million to support 12,200 mentors at a slightly increased level. The maximum number of mentors is 5% of total number of certificated classroom teachers employed by a district. Almost all districts and county offices of education participate in the Mentor Teacher Program. (Source 49)
- 1988 • SB 148 (Bergeson)—ENACTED—The Bergeson Act, California New Teacher Project (CNTP), a research study documenting the effectiveness of induction support at multiple sites; FUNDED \$8.8 million from 1988-92 for 3,079 beginning teachers. (Source 28)
- 1992 • SB 1422 (Bergeson)—ENACTED—California Beginning Teacher Support and Assessment (BTSA) Program; State Budget Act FUNDED \$4.9 million for BTSA in 1992-93 and \$4.8 million for 1993-94; 29 programs were funded with \$7.2 million in 1996-97. (Sources 27, 32)
- SB 1422 also requires the CTC to review teacher credentialing requirements in relation to their prior evaluation of beginning teacher support and assessment and to encourage postsecondary institutions to collaborate with school districts and other organizations in design and delivery of local programs for beginning teacher support and assessment (Source 62)

N.B. Funding limits the number of new teachers served to 1000, less than 10% of the state's new teachers, e.g. LAUSD's BTSA served just 170 inductees in 1995-1996. For inductees participating in BTSA, attrition rate was reduced by 2/3 (Source 43)

- 1995 • AB 784 (McDonald, Archie-Hudson, Baca, Ducheny, Kuehl, and Napolitano)—RECONSIDERATION WAIVED—Urban school districts: equal opportunity to learn: teacher credentialing reform. Proposed actions include:
- a) would establish McDonald Urban Education Quality Act of 1995 to improve education in urban districts only
 - b) would establish California New Urban Teacher Program
 - to be administered by CTC and CDE
 - districts to apply for funds for establishing continuous contact with teacher preparation programs, building new teacher networks, providing research, and keeping teachers in profession longer than expected
 - c) would establish California Urban Mentor Teacher Program
 - districts to designate 5% of certificated classroom teachers as urban mentor teachers (supplemental to mentor teachers in CMTP) to be phased in over 5 years
 - would allot additional \$1000 stipend per mentor teacher (Source 3)
- 1996 • AB 3126 (McDonald)—PROPOSED—Urban school districts: equal opportunity to learn: teacher credentialing reform [See 1995, AB 784 above— (b) and (c) renamed as pilot programs]. (Source 13)

Related Reports

- 1992 • **Success for Beginning Teachers: The California New Teacher Project (California Commission on Teacher Credentialing and California Department of Education)**
- 37 New Teacher Projects Statewide 1988-1992
- Findings include: "CNTP has demonstrated that intensive support, continued training and informative assessments of teachers in their first professional years result in better instruction for students."
- Recommendations: 1) Training, assistance and support for all new teachers; 2) a coherent system for assessing new teachers; 3) teacher support integrated with assessment; 4) framework of knowledge, skills, and

abilities for beginning teachers; 5) working conditions that foster success; 6) state standards for new teacher support programs; 7) restructured teacher preparation, support, and professional development. (Source 28)

- 1994 • **Report on Implementation of the Beginning Teacher Support and Assessment Program (1992-94) (California Commission on Teacher Credentialing and California Department of Education)**
- Report to legislature to update on progress of BTSA for SB 1422 Panel.
- Program results show that "induction strategies could improve teacher retention and performance and ... result in significantly better instruction for students"
- Describes program purpose and rationale, grant awards to two cohorts, legislative progress regarding new teacher standards, local program implementation and efforts to build local capacity, and the 30 participating programs (Source 27)
- **Teaching Recommendations for Policy Makers (California Education Policy Seminar)**
- Highlights conference discussions and recommends policy steps on how California recruits, prepares and develops its teachers.
- Induction Recommendations: Internships; residencies or cooperative relationships with teacher education programs for new teachers; more staffing in teacher education in programs and in districts; review and accreditation process for districts and programs; integrated induction activities with in-service development for new and veteran teachers. (Source 36)



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