

## Proposed 2019 Legislation Related to Educator Credentialing

### **AB 182 (Rivas) Teacher Credentialing-Computer Science**

- ❖ Would create a single subject computer science credential
- ❖ Based on a recommendation of the draft Computer Science Strategic Implementation Plan

### **AB 221 (Garcia) Teach for America teachers**

- ❖ Restricts Teach for America teachers from being assigned to schools with 40 percent or higher low income families.
- ❖ Commences with the 2020-2021 school year.

### **AB 988 (Berman) Teacher credentialing: out-of-state prepared teachers**

- ❖ Allows out-of-state prepared special educators to use two years of successful teaching in California to meet their subject matter requirement
- ❖ Almost half of out-of-state special educators are required to demonstrate subject matter competence before clearing their credential

### **AB 1219 (Jones-Sawyer) Teacher Credentialing – Certificated Employee Assignment Monitoring**

- ❖ Requires annual monitoring for all LEAs
- ❖ Facilitates federal ESSA compliance
- ❖ Will largely automate the assignment monitoring process
- ❖ Eliminate reliance on API
- ❖ Data-sharing between CDE and Commission

### **AB 1410 (Quirk-Silva) Teachers: Computer Science Access Initiative**

- ❖ Creates a new grant program administered by CDE in consultation with the Commission
- ❖ Would award grants, on or before July 1, 2020, to eligible entities to increase the number of teachers authorized and trained to teach computer science
- ❖ Funding amount not yet specified

### **Early Childhood Education**

- ❖ Various bills including **AB 6 (Reyes); AB 123, 124, and 125 (McCarty), and SB 174 (Leyva)**
- ❖ Major area of interest for the Legislature and the Administration
- ❖ Trying to balance expansion of access with salary increases
- ❖ Desire to professionalize the workforce

### **California Assembly Blue Ribbon Commission on Early Childhood Education**

(<https://speaker.asmdc.org/blue-ribbon-commission-early-childhood-education>)

- ❖ Calls for streamlining and simplification of the current CDE ECE Competencies
- ❖ Recommends development of a competency-based assessment that allows both new applicants and incumbent workforce to demonstrate competence
- ❖ Development of a competency based system that spans preparation, certification, pre- and in-service training
- ❖ Development of a certification process in which candidates demonstrate competencies

## Commission on Teacher Credentialing Legislative Guidelines

1. The Commission supports legislation that proposes to maintain or establish high standards for the preparation of California's educator workforce and opposes legislation that would lower standards for California's educators.
2. The Commission supports legislation that proposes to maintain or establish high standards of fitness and conduct for public school educators in California and opposes legislation that would lower standards of fitness or conduct for public school educators.
3. The Commission supports legislation that reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation that would allow unprepared persons to serve in the public schools.
4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.
5. The Commission supports legislation that strengthens or reaffirms initiatives and reforms that it previously has adopted and opposes legislation that would undermine initiatives or reforms that it previously has adopted.
6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators and opposes alternatives that do not provide sufficient assurances of quality.
7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include appropriate resources to support those additional duties and responsibilities.
8. The Commission supports legislation that affirms its role as an autonomous teacher standards board and opposes legislation that would erode the independence or authority of the Commission.