An act to amend Section 44259 of the Education Code, relating to teachers.

**LEGISLATIVE COUNSEL’S DIGEST**

SB 1677, as introduced, Scott. Teachers: credential requirements.

Existing law authorizes the Commission on Teacher Credentialing to issue various types of teaching credentials. Existing law establishes the minimum requirements for the professional clear multiple or single subject teaching credential, including completion of a program of beginning teacher induction. Existing law authorizes an alternative program of beginning teacher induction that meets state standards to apply for state funding.

This bill would specify that a program that provides preparation for teaching integrated curriculum and using project-based learning would be included among those programs eligible to apply for state funding.


The people of the State of California do enact as follows:

SECTION 1. Section 44259 of the Education Code is amended to read:

44259. (a) Except as provided in subparagraphs (A) and (C) of paragraph (3) of subdivision (b), each program of professional preparation for multiple or single subject teaching credentials shall not include more than one year of, or the equivalent of one-fifth of a five-year program in, professional preparation.
(b) The minimum requirements for the preliminary multiple or single subject teaching credential are all of the following:

1. A baccalaureate degree or higher degree from a regionally accredited institution of postsecondary education. Except as provided in subdivision (c) of Section 44227, the baccalaureate degree shall not be in professional education. The commission shall encourage accredited institutions to offer undergraduate minors in education and special education to students who intend to become teachers.

2. Passage of the state basic skills examination that is developed and administered by the commission pursuant to Section 44252.5.

3. Satisfactory completion of a program of professional preparation that has been accredited by the committee on accreditation on the basis of standards of program quality and effectiveness that have been adopted by the commission. In accordance with the commission’s assessment and performance standards, each program shall include a teaching performance assessment as set forth in Section 44320.2 which is aligned with the California Standards for the Teaching Profession. The commission shall ensure that each candidate recommended for a credential or certificate has demonstrated satisfactory ability to assist pupils to meet or exceed state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605. Programs that meet this requirement for professional preparation shall include any of the following:

   A. Integrated programs of subject matter preparation and professional preparation pursuant to subdivision (a) of Section 44259.1.

   B. Postbaccalaureate programs of professional preparation, pursuant to subdivision (b) of Section 44259.1.

   C. Internship programs of professional preparation, pursuant to Section 44321, Article 7.5 (commencing with Section 44325), Article 11 (commencing with Section 44380), and Article 3 (commencing with Section 44450) of Chapter 3.

4. Study of alternative methods of developing English language skills, including the study of reading as described in subparagraphs (A) and (B), among all pupils, including those for whom English is a second language, in accordance with the commission’s standards of program quality and effectiveness. The study of reading shall meet the following requirements:
(A) Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research-based and includes all of the following:

(i) The study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills.

(ii) A strong literature, language, and comprehension component with a balance of oral and written language.

(iii) Ongoing diagnostic techniques that inform teaching and assessment.

(iv) Early intervention techniques.

(v) Guided practice in a clinical setting.

(B) For the purposes of this section, “direct, systematic, explicit phonics” means phonemic awareness, spelling patterns, the direct instruction of sound/symbol codes and practice in connected text and the relationship of direct, systematic, explicit phonics to the components set forth in clauses (i) to (v), inclusive, of subparagraph (A).

A program for the multiple subjects credential also shall include the study of integrated methods of teaching language arts.

(5) Completion of a subject matter program that has been approved by the commission on the basis of standards of program quality and effectiveness pursuant to Article 6 (commencing with Section 44310) or passage of a subject matter examination pursuant to Article 5 (commencing with Section 44280). The commission shall ensure that subject matter standards and examinations are aligned with the state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605.

(6) Demonstration of a knowledge of the principles and provisions of the Constitution of the United States pursuant to Section 44335.

(7) Commencing January 1, 2000, demonstration, in accordance with the commission’s standards of program quality and effectiveness, of basic competency in the use of computers in the classroom as determined by one of the following:

(A) Successful completion of a commission-approved program or course.

(B) Successful passage of an assessment that is developed, approved, and administered by the commission.
(c) The minimum requirements for the professional clear
multiple or single subject teaching credential shall include all of
the following requirements:
(1) Possession of a valid preliminary teaching credential, as
prescribed in subdivision (b), possession of a valid equivalent
credential or certificate, or completion of equivalent requirements
as determined by the commission.
(2) Subject to the availability of funds in the annual Budget Act
to provide statewide access to eligible beginning teachers, as
defined in subdivision (d) of Section 44279.1 and except as
provided in paragraph (3), completion of a program of beginning
teacher induction, including one of the following:
(A) A program of beginning teacher support and assessment
approved by the commission and the Superintendent pursuant to
Section 44279.1, a provision of the Marian Bergeson Beginning
Teacher Support and Assessment System.
(B) An alternative program of beginning teacher induction that
is provided by one or more local educational agencies and has
been approved by the commission and the Superintendent on the
basis of initial review and periodic evaluations of the program in
relation to appropriate standards of credential program quality and
effectiveness that have been adopted by the commission, the
Superintendent, and the state board pursuant to this subdivision.
The standards for alternative programs shall encourage innovation,
collaboration, and experimentation in the continuous preparation
and induction of beginning teachers. An alternative program
of beginning teacher induction that has met state standards pursuant
to this subdivision including, but not limited to, a program that
provides preparation for teaching integrated curriculum and using
project-based learning, may apply for state funding pursuant to
Sections 44279.1 and 44279.2.
(C) An alternative program of beginning teacher induction that
is sponsored by a regionally accredited college or university, in
cooperation with one or more local school districts, that addresses
the individual professional needs of beginning teachers and meets
the commission’s standards of induction. The commission shall
ensure that preparation and induction programs that qualify
candidates for professional credentials extend and refine each
beginning teacher’s professional skills in relation to the California
Standards for the Teaching Profession and the standards of pupil
performance adopted pursuant to Section 60605.

(3) (A) If a candidate satisfies the requirements of subdivision
(b), including completion of an accredited internship program of
professional preparation, and if that internship program fulfills
induction standards and is approved as set forth in this subdivision,
the commission shall determine that the candidate has fulfilled the
requirements of paragraph (2).

(B) If an approved induction program is verified as unavailable
to a beginning teacher, or if the beginning teacher is required under
the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301
et seq.) to complete subject matter coursework to be qualified for
a teaching assignment, the commission shall accept completion of
an approved fifth-year program after completion of a baccalaureate
degree at a regionally accredited institution as fulfilling the
requirements of paragraph (2). The commission shall adopt
regulations to implement this subparagraph.

(4) Experience that includes the application of knowledge and
skills previously acquired in a preliminary credential program, in
accordance with commission standards, that addresses the
following:

(A) Health education, including study of nutrition,
cardiopulmonary resuscitation, and the physiological and
sociological effects of abuse of alcohol, narcotics, and drugs and
the use of tobacco. Training in cardiopulmonary resuscitation also
shall also meet the standards established by the American Heart
Association or the American Red Cross.

(B) Field experience in methods of delivering appropriate
educational services to pupils with exceptional needs in regular
education programs.

(C) Advanced computer-based technology, including the uses
of technology in educational settings.

(d) The commission shall develop and implement standards of
program quality and effectiveness that provide for the areas of
application listed in subparagraphs (A) to (C), inclusive, of
paragraph (4) of subdivision (c), starting in professional preparation
and continuing through induction.

(e) A credential that was issued prior to January 1, 1993, shall
remain in force as long as it is valid under the laws and regulations
that were in effect on the date it was issued. The commission may
shall not invalidate, by regulation, an otherwise valid credential, unless it issues to the holder of the credential, in substitution, a new credential authorized by another provision in this chapter that is no more restrictive than the credential for which it was substituted with respect to the kind of service authorized and the grades, classes, or types of schools in which it authorizes service.

(f) A credential program that is approved by the commission may not deny an individual access to that program solely on the grounds that the individual obtained a teaching credential through completion of an internship program when that internship program has been accredited by the commission.

(g) Notwithstanding this section, persons who were performing teaching services as of January 1, 1999, pursuant to the language of this section that was in effect prior to that date, may continue to perform those services without complying with any the requirements that may be added by the amendments adding this subdivision.

(h) Subparagraphs (A) and (B) of paragraph (4) of subdivision (b) do not apply to any a person who, as of January 1, 1997, holds a multiple or single subject teaching credential, or to any a person enrolled in a program of professional preparation for a multiple or single subject teaching credential as of January 1, 1997, who subsequently completes that program. It is the intent of the Legislature that the requirements of subparagraphs (A) and (B) of paragraph (4) of subdivision (b) be applied only to persons who enter a program of professional preparation on or after January 1, 1997.