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Action

Professional Services Committee

Plan for Implementation of the Special Education Workgroup Recommendations

Executive Summary: This item presents a plan to implement the recommendations of the study of Special Education Certification as required by the Commission and SB 1209 (Chap. 517, Stats. 2006) for consideration and action by the Commission.

Recommended Action: Staff recommends that the Commission approve the implementation plan.

Presenters: Jan Jones Wadsworth, Consultant, and Michael McKibbin, Administrator, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

January-February 2008

Plan for Implementation of the Special Education Workgroup Recommendations

Introduction

At the December 2007 meeting, the Commission approved the *Report to the Governor and Legislature on the Study of Special Education Certification*. The report, which was sent to the Governor and Legislature on December 21, 2007, contained a series of recommendations for modifications and improvements for Education Specialist and Other Related Services Credentials. This agenda item provides a plan to implement those recommendations. The plan is organized within three charts. The first chart provides each recommendation and lists who is responsible for its implementation, what action is necessary, the date that the action will be completed, and the expected outcome. The second chart delineates which of five possible actions are applicable to each recommendation: legislation, Title 5 Regulations, analysis of the job requirements of an Education Specialist, standards development, and communication with stakeholders. Finally Chart 3 provides an implementation timeline/chronology.

Proposed Implementation Plan

Chart 1 presents each of the 25 recommendations of the Special Education Credential Workgroup. Implementation of a number of these recommendations will require revision to the standards and that activity is anticipated to be among the first steps in the plan, beginning in February 2008. In some cases a recommendation will require two or more phases of implementation. These are noted by a dotted line through the recommendation. For example in Recommendation 1, the Design Team will develop proposed standards which are scheduled to be presented to the Commission for approval in October 2008. If approved, in the second phase these standards will be distributed to teacher preparation programs. Programs will respond to the new standards and submit them to the Commission to be examined by Accreditation Review Teams. As soon as the programs are approved, the programs may be offered to candidates.

Pursuant the Commission's Policy Manual §490(a)(2)(c), the Executive Director will appoint a design team (a group formed to do more specialized work in developing new structures, such as developing standards or examinations) to assist in writing the Special Education standards as well as Teaching Performance Expectations. Assisting the design team and the Commission staff will be standards subcommittees who will provide expertise for each of the specialist and services credential areas. These subcommittee participants will bring with them input from the professional organizations they belong to and their understanding of how the new standards and structures will work based on their knowledge and practical experience as special educators. The work of the design team and standards subcommittees will be informed by the same groups that assisted the Special Education Credential Workgroup such as the National Center for Special Education Personnel and Related Service Providers and the California Comprehensive Center. Once standards are adopted, programs will be expected to make necessary revisions to align with the new standards.

**Chart 1
Implementation Plan for Recommendations of the
Special Education Credential Workgroup**

#	Special Education Recommendation	Responsible Group	Action Required	Completion Date	Outcome
1	Maintain Current Credentials, Expand Authorizations	Staff Design Team Standards Subcommittees	Title 5 Regulations	Public Hearing August 2008 Finalized October 2008	Include Autism Spectrum Disorder Preparation and Authorization in each Education Specialist Credential and in Speech Language Pathology Services Credential
	Redesign Programs to Meet New Standards	Approved Programs and Accreditation Review Teams	Program and Authorization Development	Beginning January 2009	Submit programs based on revised standards
2	Multiple Entry Points for Candidates	Staff Design Team	Program Advisory	June 2008	Correspondence with approved programs to inform them of the multiple options that are available to prepare education specialists
3	Improve Advisement, Recruitment and Articulation	Staff Design Team	Program Advisory Standards Development	October 2008	Through program standards, correspondence, and discussions in public forums approved programs, encourage expansion of recruitment, advisement, and articulation with community colleges
4	Revise Clear Credential Structure to Include Induction	Staff Design Team Induction Standards Team	Standards Development	October 2008	To clear an education specialist credential candidates must complete an advanced, applied credential program. This program shall include peer support and be based on an individualized induction plan
5	Add Commission Certificates of Authorization	Staff Design Team Standards Subcommittees	Title 5 Regulations	October 2008	Develop Certificates of Authorization for Physical and Health Impairment and Deaf-Blind to be added to the Moderate/Severe Credential
		Approved Programs	Authorization Development by Approved Programs	Beginning January 2009	

#	Special Education Recommendation	Responsible Group	Action Required	Completion Date	Outcome
6	Provide a Continuum of speech-language opportunities including development of Education Specialist: Communication Development Credential	Staff Design Team Communication Development Standards Subcommittee	Title 5 Regulations Standards Development	October 2008	Grow SLP programs; encourage speech aide career ladders and develop an Education Specialist Teaching Credential to provide services to students with language and communication development needs
		Approved Programs	Approved Program Development	Beginning January 2009	
7	Provide Career Ladder Opportunities, Equivalencies	Staff Design Team	Program Advisory	August 2008	Correspondence with approved programs to inform them of the options available to create career ladders and grant equivalencies
8	Expand Program Delivery Options	Staff	Program Advisory	May 2008	Correspondence and discussions with approved programs to explore options available to provide more access to low incidence programs
9	Elementary Subject Matter Options	Staff	Title 5 Regulations	Public Hearing August 2008 Finalized October 2008	Align credential requirements with NCLB/IDEA requirements
10	Secondary Subject Matter Options	Staff	Title 5 Regulations	Public Hearing August 2008 Finalized October 2008	Align credential requirements with NCLB/IDEA requirements
11	List Authorization on Credential	Staff	Coded Correspondence	July 2008	Inform employers and credential holders the credential authorization to convey information on the assignments authorized by the credential
12	Out of State Parity	Staff	Title 5 Regulations	Public Hearing August 2008 Finalized October 2008	Align credential requirements with NCLB/IDEA requirements and provide the same flexibility to California candidates as SB 1209 provides out of state candidates

#	Special Education Recommendation	Responsible Group	Action Required	Completion Date	Outcome
13	Subject Matter Authorized by Previous Credential	Staff	Coded Correspondence	May 2008	Provide information to holders of prior Special Education credentials the authorization of their credential
14	32 Unit Major for Secondary	Staff	Title 5 Regulations	Public Hearing August 2008 Finalized October 2008	To provide flexibility to Special Education teachers in secondary schools
15	Encourage Use of Service Delivery Options	Staff Design Team	Program Advisory	October 2008	Encourage the use of co-teaching, collaboration and consultative service delivery models in those occasions when the assigned Special Education teacher does not hold the necessary subject matter authorization
16	Continue Dialogue To Find Flexibility	Staff CDE	Ongoing Communication	October 2008	Continue dialogue to provide more flexibility for candidates and employers to demonstrate subject matter competence
17	Foundational Knowledge	Staff Design Team Standards Subcommittees	Standards Development	October 2008	Assure that all Special Education teachers possess the skills and knowledge common to all special needs students
18	General Education Knowledge	Staff Design Team Standards Subcommittees	Standards Development	October 2008	Assure that all Special Education teachers possess the skills and knowledge necessary to teach the core curriculum
19	Disability Specific Knowledge	Staff Design Team Standards Subcommittees	Standards Development	October 2008	Assure that all Special Education teachers possess the disability specific skills and knowledge appropriate to their credential authorization
20	Expand Field Experience to Include Full Range of Service Delivery Options	Staff Design Team Standards Subcommittees	Standards Development	October 2008	Credential candidates should have multiple opportunities to observe and practice all teaching performance expectations in a variety of service delivery settings

#	Special Education Recommendation	Responsible Group	Action Required	Completion Date	Outcome
21	Implement Teaching Performance Assessment for Education specialists	Staff	Legislation	Beginning January 2009	As a condition of obtaining a Preliminary Education Specialist Credential, candidates will successfully perform all Teaching Performance Expectations required for the credential in a Teaching Performance Assessment designed for Education Specialists
		Design Team Contractor	TPE, TPA and Standards Development	May 2009	
		Approved Programs	Approved Program Development	Beginning June 2009	
22	Partnered Clear Credential Programs	Staff Design Team	Standards Development	October 2008	Clear credential programs will provide advanced, applied knowledge in the induction setting to be proficient in a variety of service delivery models
		BTSA Induction and Approved Programs	Approved Programs and BTSA Induction Program Development	Beginning January 2009	
23	Prepare Teachers to Provide Universal Access	Staff Design Team Standards Subcommittees	Standards Development	October 2008	Education Specialists are prepared to provide service in the full range of delivery settings authorized by the credential
		Approved Programs	Approved Program Development	Beginning January 2009	
24	Preparation in Multi-Tiered Intervention	Staff Design Team Standards Subcommittees	Standards Development	October 2008	Education Specialists are prepared to provide services to special needs students to assure that they are served in the Least Restrictive Environment
		Approved Programs	Approved Program Development	Beginning January 2009	

#	Special Education Recommendation	Responsible Group	Action Required	Completion Date	Outcome
25	Provide Specialized Intervention Services	Staff Design Team Standards Subcommittees	Standards Development	October 2008	Education Specialists are prepared to work as part of a service delivery team to assure that each special needs child receives to services to support access to the core curriculum
		Approved Programs	Approved Program Development	Beginning January 2009	

Chart 2 lists the recommendations of the Special Education Credential Workgroup by the kinds of actions that will be needed to implement the recommendation. Only one of the recommendations requires legislative action. Seven of the recommendations require Title 5 Regulations, although it is expected they will be assembled as a single package. The Professional Services and Certification Divisions will work together to promulgate the necessary Regulations. Title 5 Regulations related to certification will be revised to reflect the amended authorization for each credential. In addition, they will be aligned with the requirements set forth by the State Board of Education and the California Department of Education with respect to the subject matter requirements to achieve “Highly Qualified Teacher” status.

Whenever credentials or exam specifications undergo major revisions, it is customary to conduct a job analysis. When the Commission revised its standards in the 1990’s, a similar examination of the tasks that special educators engage in was undertaken. That survey took two years to develop and conduct. The survey was mailed to nearly 4,000 participants, of whom about 35% responded. It was one of the largest surveys of its kind at that time (1991). Work on the new job analysis was started by the Workgroup in association with the California Comprehensive Center. It will be continued by the Design Team, entirely on a web-based interface using the facilities of WestEd in association with the California Comprehensive Center. The survey and analysis will take approximately two months to conduct. The goal is to seek input from as many special educators, parents, and administrators as possible to inform the development of new Commission standards and Special Education Teaching Performance Expectations.

Twelve of the Workgroup recommendations will require attention by the standards development design team and their subcommittees. Informed by the job analysis, experts in special education will create standards and Teaching Performance Expectations for the knowledge, skills and abilities that all beginning special educators should know and be able to do. They will also propose language for the authorizations for the credential that will be the subject of the Title 5 process.

There are six recommendations that require the development of policies and communication with those involved in preparing special educators and implementing services to students with special needs. These actions can be accomplished through discussions with stakeholders, Commission

correspondence and ongoing dialogue among policy makers. Throughout the process of revision of Special Education standards, the Commission staff and design team will hold public forums to receive the input and seek the advice of those interested in special education. Because many of the participants in the design team and subcommittees will be members of professional organizations, staff will encourage them to relay the organization's recommendations on standards and credential procedures to the design team. Staff will continue to work with the California Department of Education and the State Board of Education on difficult implementation issues such as appropriate subject matter preparation for Education Specialists to meet "Highly Qualified Teacher" status.

Chart 2
Actions Required to Implement Special Education Credential Recommendations

Recommendation Needing Legislative Action	
	<ul style="list-style-type: none"> • Implement a Teaching Performance Assessment for Education Specialists
Recommendations Needing Title 5 Regulations	
	<ul style="list-style-type: none"> • Maintain Current Credentials, Expand Authorizations • Add Commission Certificates of Authorization • Development of Education Specialist: Communication Development Credential • Elementary Subject Matter Options • Secondary Subject Matter Options • Out of State Parity • 32 Unit Major for Secondary
Recommendations Requiring Completion of the Job Analysis	
	<ul style="list-style-type: none"> • Development of Education Specialist: Communication Development Credential • Maintain Current Credentials, Expand Authorizations • Foundational Knowledge • General Education Knowledge • Disability Specific Knowledge • Prepare Teachers to Provide Universal Access • Preparation in Multi-Tiered Intervention • Provide Specialized Intervention Services
Recommendations Requiring Standards, TPE and TPA Development by the Design Team	
	<ul style="list-style-type: none"> • Maintain Current Credentials, Expand Authorizations, Develop Standards • Add Commission Certificates of Authorization • Development of Education Specialist: Communication Development Credential • Foundational Knowledge • General Education Knowledge • Disability Specific Knowledge • Expand Field Experiences to Include Full Range of Service Delivery Options • Implement Teaching Performance Assessment • Partnered Clear Credential Programs • Prepare Teachers to Provide Universal Access • Preparation in Multi-Tiered Intervention • Provide Specialized Intervention Services
Recommendations Requiring Communication with the Field	
	<ul style="list-style-type: none"> • Provide Career Ladder Opportunities, Equivalencies • Expand Program Delivery Options • List Authorization on Credential • Subject Matter Authorized by Previous Credential • Encourage Use of Service Delivery Options • Continue Dialogue To Find Flexible Ways to Demonstrate Subject Matter Competence

Chart 3 presents the activities related to the implementation of the recommendations of the Special Education Credential Workgroup chronologically. The chart includes some of the activities that the Workgroup was not able to finish. These tasks will be assigned to an appropriate standards subcommittee. Staff will periodically return to the Commission to provide updates and seek direction. The goal is to present proposed Special Education standards to the Commission for information in October 2008, and for action in November 2008. Once the proposed standards are adopted, Special Education preparation programs will have two years to revise their programs, but institutions may submit their programs for approval as soon as the Commission adopts the new standards. Work on the Education Specialist Teaching Performance Assessment will proceed, pending passage of legislation, with the expectation that all Education Specialists who begin their credential preparation after July 1, 2011 be required to complete a TPA.

Chart 3
Projected Implementation Timeline of Special Education Certification Recommendations

Activity	Responsible Party	Proposed Timeline
Commission authorizes submission of report to legislature	Commission and Staff	December 2007
Begin policy revision process Seek authors for legislation Form design team and standards subcommittees	Staff	December 2007-February 2008
Complete job analysis of Special Education	Staff and California Comprehensive Center	February 2008
Begin work of design team	Staff and Design Team	February-October 2008
Assign to design team and appropriate standards subcommittees the following “unfinished business” tasks: <ul style="list-style-type: none"> • Review possible options prelingually deaf candidates have for meeting subject matter competence • Review the Clinical Rehabilitative Services: Audiology Credential and make recommendations whether the Commission should continue to authorize this credential • Review the Adapted Physical Education Credential and make recommendations whether the Commission should continue to authorize this credential • Review the Resource Specialist Local Assessor Panel process and make recommendations for improvements 	Staff, Design Team and Standards Subcommittees	February-October 2008

Activity	Responsible Party	Proposed Timeline
<ul style="list-style-type: none"> Explore the inclusion of Occupational Therapists and Physical Therapists in the credential system 		
Begin exploratory work on TPA for special education	Staff and Design Team	March 2008
Provide updates to Commission	Staff	March-September 2008
Hold public forums on input for new Education Specialist Credential in Communication Development	Staff and Design Team	March 2008
Begin credential authorization and standards development for new Education Specialist: Communication Development Credential	Staff and Communication Develop Subcommittee	April 2008
Hold public forums for input regarding new Education Specialist Credential	Staff and Design Team	May 2008
Hold public forums for input regarding Special Education program standards	Staff and Design Team	June-July 2008
Present Preliminary and Clear Credential program standards for information	Staff and Design Team	October 2008
Present standards for action	Staff and Commission	November 2008
Complete TPA Task Development for Special Education (pending legislation)	Staff and Contractor	May 2009
Submit TPA to Commission for adoption	Staff	August 2009
Approved programs revised based on new standards and submit to Commission	Staff, Accreditation Review Teams and Special Education Programs	Beginning January 2009
Deadline for all approved Education Specialist and Other Related Services to have revised programs approved	Staff and Special Education Programs	July 2011
Education Specialist TPA required of all candidates who enter programs after this date.	Staff and Special Education Programs	July 2011

Staff Recommendation

Staff recommends that the Commission approve the Implementation Plan outlined in the three charts above.