



SB-614 Teacher credentialing: reading instruction. (2019-2020)

As Amends the Law Today

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

(a) All teachers, including teachers with multiple subject and education specialist teaching credentials, should be prepared to teach foundational reading.

(b) Performance-based assessments promote equity and are a more accurate demonstration of a teacher candidate's ability to teach reading than standardized tests.

(c) The State Department of Education has adopted an English Language Arts/English Language Development (ELA/ELD) Framework that includes foundational reading.

(d) The Commission on Teacher Credentialing has recently updated the teaching performance expectations for literacy and reading to align with the ELA/ELD Framework, specifically citing foundational reading, and to include guidelines for the identification of, and strategies to meet the needs of, pupils with dyslexia.

(e) The Commission on Teacher Credentialing has developed a robust, data-driven accreditation system that monitors teacher preparation providers and requires teacher credential candidates to perform a minimum of 600 hours of clinical practice and student teaching.

(f) The vast majority, at least 80 percent, of school districts are impacted by the teacher shortage, especially in math, science, bilingual education, and special education.

(g) Assessments of candidates for the purpose of state licensure must meet accepted standards of validity and reliability to ensure that candidates are assessed in an unbiased and consistent manner.

(h) The issuance of substandard permits and intern credentials has skyrocketed in recent years because of the teacher shortage, and these underprepared teachers are disproportionately serving pupils of color, low-income pupils, and English learners.

(i) Recent research makes clear that fully credentialed teachers of color improve the school climate and pupil achievement, particularly for pupils of color.

(j) Current and recent administrations have invested or proposed to invest over \$1 billion to address the teacher shortage and support the entrance of qualified, diverse teacher candidates into the teaching profession.

SEC. 2. Section 44252.6 of the Education Code is amended to read:

44252.6. (a) The commission, no later than July 1, 2007, shall ensure that the California Subject Examinations for Teachers (CSET): Multiple Subjects be modified to add an assessment of basic writing skills at least as comprehensively and to the level of rigor that basic writing skills are assessed by the state basic skills proficiency test.

(b) Any individual who passes the CSET: Multiple Subjects, after it has been adjusted pursuant to subdivision (a), with the necessary score determined by the commission, shall be considered proficient in the skills of reading, writing, and mathematics, and shall not be required to pass the state basic skills proficiency requirements of Sections 44227, 44252, and 44830.

~~(c) The commission shall conduct a public study session to consider the implications of incorporating the assessment of ability, skills, and knowledge related to effective reading instruction that is assessed by the Reading Instruction Competence Assessment (RICA) within the teacher performance assessment set forth in Section 44320.2 and shall report on the outcome of that session to the Legislature and the Governor no later than July 1, 2007. At the study session, the commission shall provide an opportunity for teachers, teacher educators, reading specialists, testing specialists, representatives of teachers, administrators, governing board members, parents of pupils, and the public to comment on the implications, costs, and validity of consolidating these assessments.~~

~~(d) The commission shall convene a public study session to discuss the implications of modifying the single subject California Subject Examinations for Teachers (CSET) to assess basic skills in reading, writing, and mathematics. The commission, no later than October 1, 2007, shall report to the Legislature on the outcome of that session of modifying the CSET in single subjects to~~

~~assess basic skills in the subjects of basic reading, writing, and mathematics, at least as comprehensively and to the level that these skills are assessed by the state basic skills proficiency test. At the study session, the commission shall provide an opportunity for teachers, teacher educators, reading specialists, testing specialists, representatives of teachers, administrators, governing board members, parents of pupils, and the public to comment on the implications, costs, and validity of modifying these assessments.~~

~~(e) (c)~~ The commission shall ensure that the consolidation and modification of assessments pursuant to this section does not result in an increase in the total fees paid by teacher credential candidates.

SEC. 3. Section 44259 of the Education Code is amended to read:

44259. (a) Except as provided in clauses (i) and (iii) of subparagraph (A) of paragraph (3) of subdivision (b), a program of professional preparation for multiple or single subject teaching credentials shall not include more than two years of full-time study of 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~~ *higher* education. Except as provided in subdivision (c) of Section 44227, for single subject teaching credentials, the baccalaureate degree shall not be in professional education. The commission shall encourage *regionally* accredited institutions *of higher education* to offer undergraduate minors in education and special education to students who intend to become single subject credentialed teachers.

(2) Passage of the state basic skills proficiency test that is developed and administered by the commission pursuant to Section 44252.5.

(3) (A) 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 a~~ program shall include a teaching performance assessment as set forth in Section 44320.2 that is aligned with the California Standards for the Teaching Profession. The commission shall ensure that ~~each a~~ candidate recommended for a credential or certificate has demonstrated satisfactory ability to assist pupils to meet or exceed academic content and performance standards for pupils adopted by the state board. Programs that meet this requirement for professional preparation shall include any of the following:

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

(ii) Postbaccalaureate programs of professional preparation, pursuant to subdivision (d) of Section 44259.1.

(iii) 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.

(iv) Degree programs offered pursuant to Article 5 (commencing with Section 78060) of Chapter 1 of Part 48 of Division 7 of Title 3.

(B) A program of professional preparation pursuant to subparagraph (A) shall provide experience that addresses all of the following:

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

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

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

(4) Study of ~~alternative methods of developing English language skills, including the study of reading as described in subparagraphs (A) and (B), among effective means of teaching literacy, including, but not limited to, evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics, and word recognition, and teaching fluency to~~ all pupils, including ~~those for whom English is a second language, English learners and pupils with exceptional needs,~~ in accordance with the commission's standards of program quality and effectiveness. ~~The study of reading shall meet the following requirements: effectiveness, current teaching performance expectations, and the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the state board.~~

~~(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 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 subject teaching 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~~ *44280*), *or a combination of the two as approved by the commission.*

The commission shall ensure that subject matter standards and examinations are aligned with the academic content and performance standards for pupils adopted by the state board.

(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,~~ *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 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) 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.

(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 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 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 a~~ beginning teacher's professional skills in relation to the California Standards for the Teaching Profession and the academic content and performance standards for pupils adopted by the state board.

(3) (A) If a candidate satisfies the requirements of subdivision (b) through 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, the commission shall accept completion of an approved clear credential 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.

(d) The commission shall develop and implement standards of program quality and effectiveness that provide for the areas of application listed in clauses (i) to (iii), inclusive, of subparagraph (B) of paragraph (3) of subdivision (b), starting in professional preparation and continuing through induction.

(e) A credential that was issued before 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 shall not, by regulation, invalidate 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 shall 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 before that date, may continue to perform those services without complying with any requirements that may be added by the amendments adding this subdivision.

(h) ~~Subparagraphs (A) and (B) of paragraph~~ *Paragraph* (4) of subdivision (b) ~~do~~ *does* not apply to any person who, as of January 1, 1997, holds a multiple or single subject teaching credential, or to any 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) apply only to persons who enter a program of professional preparation on or after January 1, 1997.

SEC. 4. Section 44268.5 of the Education Code is repealed.

~~44268.5. (a) A teacher who does not hold a specialist credential to teach pupils with mild to moderate disabilities in a special day class setting may teach in a special day class setting that consists of pupils with mild to moderate disabilities if the teacher consents to the assignment and meets all of the following conditions:~~

~~(1) The teacher has been teaching in a special day class setting for a minimum of 10 years, as of January 1, 2000.~~

~~(2) The teacher holds one of the following:~~

~~(A) A services credential with a specialization in clinical or rehabilitative services with special class authorization.~~

~~(B) A Standard Teaching Credential with the Minor—Speech and Hearing Handicapped.~~

~~(C) A Restricted Special Education Credential—Speech and Hearing Therapy.~~

~~(D) A Limited Specialized Preparation Credential—Speech and Hearing Handicapped.~~

~~(E) A Special Secondary Credential—Correction of Speech Defects.~~

~~(F) An Exceptional Children Credential—Speech Correction and Lip Reading.~~

~~(3) Concurrently with the teaching assignment, the teacher annually completes 6 units or the equivalent thereof of professional development in core subjects.~~

~~(4) The teacher passes the reading instruction competence assessment administered by the commission pursuant to Section 44283 within one year of the beginning of the school year. Passage of the assessment shall be considered evidence of the teacher's competence in reading instruction.~~

~~(b) This section shall remain in effect only until January 1, 2005, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2005, deletes or extends that date.~~

SEC. 5. Section 44283 of the Education Code is amended to read:

44283. (a) The Legislature hereby recognizes that teacher competence in reading instruction is essential to the progress and achievement of pupils learning to read in elementary and secondary schools. It is the intent of the Legislature that the commission develop a reading instruction competence assessment to measure the knowledge, skill, and ability of first-time credential applicants who are not credentialed in any state who will be responsible for reading instruction.

(b) The commission shall develop, adopt, and administer a reading instruction competence assessment consisting of one or more instruments to measure an individual's knowledge, skill, and ability relative to effective reading instruction. The reading instruction competence assessment shall measure the knowledge, skill, and ability of first-time credential applicants who are not credentialed in any state that the commission determines to be essential to reading instruction and shall be consistent with the state's reading curriculum framework adopted after July 1, 1996, and the Reading Program Advisory published by the ~~State Department of Education~~ *department* in 1996. The commission shall perform the following duties with respect to the reading instruction competence assessment:

(1) Develop, adopt, and administer the assessment.

(2) Initially and periodically analyze the validity and reliability of the content of the assessment.

(3) Establish and implement appropriate passing scores on the assessment.

(4) Analyze possible sources of bias on the assessment.

(5) Collect and analyze background information provided by first-time credential applicants who are not credentialed in any

state who participate in the assessment.

(6) Report and interpret individual and aggregated assessment results.

(7) Convene a task force to advise the commission on the design, content, and administration of the assessment. Not less than one-third of the members of the task force shall be classroom teachers with recent experience in teaching reading in the early elementary grades.

(8) ~~Prior to~~ *Before* requiring successful passage of the assessment for the preliminary multiple subject teaching credential, certify that all of the teacher education programs approved by the commission pursuant to Section 44227 offer instruction in the knowledge, skills, and abilities required by the assessment.

(c) ~~Commencing on the earliest feasible date, as determined by the commission, the~~ *Until July 1, 2024, the* requirements for issuance of the preliminary multiple subject teaching credential, as set forth in subdivision (b) of Section 44259, *or a preliminary education specialist credential* shall include successful passage of one of the following components of the reading instruction competence assessment:

(1) A comprehensive examination of the knowledge and skill pertaining to effective reading instruction of the credential applicant.

(2) An authentic assessment of teaching skills and classroom abilities of the credential applicant pertaining to the provision of effective reading instruction.

(3) A combination of paragraphs (1) and (2), as approved by the commission.

(4) Completion of coursework under the conditions specified in subdivision (d).

(d) A candidate for a preliminary multiple subject teaching credential or a preliminary education specialist credential who, before or after January 1, 2021, takes and fails to pass the reading instruction competence assessment may meet the requirements of subdivision (c) by successfully completing coursework that addresses the content of the subtest of the assessment that the candidate did not successfully complete and that meets the commission's standards.

~~(d)~~ *(e)* The reading instruction competence assessment is subject to the provisions of Sections 44235.1 and 44298.

(f) This section shall become inoperative on July 1, 2024, and, as of January 1, 2025, is repealed.

SEC. 6. Section 44283.2 of the Education Code is repealed.

~~44283.2. (a) Commencing on January 1, 2000, prior to the initial issuance of a specialist teaching credential in special education pursuant to Section 44265, except as provided in subdivision (b) a first-time credential applicant who is not credentialed in any state shall be required to demonstrate that he or she passed the reading instruction competence assessment developed pursuant to Section 44283.~~

~~(b) This section shall not apply to an applicant for an Early Childhood Special Education Certificate or Early Childhood Special Education Credential, which authorizes the holder to provide educational services to children from birth through prekindergarten who are eligible for early intervention special education and related services.~~

SEC. 7. Section 44283.2 is added to the Education Code, to read:

44283.2. A holder of a preliminary multiple subject credential or a preliminary education specialist credential who was unable to take the reading instruction competence assessment pursuant to Section 44283 as it read on January 1, 2020, due to the closure of assessment centers during the COVID-19 pandemic, and who must complete this requirement in order to earn a professional clear credential, may, if the reading instruction competence assessment is no longer being administered because Section 44283 is inoperative or has been repealed, complete this requirement through successful completion of coursework in reading instruction that meets the commission's standards.

SEC. 8. Section 44320.3 is added to the Education Code, to read:

44320.3. By July 1, 2024, the commission shall ensure that an approved teaching performance assessment for a preliminary multiple subject credential, as described in Section 44320.2, and for a preliminary education specialist credential, assess candidates for competence in instruction in literacy, including, but not limited to, foundational reading skills, as described in paragraph (4) of subdivision (b) of Section 44259, in a manner aligned to the commission's current teaching performance expectations and to the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the state board.

~~SEC. 7.~~ **SEC. 9.** Section 44468 of the Education Code is amended to read:

44468. (a) An internship program, established pursuant to Article 7.5 (commencing with Section 44325) of Chapter 2 or this article, that is accredited by the commission shall provide interns who meet entrance criteria and are accepted to a multiple subject teaching credential program, a single subject teaching credential program, or ~~a level 1~~ *an* education specialist credential program that provides instruction to individuals with mild to moderate disabilities, the opportunity to choose an early

program completion option, culminating in a five-year preliminary teaching credential. The early program completion option shall be made available to interns who meet the following requirements:

(1) Pass a written assessment that assesses knowledge of teaching foundations, is adopted for this purpose by the commission, and includes all of the following:

(A) Human development as it relates to teaching and learning aligned with the state content and performance standards for pupils adopted by the state board.

(B) Techniques to address learning differences including working with pupils with special needs.

(C) Techniques to address working with English learners to provide access to the curriculum.

(D) Reading ~~instruction as set forth in paragraph (4) of subdivision (b) of Section 44259.~~ *instruction.*

(E) The assessment of pupil progress based upon the state content and performance standards for pupils adopted by the state board and planning intervention based on the assessment.

(F) Classroom management techniques.

(G) Methods of teaching the subject fields.

(2) (A) Pass the teaching performance assessment as set forth in Section 44320.2.

(B) An intern participating in the early completion option may take the teaching performance assessment only one time as part of the early completion option. An intern who takes the teaching performance assessment but is not successful may complete the internship program. Scores on this assessment shall be used by the internship program in providing the individualized professional development plan for interns that emphasizes preparation in areas where additional growth is warranted and waiving preparation in areas where the candidate has demonstrated competence. The intern shall retake and pass the teaching performance assessment at the end of the internship in order to be considered for recommendation by the internship program to the commission.

(3) ~~Pass the~~ *Until July 1, 2024, successfully pass a* reading instruction competence assessment ~~described in~~ *required by* Section 44283, if required for the intern's credential.

(4) Meet the requirements for teacher fitness as set forth in Sections 44339, 44340, and 44341.

(b) An intern who elects to use the early completion option must first pass the assessment required pursuant to paragraph (1) of subdivision (a) in order to qualify to take the teaching performance assessment required pursuant to paragraph (2) of subdivision (a).

(c) An intern who passes the assessments described in subdivision (a) and is recommended by the internship program to the commission is eligible for a five-year preliminary multiple subject teaching credential, single subject teaching credential, or ~~level 1~~ education specialist credential that authorizes instruction to individuals with mild to moderate disabilities.

(d) The commission shall issue a ~~professional~~ clear multiple or single subject teaching credential to an applicant whose employing school district documents, in a manner prescribed by the commission, that the applicant has fulfilled *both of* the following requirements:

(1) Holds a preliminary five-year teaching credential issued by the commission.

(2) Completes ~~one of the following in accordance with the determination of the employing school district based upon the experience and individual needs of the applicant:~~ *a commission-approved teacher induction program.*

~~(A) A program of beginning teacher support and assessment established pursuant to Article 4.5 (commencing with Section 44279.1) of Chapter 2, including the California formative assessment and support system for teachers.~~

~~(B) An alternative program of beginning teacher induction that the commission determines, in conjunction with the Superintendent, meets state standards for teacher induction and includes the California formative assessment and support system for teachers or an alternative assessment deemed to meet the standards.~~

~~(3) As an alternative to the requirements in paragraph (2), an applicant may choose to complete the California formative assessment and support system for teachers or the equivalent at a faster pace as determined by the program of beginning teacher support and assessment established pursuant to Article 4.5 (commencing with Section 44279.1) of Chapter 2.~~