

AMENDED IN ASSEMBLY MARCH 29, 2016

AMENDED IN ASSEMBLY MARCH 7, 2016

CALIFORNIA LEGISLATURE—2015–16 REGULAR SESSION

ASSEMBLY BILL

No. 1756

Introduced by Assembly Member Bonilla

February 2, 2016

An act to amend Section 44259.1 of the Education Code, relating to teacher credentialing.

LEGISLATIVE COUNSEL'S DIGEST

AB 1756, as amended, Bonilla. Teacher credentialing: integrated programs of professional preparation.

~~Existing~~

(1) *Existing* law establishes minimum requirements for the issuance of a preliminary multiple or single subject teaching credential by the Commission on Teacher Credentialing. Among other requirements, existing law requires satisfactory completion of a program of professional preparation accredited by the Committee on Accreditation, but specifies that the program shall not include more than ~~two~~ 2 years of full-time study, except for certain programs, including for integrated programs of subject matter and professional preparation. Existing law requires an integrated program of professional preparation to enable candidates for teaching credentials to engage in professional preparation, concurrently with subject matter preparation, while completing baccalaureate degrees at regionally accredited postsecondary institutions, and to provide opportunities for candidates to complete intensive field experiences in public elementary and secondary schools early in the undergraduate sequence.

This bill would require those intensive field experiences to include student teaching.

This bill would authorize a postsecondary institution to offer a ~~4-year~~ 4- or 5-year integrated program of professional preparation that allows a student to earn a baccalaureate degree and a preliminary ~~multiple-~~ *multiple* or ~~single-subject~~ *single subject* teaching credential, or an education specialist instruction credential authorizing the holder to teach special education, including student teaching requirements, concurrently and within 4 or 5 years of study.

This bill would require the commission, as part of its accreditation process, to collect specified information about integrated programs of professional preparation.

This bill would, contingent upon appropriation of funds in the annual Budget Act or another statute, require the commission to develop and implement a program to award 40 grants of \$250,000 each to postsecondary institutions for the development of transition plans to guide the creation of 4-year integrated programs of professional preparation, as provided.

(2) Existing law requires that an integrated program of professional preparation offered by the California State University be designed to concurrently lead to a preliminary multiple subject or single subject teaching credential and a baccalaureate degree.

This bill would instead require that an integrated program of professional preparation offered by the California State University be designed to concurrently lead to a preliminary multiple subject or single subject teaching credential, or an education specialist instruction credential authorizing the holder to teach special education, and a baccalaureate degree.

~~This~~

(3) This bill would make findings and declarations relating to teachers and teacher credentialing.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

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

1 SECTION 1. The Legislature finds and declares all of the
2 following:

1 (a) In mid-October 2015, after the school year had begun, there
2 were more than 3,900 open teaching positions available in
3 California.

4 (b) During the last decade, enrollment in teacher credentialing
5 programs has dropped more than 70 percent.

6 (c) Most students who would like to become teachers are
7 required to pay for a fifth year of school in order to earn their
8 teaching credentials.

9 (d) This fifth year in school costs these students an additional
10 year of tuition and living expenses and delays their entrance into
11 the workforce.

12 (e) These students must also complete their student teaching
13 requirements, and, during the period of student teaching, they have
14 no earning potential because they work full time without
15 compensation.

16 (f) Ensuring that a student can earn a baccalaureate degree and
17 teaching credential and complete the required student teaching
18 within four years will decrease the amount of debt students must
19 take on in order to complete their teacher training.

20 (g) Creating ~~four-year~~, *four-year* integrated programs of
21 professional preparation will support students in a sustainable
22 manner and for decades into the future.

23 *SEC. 2. It is the intent of the Legislature that this act not impose*
24 *any additional restrictions on education specialist instruction*
25 *credential programs.*

26 ~~SEC. 2:~~

27 *SEC. 3.* Section 44259.1 of the Education Code is amended to
28 read:

29 44259.1. (a) (1) An integrated program of professional
30 preparation shall enable candidates for teaching credentials to
31 engage in professional preparation, concurrently with subject matter
32 preparation, while completing baccalaureate degrees at regionally
33 accredited postsecondary educational institutions. An integrated
34 program shall provide opportunities for candidates to complete
35 intensive field experiences, including student teaching, in public
36 elementary and secondary schools early in the undergraduate
37 sequence. The development and implementation of an integrated
38 program shall be based on intensive collaboration among subject
39 matter departments and education units within postsecondary

1 educational institutions and local public elementary and secondary
2 school districts.

3 (2) A postsecondary institution may offer a ~~four-year~~ *four- or*
4 *five-year* integrated program of professional preparation that allows
5 a student to earn a baccalaureate degree and a preliminary ~~multiple-~~
6 ~~multiple~~ or ~~single-subject~~ *single subject* teaching credential, *or an*
7 *education specialist instruction credential authorizing the holder*
8 *to teach special education*, including student teaching requirements,
9 concurrently and within *four or five* years of study.

10 (3) The commission shall encourage postsecondary educational
11 institutions to offer integrated programs of professional preparation
12 that follow the guidelines developed pursuant to this section. In
13 approving integrated programs, the commission shall not
14 compromise or reduce its standards of subject matter preparation
15 pursuant to Article 6 (commencing with Section 44310) or its
16 standards of professional preparation pursuant to paragraph (3) of
17 subdivision (b) of Section 44259.

18 (4) *The commission shall, as part of its accreditation process,*
19 *collect information about integrated programs of professional*
20 *preparation, including which institutions offer integrated programs*
21 *and the number and type of credentials the programs produce.*

22 (b) (1) Commencing with the 2005–06 school year, an
23 integrated program offered by the California State University shall
24 be designed to concurrently lead to a preliminary multiple subject
25 or single subject teaching credential, *or an education specialist*
26 *instruction credential authorizing the holder to teach special*
27 *education*, and a baccalaureate degree. Recommendation for each
28 shall be contingent upon satisfactory completion of the
29 requirements for each.

30 (2) By July 1, 2004, the Chancellor of the California State
31 University, in consultation with California State University faculty
32 members, shall develop a framework defining appropriate balance
33 for an integrated program of general education, subject matter
34 preparation, and professional education courses, for both lower
35 division and upper division students, including an appropriate
36 range of units to be taken in professional education courses. In
37 developing the framework, the Chancellor of the California State
38 University and California State University faculty members shall
39 consult with the Academic Senate for the California Community
40 Colleges on matters related to the effective and efficient use of,

1 and appropriate role for, lower division coursework in an integrated
2 program.

3 (c) (1) By January 1, 2005, the Chancellor of the California
4 State University and the Chancellor of the California Community
5 Colleges shall collaboratively ensure that both of the following
6 occur:

7 (A) Lower division coursework completed by a community
8 college student transferring to a California State University
9 integrated program is articulated with the corresponding
10 coursework of the California State University.

11 (B) The articulated community college lower division
12 coursework is accepted as the equivalent to the coursework offered
13 to students who enter that integrated program as freshman students.

14 (2) Commencing with the 2005–06 school year, each campus
15 of the California State University shall invite the community
16 colleges in its region that send significant numbers of transfer
17 students to that campus to enter into articulation agreements. These
18 articulation agreements shall be based on a fully transferable
19 education curriculum that is developed pursuant to the framework
20 developed under paragraph (2) of subdivision (b). Approval of one
21 or more of the articulation agreements will enable the coursework
22 of a community college student to be accepted as the equivalent
23 to the coursework offered to students who enter that integrated
24 program as freshman students.

25 (d) A postbaccalaureate program of professional preparation
26 shall enable candidates for teaching credentials to commence and
27 complete professional preparation after they have completed
28 baccalaureate degrees at regionally accredited institutions. The
29 development and implementation of a postbaccalaureate program
30 of professional preparation shall be based on intensive collaboration
31 among the postsecondary educational institution and local public
32 elementary and secondary school districts.

33 (e) The commission shall develop and implement a program to
34 award 40 one-year grants of two hundred fifty thousand dollars
35 (\$250,000) each to postsecondary institutions for the development
36 of transition plans to guide the creation *of* four-year integrated
37 programs of professional preparation.

38 (1) A postsecondary institution awarded a grant under this
39 subdivision may use the transition plan to create a new four-year

1 integrated program of professional preparation or to adapt an
2 existing integrated program of professional preparation.

3 (2) A postsecondary institution awarded a grant under this
4 ~~section~~ *subdivision* may partner with a California Community
5 College to create a four-year integrated program of professional
6 preparation.

7 (3) A postsecondary institution awarded a grant under this
8 ~~section~~ *subdivision* may use grant funds for any proper purpose in
9 support of planning for a four-year integrated program of
10 professional preparation, including, but not limited ~~to~~ *to*, any of
11 the following:

12 (A) To provide faculty release time to redesign existing courses.

13 (B) To provide program coordinators to assist in collaboration
14 with subject-matter professors and pedagogy professors.

15 (C) To create summer courses for students in a four-year
16 integrated program of professional preparation.

17 (D) *To recruit individuals for participation as students in
18 four-year integrated programs of professional preparation.*

19 (4) *In awarding grants pursuant to the program, the commission
20 shall grant priority to proposals for the establishment of four-year
21 integrated programs of professional preparation designed to
22 produce teachers with either an education specialist instruction
23 credential authorizing the holder to teach special education or a
24 single subject area credential in a subject with chronic shortages
25 of qualified teachers.*

26 (5) *As a condition of the receipt of a grant, a postsecondary
27 institution shall provide to the commission program and outcome
28 data for at least three years after receiving the grant. The
29 information shall include program design and features, the number
30 of graduates, the number and type of credentials earned, the time
31 taken to earn a degree and credential, and any other information
32 the commission may require for the purpose of documenting the
33 effect of the grant and identifying effective practices in program
34 design and implementation.*

35 ~~(4)~~

36 (6) The commission may reserve some of the 40 grants to
37 provide a second grant to some or all of the postsecondary
38 institutions awarded grants pursuant to this subdivision for the
39 subsequent fiscal year.

40 ~~(5)~~

- 1 (7) The requirements of this subdivision are contingent upon
- 2 *the* appropriation of funds for *the* purposes of this subdivision in
- 3 the annual Budget Act or another statute.

O