

Teacher Qualifications

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Teacher Qualifications

Adding Subjects

Adding Additional Subjects to a Single Subject Credential

There are four options to add additional subjects to a single subject teaching credential.

- Adding a **SUBJECT AREA**
 - All statutory single subjects available
 - Requires CSET subtests and 1 pedagogy/methods course in the area
 - For science and languages, one pedagogy/methods class will do for related single subjects
- Adding a **SUPPLEMENTARY AUTHORIZATION**
 - Introductory (9th grade level and below) allows core subjects as well as electives
 - Specific (all grades) broad subjects, includes core, computer science, excludes Math
 - Requires **20 units** or 10 upper division units
 - Non-NCLB compliant
- Adding a **SUBJECT MATTER AUTHORIZATION**
 - Enacted 1/1/2005 in response to Federal NCLB Act, remains in place after it was repealed
 - Introductory (9th grade level and below) allows core subjects
 - Specific (all grades) broader subjects, but excludes Mathematics
 - Requires **32 units**
- **National Board for Professional Teaching Standards** Certification

There are basically two methods to obtain an additional single subject on a teaching credential, by exam/pedagogy class (SUBJECT AREA) or by showing 20 units (SUPPLEMENTARY AUTHORIZATION).

The Subject Matter authorization was developed to comply with the Federal regulations for highly qualified teachers and requires 32 units instead of just 20. The federal standard for highly qualified teachers was repealed, so the 32 unit program is no longer necessary, but it still exists. Also, the courses are slight different between the 20 unit and 32 unit options.

The introductory level authorizations allow 9 grade and below, so this authorization applies to K8 classes without having to convert to a Multiple subject Credential.

SUBJECT AREA	INTRO SUPPLEMENTARY	SPECIFIC SUPPLEMENTARY	INTRO SUBJECT MATTER	SPECIFIC SUBJECT MATTER
English	English	Biological Sciences	English	English Composition
Foundational-Level General Science	Language	Chemistry	Language	Chemistry
Foundational-Level Mathematics	Mathematics	Computer Science	Mathematics	Biological Sciences
Mathematics	Science	Economics	Science	Physics
Physical Education	Social Science	English Composition	Social Science	Geosciences
Science: Biological Sciences	Computer Science	Geography	Art	Geography
Science: Physics	Physical Education	Geosciences	Dance	History
Science: Chemistry	Art	Graphic Arts	Theater	Literature
Science: Geosciences	Health Science	Literature		Economics (social science)
Social Science	Various Electives	Physics		Art History/Appreciation
Languages		Plant Science		Civics/Government
Art		Psychology		Photography
Health Science		US Government and US Civics		Three-Dimensional Art
Theater		US History and California History		Two-Dimensional Art
Business		World History		Vocal or Instrumental Music
Music/Dance		Various Electives		Drama/Theatre
Various CTE Subjects				Dance

CSET Exam Information

AdHoc Pedagogy Classes

- [CA GOV list of approved teaching programs](#)
- CSU Humboldt - ad hoc methods classes
- <https://education.humboldt.edu/credential-programs/secondary-education/overview>

California Code 44225

[FindLaw educational code Index](#)

California Code, Education Code - EDC § 44225

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The commission shall do all of the following:

(a) Establish professional standards, assessments, and examinations for entry and advancement in the education profession. While the Legislature recognizes that the commission will exercise its prerogative to determine those requirements, it is the intent of the Legislature that standards, assessments, and examinations be developed and implemented for the following:

(1)(A) The preliminary teaching credential, to be granted upon possession of a baccalaureate degree from a regionally accredited institution in a subject other than professional education, completion of an accredited program of professional preparation, and either successful passage of an examination or assessment that has been adopted or approved by the commission in the subject or subjects appropriate to the grade level to be taught, to include college-level reading, writing, and mathematics skills, or completion of an accredited program of subject matter preparation and successful passage of the basic skills proficiency test as provided for in Article 4 (commencing with [Section 44250](#)). The commission shall uniformly consider the results of the basic skills proficiency test in conjunction with other pertinent information about the qualifications of each candidate for a preliminary credential, and may award the credential on the basis of the overall performance of a candidate as measured by several criteria of professional competence, provided that each candidate meets minimum standards set by the commission on each criterion. Upon application by a regionally accredited institution of higher education, the commission may categorically grant credit to coursework completed in an accredited program of professional preparation, as specified by this paragraph, by undergraduates of that institution, where the commission finds there are adequate assurances of the quality of necessary undergraduate instruction in the liberal arts and in the subject area or areas to be taught.

(B) Notwithstanding subparagraph (A), for multiple subject teaching credentials, the baccalaureate degree may be in the subject of professional education.

(2) The professional teaching credential, to be granted upon successful passage of a state examination or assessment in the subject or subjects appropriate to the grade level to be taught, to include college-level basic reading, writing, and mathematics skills, and completion of a period of beginning teacher support that includes assessments of ability to teach subject matter to pupils, ability to work well with pupils, classroom management, and instructional skills. A candidate who successfully passes the examination or assessment pursuant to paragraph (1) shall be deemed to have passed the state examination or assessment in the subject or subjects to be taught pursuant to this paragraph.

(b) Reduce and streamline the credential system to ensure teacher competence in the subject field or fields, while allowing greater flexibility in staffing local schools. The commission shall award the following types of credentials to applicants whose preparation and competence satisfy its standards:

(1) Basic teaching credentials for teaching in kindergarten, or any of the grades 1 to 12, inclusive, in public schools in the state.

(2) Credentials for teaching adult education classes and vocational education classes.

(3) Credentials for teaching specialties, including, but not necessarily limited to, bilingual education, early childhood education, and special education. The commission may grant credentials to any candidate who concurrently meets the commission's standards of preparation and competence for the preliminary basic teaching credential and the preliminary specialty credential.

(4) Credentials for school services, for positions including, but not limited to, administrators, school counselors, speech-language therapists, audiologists, school psychologists, library media teachers, supervisors of attendance, and school nurses.

The commission may establish standards and requirements for preliminary and professional credentials of each type.

(c) Review and, if necessary, revise the code of ethics for the teaching profession.

(d) Establish standards for the issuance and renewal of credentials, certificates, and permits. In setting standards, the commission shall seek to ensure, through its credentialing of teachers, that public school teachers satisfy all of the following criteria:

(1) Are academically talented.

(2) Are knowledgeable of the subjects to be taught in the classroom.

(3) Are creative and energetic.

(4) Have the human skills to motivate and inspire pupils to achieve their goals.

(5) Have the sensitivity to foster self-esteem in pupils through recognition that each pupil has his or her own goals, talents, and levels of development.

(6) Be willing to relate the educational process and their instructional strategies to meet the needs of pupils.

(7) Are able to work effectively with and motivate pupils from a variety of ethnic, socioeconomic, cultural, academic, and linguistic backgrounds.

(8) Have an understanding of principles and laws related to educational equity, and the equitable practice of the profession of education among all pupils regardless of their ethnicity, race, gender, age, religious background, primary language, or disabling condition.

(e) Determine the scope and authorization of credentials, to ensure competence in teaching and other educational services, and establish sanctions for the misuse of credentials and the misassignment of credentialholders. **The commission may grant an added or supplementary authorization to a credentialholder who has met the requirements and standards of the commission for the added or supplementary authorization.** The commission shall exempt the holder of a teaching credential obtained prior to January 1, 1974, who adds an authorization by successfully completing a commission-approved subject matter examination, from the requirements of [subdivision \(e\) of Section 44259](#) and [Section 44261](#).

(f) Collect, compile, and disseminate information regarding exemplary practices in supporting and assessing beginning teachers.

(g) Establish alternative methods for entry into the teaching profession, and into other certificated roles in the schools, by persons in varying circumstances, including persons who have been educated outside of California, provided that each applicant satisfies all of the requirements established by the commission. One alternative method shall be the successful completion of at least two years of classroom instruction under a district intern certificate, pursuant to Article 7.5 (commencing with [Section 44325](#)). In establishing alternative methods for entry into the teaching profession, the commission shall develop strategies to encourage classroom aides to become credentialed teachers.

(h) Adopt a framework and general standards for the accreditation of preparation programs for teachers and other certificated educators pursuant to Article 7 (commencing with [Section 44320](#)).

(i) Appoint classroom teachers, school administrators, other school services personnel, representatives of the public, and public or private higher education representatives to one or more standing committees, which shall be given authority to recommend to the commission standards relating to examinations, performance assessments, program accreditation, and licensing. The commission shall establish criteria for membership on those committees, and shall determine the terms of committee members. Appointments to standing committees by the commission shall reflect, to the extent feasible, the ethnic and cultural diversity of the California public schools.

(j) Consult with classroom teachers, faculty members from institutions of higher education that maintain accredited programs of professional preparation for teachers, administrators or other school services personnel, and other experts to aid in the development of examinations and assessments, and to study the impact of examinations and assessments on the teaching profession. To increase the fairness of its certification decisions, the commission may uniformly consider the results of tests, subtests, and assessments in conjunction with each other, and in conjunction with other pertinent information about the qualifications of each candidate. The commission may award credentials on the basis of average overall performances by candidates on several criteria of professional competence, provided that each candidate meets minimum standards set by the commission on each criterion.

(k) Adopt standards for all examinations and assessments that shall ensure that all prospective teachers demonstrate an understanding of the history and cultures of the major ethnic populations of this state and of teaching strategies for the acquisition of English language skills by non-English-speaking pupils.

(l) Determine the terms of credentials, certificates, and permits, except that no credential, certificate, or permit shall be valid for more than five years from the date of issuance. This article shall govern the issuance of any credential, certificate, or permit, except as follows:

(1) A credential, certificate, or permit shall remain in force as long as it is valid and continues to be valid under the laws and regulations that were in effect when it was issued.

(2) The commission shall grant teaching credentials pursuant to statutes that were in effect on December 31, 1988, to candidates who, before the effective date of regulations to implement subdivision (a), are in the process of meeting the requirements for teaching credentials that were in effect on December 31, 1988, except that neither enrollment as an undergraduate student nor receipt of a baccalaureate degree from a regionally accredited institution prior to the effective date of the regulations shall, by themselves, exempt a candidate from the requirements of subdivision (a). Enrollment in a preparation program for teachers prior to the effective date of the regulations shall not exempt a candidate from the requirements of paragraph (2) of subdivision (a), if the preliminary credential of the candidate was granted after the effective date of the regulations.

(m) Review requests from school districts, county offices of education, private schools, and postsecondary institutions for the waiver of one or more of the provisions of this chapter or other provisions governing the preparation or licensing of educators. The commission may grant a waiver upon its finding that professional preparation equivalent to that prescribed under the provision or provisions to be waived will be, or has been, completed by the credential candidate or candidates affected or that a waiver is necessary to accomplish any of the following:

(1) Give a local educational agency one semester or less to address unanticipated, immediate, short-term shortages of fully qualified educators by assigning a teacher who holds a basic teaching credential to teach outside of his or her credential authorization, with the teacher's consent.

(2) Provide credential candidates additional time to complete a credential requirement.

(3) Allow local school districts or schools to implement an education reform or restructuring plan.

(4) Temporarily exempt from a specified credential requirement small, geographically isolated regions with severely limited ability to develop personnel.

(5) Provide other temporary exemptions when deemed appropriate by the commission.

No provision in this chapter may be waived under [Sections 33050](#) and [33051](#), after June 30, 1994, by the state board.

(n) It is the intent of the Legislature that the commission develop models for voluntary use by California colleges and universities that do not have these models in place, to assist in the screening of applications for admission to teacher education programs. The models shall give emphasis to the following qualifications of the applicants: academic talent, knowledge of subjects to be taught, basic academic skills, creativity, experience in working with children and adolescents, ability to motivate and inspire pupils, and willingness to relate education to pupils with a wide variety of cultural, ethnic, and academic backgrounds. The commission may continue to administer the state basic skills proficiency test, in order (1) to utilize the results of this test in awarding preliminary teaching credentials and emergency permits, and (2) to enable colleges and universities to utilize this test in conjunction with other appropriate sources of information in teacher preparation admission decisions. However, it is the intent of the Legislature that applicants for admission to teacher preparation programs shall not be denied admission solely on the basis of state basic skills proficiency test results. The commission may recover the costs of administering and developing the test by charging examinees a fee for taking the test.

(o) It is the intent of the Legislature that the commission encourage colleges and universities to design and implement, by August 1, 1990, concentrated internship programs for persons who have attained a bachelor's degree in the field in which they intend to teach. Those programs would be targeted at subject area shortages, would substitute for conventional training programs, and would include a full summer session of college-level coursework, a one-year internship, or the equivalent, a seminar throughout the internship, and a summer session following the internship. Educator preparation through internship programs shall be subject to Article 10 (commencing with [Section 44370](#)).

(p) Grant a field placement certificate to any candidate who has been admitted to an accredited program of professional preparation, and who must complete a supervised practicum in public elementary or secondary schools as a condition for completion of the program. The commission shall establish standards for the issuance of field placement certificates.

(q) Propose appropriate rules and regulations to implement the act which enacts this section.

(r) Adopt subject matter assessments for teaching credentials after developing those assessments jointly with the Superintendent.

Private School Experience

Private School Teaching Experience

- Private School teachers may use 3-5 years of experience in lieu of student teaching requirement.
- Private School teachers may use 6 years of experience in lieu of teacher preparation program.
- Candidates with sufficient private school teaching experience may apply directly to the Commission for the multiple or single subject credential and are not subject to the Teaching Performance Assessment (TPA) requirement.
- Applies to all statutory single subjects
- Further Requirements
 - CBEST
 - Bachelors Degree
 - Subject Matter Competency by exam or Bachelors Degree
 - RICA
 - US Constitution
 - Computer competency by coursework or exam
- Further Private School requirements to exempt TPA
 - Accredited School
 - 3+ years full time teaching in subject area for which credential is sought
 - Evidence of rigorous performance evaluations with satisfactory ratings
 - Complete professional teacher preparation program
 - Documentation required
- Further requirements to exempt Teacher Preparation Program
 - 6+ Years teaching
 - All other requirements to exempt for TPA

Full Time Teaching:

"This experience must be full-time teaching in the specific content area(s) to be issued on the credential; no part-time, aide, volunteer or any combination of teaching and other school employment will be accepted. All experience must be gained at a [regionally-accredited](#) private school. The experience must be verified by the director of personnel on original, official letterhead of the school where the teacher was employed. Full-time teaching for credentialing purposes is defined as a [minimum of 4 hours per day](#) for at least 75% of a school year."

Rigorous Performance Evaluations

"Original evaluations of the teacher's performance [in at least two years of teaching](#) must be submitted. Copies of evaluations must be accompanied by original, written verification of their authenticity by a personnel officer in the school where the evaluations took place. Evaluation ratings must be satisfactory or better. [At least one of the evaluations submitted must be within the](#)

last two years of teaching. Applicants must submit summative teacher evaluations (as are generally done at end of year for purposes of continued employment or establishing tenure). Single classroom visits/observations or pre-observations, plans for professional growth, self assessments, self-reflections, or personal reviews do not meet the criteria for performance evaluations and will not be accepted.

The teaching effectiveness areas on the performance evaluation must include, but are not limited to, the following:

- The use of teaching strategies that motivate all students to engage in the learning process.
- The ability to establish and maintain high standards for student behavior.
- A demonstration of deep knowledge of the subject taught and the use of appropriate instructional strategies that promote student understanding.
- An ability to plan and implement a sequence of appropriate instructional activities.
- An ability to evaluate and assess student achievement.
- An ability to communicate effectively by presenting ideas and instructions clearly and meaningfully to all students.

If all areas are not included in the evaluation, the applicant would not qualify under these requirements...."

Programs

CSU East Bay Online Single Subject - 3 semesters

<https://ce.csueastbay.edu/ce/programs/single-subject-teaching-credential/>

Teacher Qualifications

Types of Credentials

msa for mixed classroom through grade 12

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Teacher Qualifications

AB130

<https://openstates.org/ca/bills/20212022/AB130/>