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Information

Professional Services Committee

Update on Implementation of Special Education Credential Reforms

Executive Summary: This agenda item presents an update of the development of Education Specialist Teaching and Other Related Services Credentials including information on proposed Teaching Performance Expectations for Education Specialist Teaching Credentials, proposed Preconditions, and a proposed implementation schedule.

Recommended Action: For information only

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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

June 2009

Update on Implementation of Special Education Credential Reforms

Introduction

At the December 2008, January 2009 and March 2009 Commission meetings, staff presented the proposed standards for Special Education Credentials for Commission approval. The standards that were approved at these meetings were the following:

- 1) Standards for Preliminary Education Specialist Teaching Credentials with authorizations in:
 - Communication Development
 - Deaf and Hard of Hearing
 - Early Childhood Special Education
 - Mild/Moderate
 - Moderate/Severe
 - Physical and Health Impairment
 - Visual Impairment
- 2) Standards for Added Authorizations in:
 - Adapted Physical Education
 - Autism Spectrum Disorders
 - Deaf-Blind
 - Early Childhood Special Education
 - Emotional Disturbance
 - Orthopedically Impaired
 - Other Health Impaired
 - Resource Specialist
 - Traumatic Brain Injury
- 3) Standards for Clear Education Specialist Teaching Credentials
- 4) Other Related Services Credentials with Authorizations in:
 - Speech-Language Pathology: Language, Speech and Hearing
 - Clinical or Rehabilitative Services: Orientation and Mobility
 - Clinical or Rehabilitative Services: Audiology

This agenda item presents proposed *Teaching Performance Expectations* (TPEs) for Education Specialist Teaching Credentials. These have been developed based on the Commission's adopted TPEs for Multiple and Single Subject credential candidates, a special education teacher Job Analysis Survey, and the discussions and recommendations of the Commission's Special Education Work Group and Design Team. The item also assembles the Preconditions that apply to Education Specialist Teaching Credentials and Other Related Services Credentials and presents them for information and comment. Finally, a proposed implementation timeline is presented. This timeline includes the dates when all Special Education programs must be operating programs that meet the recently adopted program standards.

Proposed *Teaching Performance Expectations*

One of the recommendations of the Special Education Workgroup that was approved by the Commission was to move toward the use of a Teaching Performance Assessment for special education teachers in the future. Although not feasible at the present time, a necessary beginning step would be to develop Teaching Performance Expectations (TPEs) for Education Specialist Teaching Credentials that could be used in the future. The TPEs would define what the Education Specialist teacher should know and be able to do. Part of the work of the Special Education Work Group and the Design Team was to develop a set of TPEs for the Education Specialist. The work group and the design team used a variety of sources to determine what the special education teacher should know and be able to do. These included national special education standards, a job analysis, the 1996 special education standards, state academic content standards, and the current standards and teaching performance expectations for multiple and single subject teachers.

In cooperation with the California Comprehensive Center housed at WestEd (CCC) the Commission conducted a job analysis survey of the skills a Education Specialist teacher must have, requesting information from those who had an interest in this teaching credential. In the survey the respondents were asked to rate the importance of various knowledge, skills and abilities that special education teachers are expected to have. A total of 3,427 special education teachers, general education teachers, parents, university educators, district intern program preparers, district and county office special education personnel responded to at least part of the survey. Of that number, 2,366 respondents completed the entire survey. The results were tabulated and analyzed by the staff of the CCC. Commission staff is grateful to Dr. Pamela McCabe and the CCC staff for their skill and analyses of these data. The weighted ratings were then categorized and presented to the Commission's Special Education Design Team. The results were used to inform the development of the proposed *Teaching Performance Expectations* (TPEs) and also the special education standards.

After extensive review and discussion, it was the consensus of the Design Team that the current general education teaching performance expectations provided a very good framework for the knowledge, skills and abilities needed for Education Specialist teachers. There needed to be variations in degree of emphasis, materials used and examples provided within the descriptive language of some of the TPEs, but in nearly every case the differences would be a "variation on a theme." The design team recommended no changes in the language of six of the TPEs. This is reasonable considering that, Education Specialists would need to focus the materials and strategies appropriate to the authorization just as multiple and single subject candidates make adjustments based on their content areas. The Design Team recommended that five of the TPEs be modified to provide clarity and specificity for Education Specialist teachers. In the two TPEs (1 and 6) that were specific to age or credential, the proposed Special Education TPE has been written to be specific to Education Specialist teachers. Table 1 presents a summary of the proposed adaptation of the Teaching Performance Expectations for Education Specialists. Appendix B presents the full text of the multiple and single subject TPEs and the proposed adaptations for the Education Specialist Credential.

Table 1: Summary of Proposed Teaching Performance Expectations for Education Specialist Teachers

Multiple and Single Subject TPE	Proposed Education Specialist TPE
<i>A. Making Subject Matter Comprehensible to Students</i>	
<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction A: Multiple Subject B: Single Subject</p>	<p>TPE 1C: Subject-Specific Pedagogical Skills for Education Specialist Teaching Credentials Education Specialists instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. They understand how to deliver a comprehensive program of systematic instruction in the academic subjects of their assignment based on their students’ Individualized Education Programs (IEP). Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP. Candidates demonstrate the ability to adopt, modify, accommodate and supplement the instruction of students with identified specific disabilities.</p>
<i>B. Assessing Student Learning</i>	
<p>TPE 2: Monitoring Student Learning During Instruction</p>	<p><i>Language added in the first sentence of TPE 2</i> based on each student’s Individualized Educational Program</p>
<p>TPE 3: Interpretation and Use of Assessments</p>	<p><i>Add at the end of TPE 3</i> Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.</p>
<i>C. Engaging and Supporting Students in Learning</i>	
<p>TPE 4: Making Content Assessable</p>	<p><i>Add as first sentence to TPE 4</i> Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals correlated with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.</p>
<p>TPE 5: Student Engagement</p>	<p><i>Add at end of TPE 5</i> Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student’s developmental and functioning levels. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.</p>
<p>TPE 6: Developmentally Appropriate Teaching Practices A-Grades K-3</p>	<p>6D: Developmentally Appropriate Teaching Practices for Education Specialists Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support</p>

Multiple and Single Subject TPE	Proposed Education Specialist TPE
B-Grades 4-8 C-Grade 9-12	plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.
TPE 7: Teaching English Learners	No changes
<i>D. Planning Instruction and Designing Learning Experiences for Students</i>	
TPE 8: Learning About Students	No changes
TPE 9: Instructional Planning	No changes
<i>E. Creating and Maintaining Effective Environments for Student Learning</i>	
TPE 10: Instructional Planning	<i>Add at the end of TPE 10</i> Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.
TPE 11: Social Environment	<i>Add as first sentence to TPE 11</i> Education Specialist candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.
<i>F. Developing as a Professional Educator</i>	
TPE 12: Professional, Legal and Ethical Obligations	No changes
TPE 13: Professional Growth	No changes

If so directed by the Commission, the proposed TPEs for Education Specialist Teaching Credentials will be sent to the field for comment. The comments that are provided will be used to edit and clarify the proposed TPEs. Once a final version of the Education Specialist TPEs have been edited following review of all comments received, a new panel of Special Education content experts who have not been part of the original development process for the TPEs will be convened to conduct a Content Validation Study for the Education Specialist TPEs. Conducting this process provides the appropriate assurance that the Special Education TPEs are valid for the purpose that they will serve. After the content validation study is complete, the Education Specialist TPEs will be returned to the Commission for consideration and possible adoption.

Proposed Preconditions for Education Specialist Teaching Credential Programs

Preconditions are compliance requirements which must be met in order for an accrediting association or licensing agency to consider accrediting an institution, its programs or schools. Preconditions determine a program sponsor's eligibility for accreditation. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Based upon the above, the following draft Preconditions have been prepared. These proposed Preconditions will be shared with stakeholders and feedback will be collected on the clarity of the preconditions.

This section of this agenda item discusses all of the Preconditions that apply to Education Specialist Teaching Credential Programs. The proposed Preconditions may be found in Appendix A. They include the following:

1. Ten general Preconditions that apply to all educator preparation programs
2. Preconditions that apply to all Preliminary Education Specialist Programs
3. Preconditions that apply to Internship programs
4. Preconditions for Added Authorizations
5. Preconditions for Clear Education Specialist Credential Programs

The first set of Preconditions listed above, addressing General Education, have been previously adopted by the Commission and apply to all preparation programs. (Wording of #9 about Basic Skills has been updated to be consistent with recent legislation creating options for CBEST.) The third set of Preconditions for all internship programs were revised and approved in March of this year. The Preconditions for the Education Specialist Programs, Added Authorizations, and Clear Education Specialist Credential Programs (#2, #4, and #5) were prepared based upon the recommended standards and authorizations. Preconditions for Other Related Services Credential Programs will be presented at a later date.

Proposed Implementation Plan

With the Commission's approval of all of the proposed Education Specialist Teaching and Other Related Services and Added Authorizations Standards, the implementation process is underway. On March 13, 2009, staff presented its first Special Education technical assistance webcast providing information about the Commission's activities related to special education. The six-hour presentation also provided advice to program developers, special education candidates and local education agencies about the revised standards. That webcast and the supporting materials have been archived and are available at <http://www.ctc.ca.gov/educator-prep/special-education.html>. Commission staff continues to meet with program and professional organization representatives to provide technical assistance.

Table 2 presents a timetable of the important dates when new and revised programs may begin and the dates when candidates may no longer enter the current programs. It is the Commission's normal procedure to allow approximately two years for preparation programs to transition to revised standards. Because the revised standards expand the authorizations of most of the Education Specialist authorizations, particularly in the area of Autism Spectrum Disorders, many programs and candidates are eager to revise programs so that graduates may earn the broadened credential authorizations. Therefore, staff is proposing that submission of new or revised programs begin as soon as feasible.

As part of the Commission's revised accreditation system, approved educator preparation programs are reviewed during Program Assessment. A complete response to the revised standards will be submitted as part of ongoing accreditation activities. Preparation programs with currently approved programs will no longer be required to submit a full response to the revised standards separate from the regular accreditation process. When program standards are revised, the program will be required to prepare a document containing two types of information;

- 1) the date when all persons completing the program will have completed coursework and field work that meets the new standards, and
- 2) a brief description of the changes that the program has made in its procedures, coursework and fieldwork to meet the new standards.

For new special education programs, the initial program proposal will be reviewed by a panel. The purpose of this change in procedures is to provide a more expeditious transition for currently approved programs.

In addition to ensuring that all existing programs are in fact transitioning to the new standards, another important reason for the first reporting requirement listed above is to establish a date when the authorization of the credential should change for those prepared at a particular institution. For example, if an existing Mild/Moderate preparation program certifies that all candidates in the program are meeting revised standards as of January 1, 2010, then those candidates could be legally authorized to teach students identified on the Autism Spectrum Disorders (ASD) on their Individualized Educational Program. These revised standards have been painstakingly developed to assure that the credential authorization and the candidate's preparation are aligned. Therefore, the beginning date when the new authorization will take effect for each institution is critically important.

The purpose of requesting the second type of information listed above is to help programs in focusing on the areas in the revised standards that are new or receiving greater emphasis and to provide assurances to the Commission that the program has planned carefully for the transition to the revised program. For example, the new Education Specialist standards pay much greater attention to collaboration, consulting and co-teaching service delivery options because 70% of all special education students spend at least part of their school day in inclusive services settings. The new teaching standards pay greater attention to access to the core curriculum, and programs will also need to address this change. As was mentioned above, in many instances the credential authorization has changed, such as all Education Specialists must be prepared to serve students within the autism spectrum. Under existing regulations only a person holding a Moderate/Severe Authorization may work with ASD students (The Early Childhood Education Specialist Authorization also allows an individual to provide ASD services but is limited to ages birth to pre-K.) Staff believes that the plan identified above reduces duplication of effort as programs will write to the standards only once and can focus on making the necessary changes in the coursework and fieldwork of their programs.

Program sponsors that do not have a special education program or do not have approval for a particular authorization but wish to offer one will be expected to provide a full response to the authorization's program and authorization specific standards. As with all submissions for initial

program approval, these submissions will be peer reviewed prior to recommendation to the Committee on Accreditation for approval.

Table 2: Proposed Implementation Dates for Revised Special Education Standards

Date	Activity
March 13, 2009 and continuing throughout 2009	Special Education Reforms first technical assistance webcast. Technical assistance meetings, program development writing workshops and meetings with special education organizations will continue throughout the year.
April 1, 2009	First date to submit the <i>Intent to Submit a New Program</i> . Intent is due a minimum of 60 days before intended submission of program documents.
October 15, 2009 ¹	First date to submit a proposal for a new program.
October 15, 2009 ²	<i>Plan to Transition</i> due to CTC. This plan identifies the *date* on which all approved special education programs offered at the institution will transition to the recently adopted standards.
October 15, 2009 <i>Pending approval of Title 5 regulations</i>	<i>Added Authorization</i> programs may be submitted.
January 1, 2010 <i>Pending approval of Title 5 regulations</i>	Earliest date an institution transitions all currently approved special education programs to the recently adopted program standards and updated authorizations. First date for a new program addressing the revised standards may be offered, pending approval by the Committee on Accreditation.
January 1, 2011	Last date when an institution transitions all approved programs to the recently adopted program standards and updated authorizations.

¹ This date is a change from what was discussed with the field at the March 13 technical assistance webcast. Since the Preconditions and TPEs are not yet adopted, it would be premature to accept proposals for new programs in June 2009.

² This date was listed as September 1, 2009 at the March 13 technical assistance webcast.

Important dates for Candidates and Preparation Programs

December 31, 2010 or	The day prior to the *date* identified on the <i>Plan to Transition</i> , whichever is first	Last date to accept a candidate into a currently approved special education Level I program
January 31, 2013 or	The *date* identified on the <i>Plan to Transition</i> plus 2 years, whichever is first	Final date for a candidate to complete a currently approved special education Level I program

Next Steps

If the Commission concurs, the proposed TPEs for Education Specialist Teaching Credentials will be sent to the field for comment. Once the feedback has been collected, staff will complete the content validation process described earlier in this item with a new panel of Special Education content experts. The proposed preconditions and the implementation timeline will also be sent to the field for comment.

The proposed TPEs, Preconditions, and the Implementation Timeline will return to the Commission at the October 2009 meeting for consideration and possible adoption.

Appendix A

Proposed Preconditions for All Educator Preparation Programs

General Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)

For school districts or county offices of education wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board's approval of sponsorship of the program.

- (2) **Responsibility and Authority.** To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.
 - (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).
 - (b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.
- (3) **Personnel Decisions.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (4) **Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more

school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

- (5) **Practitioners' Participation in Program Design.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (6) **Commission Assurances.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.
- (7) **Requests for Data.** To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.

General Preconditions Established by State Law

- (8) **Faculty Participation.** Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*
- (9) **Basic Skills Requirement.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST) or one of the approved alternatives. The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (a)(1).*

For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to meet the basic skills requirement prior to assuming intern teaching responsibilities. Reference: Education Code Section 44252 (b).

Clarification of General Precondition 9

Legislative Intent General Precondition 9 does not require satisfaction of the Basic Skills Requirement for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST or other approved alternative. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Applicants Residing Out of State When They Apply for Admission Persons residing outside of California when they apply for admission must take the CBEST or other approved alternative no later than the second available administration of the test after enrolling in the program.

- (10) **Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching or clinical responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d).*

For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities.

Proposed Preconditions Established by State Law or Commission Policy for Education Specialist Teaching Programs

In addition to the Commission's ten General Preconditions, each program of professional preparation that leads to the issuance of an Education Specialist Teaching Credential shall adhere continually to the following requirements of California State law or Commission Policy.

- (11) **English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. *Reference: Education Code §§ 44227, 44253.1, and 44283.*
- (12) **Program Admission.** The sponsor of an education specialist teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Sections 44227 (a).*
- The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
 - The candidate provides evidence of enrollment in an organized subject matter examination preparation program.
- (13) **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. *Reference: Education Code § 44227.*
- Education Specialists must meet the demonstration of subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.
 - a. For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)
 - b. For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English,

mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.

- c. Those Education Specialists assigned to teach students whose students is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.

Precondition #13 does not apply to Early Childhood Special Education credential programs.

(14) Completion of Requirements. A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: *Reference: Education Code §§ 44225(a), 44227, and 44283.2(a).*

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Satisfaction of the Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Reading Instruction Competence Assessment (RICA) (Passage of the RICA examination does not apply to Early Childhood Special Education credential candidates §44283.2(b).)

Proposed Preconditions Established by State Law or Commission Policy Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

- (11) Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code §§44325, 44326, 44453.
- (12) Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the intern is authorized to teach, each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the intern is authorized to teach, and each Education Specialist intern admitted into the program has met the subject matter requirement for the subject area(s) in which the intern is authorized to teach. Reference: Education Code § 44325(c) (3).
- (13) Pre-Service Requirement.**

 - (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English learners.
 - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English learners.
- (14) Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

 - (a) Provisions for an annual evaluation of the district intern.
 - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
 - (d) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.

- (e) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.
- (15) Supervision of Interns.**
- (a) In all internship programs, the participating institutions shall provide supervision of all interns.
- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code § 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.
- (16) Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 44458.
- (17) Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code §§ 44321 and 44452.
- (18) Early Program Completion Option. (Does not apply to an Education Specialist intern program)** Each multiple and single subject intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:
- (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields

- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. Pending implementation of the teaching performance assessment, the program may recommend an intern for a preliminary multiple subject or single subject teaching credential based on demonstrated competence in the field experience component of the internship program.
- (c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program (Reference: Education Code § 44468).

- (19) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code § 44325 (b).
- (20) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (21) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.
- (22) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

Proposed Preconditions for Education Specialist: Added Authorization Programs

In addition to the Commission's ten General Preconditions, each program of professional preparation for an Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (11) Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.
- (12) The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

Additional Precondition for Early Childhood Special Education Added Authorization

In addition to the Commission's ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Early Childhood Special Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (13) Candidates accepted into the Early Childhood Special Education Added Authorization program must currently hold a preliminary education specialist teaching credential Mild/Moderate or Moderate/Severe or be eligible for the same education specialist teaching credential prior to recommendation for the Early Childhood Special Education Added Authorization.

Additional Preconditions for Adapted Physical Education Added Authorization

In addition to the Commission's ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Adapted Physical Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (13) Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) teaching credentials issued under prior statutes with comparable authorizations to 1-3.
- (14) Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework.

Proposed Preconditions Established by the Commission for Clear Education Specialist Credential Programs

In addition to the Commission's ten General Preconditions, pursuant to Education Code Sections 44227(a) and 44265, each program of Education Specialist Clear Credential preparation shall adhere to the following requirements of the Commission.

- (11) A program sponsor that operates a program for the Clear Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Education Specialist Credential.
- (12) A program sponsor that operates a program for the Clear Education Specialist Credential shall provide for the development of a written Individual Induction Plan (IIP) which may include a maximum of 12 semester units of coursework, 180 hours of professional development or a combination of coursework and professional development, developed in consultation among the candidate, employer and program sponsor.
- (13) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each Clear Education Specialist candidate's teacher support provider holds an appropriate California special education teaching credential or has equivalent professional background and experience. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.
- (14) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop an IIP for the support and development of each beginning teacher.
- (15) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the IIP will be initiated within 60 days of employment.
- (16) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual Induction Plan, so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7.

Appendix B

Complete Text of Proposed TPEs for Education Specialist Teaching Credential Programs

Multiple and Single Subject TPE	Proposed Education Specialist TPE
<p><i>A. Making Subject Matter Comprehensible to Students</i></p> <p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</p> <p>TPE 1 is divided into categories A and B to take into account the differentiated teaching assignments of teachers. Multiple subject teachers work in self-contained settings and provide instruction in several subjects. Single Subject teachers work in departmentalized settings and teach specific subjects.</p>	<p>TPE 1C: Subject-Specific Pedagogical Skills for Education Specialist Teaching Credentials</p> <p><u>Education Specialists instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. They understand how to deliver a comprehensive program of systematic instruction in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP). Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP. Candidates demonstrate the ability to adopt, modify, accommodate and supplement the instruction of students with identified specific disabilities.</u></p>
<p><i>B. Assessing Student Learning</i></p> <p>TPE 2: Monitoring Student Learning During Instruction</p> <p>Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.</p>	<p>Candidates for <u>an Education Specialist Teaching Credential</u> use progress monitoring <u>based on each student's Individualized Educational Program</u> at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.</p>

Multiple and Single Subject TPE	Proposed Education Specialist TPE
<p>TPE 3: Interpretation and Use of Assessments</p> <p>Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.</p> <p>Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.</p>	<p style="text-align: center;"><u>Add at the end of TPE 3</u></p> <p><u>Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.</u></p>

Multiple and Single Subject TPE	Proposed Education Specialist TPE
<p><i>C. Engaging and Supporting Students in Learning</i></p> <p>TPE 4: Making Content Assessable</p> <p>Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.</p>	<p><u>Add as first sentence to TPE 4</u></p> <p><u>Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals correlated with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.</u></p>
<p>TPE 5: Student Engagement</p> <p>Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that</p>	<p><u>Add at end of TPE 5</u></p> <p><u>Education Specialists demonstrate the ability to provide students with opportunities to engage</u></p>

Multiple and Single Subject TPE	Proposed Education Specialist TPE
<p>students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.</p>	<p><u>in academic and social pursuits based on the student's developmental and functioning levels. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.</u></p>
<p>TPE 6: Developmentally Appropriate Teaching Practices A-K-3; B-4-8; C-9-12; D Education Specialist <u>Background information for TPE 6:</u> TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.¹</p>	<p>6D: Developmentally Appropriate Teaching Practices for Education Specialists <u>Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.</u></p>
<p>TPE 7: Teaching English Learners Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language</p>	<p>No changes</p>

¹ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.

Multiple and Single Subject TPE	Proposed Education Specialist TPE
<p>development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.</p> <p>Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.² They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies</p>	

² Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

Multiple and Single Subject TPE	Proposed Education Specialist TPE
<p>explicit.</p> <p>Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.</p>	
<p><i>D. Planning Instruction and Designing Learning Experiences for Students</i></p> <p>TPE 8: Learning About Students</p> <p>Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.</p>	<p>No changes</p>
<p>TPE 9: Instructional Planning</p> <p>Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct</p>	<p>No changes</p>

Multiple and Single Subject TPE	Proposed Education Specialist TPE
<p>instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.</p>	
<p><i>E. Creating and Maintaining Effective Environments for Student Learning</i> TPE 10: Instructional Planning Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.</p>	<p style="text-align: center;"><u>Add to the end of TPE 10</u></p> <p><u>Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/ instructional assistants, and volunteers for useful instructional activities.</u></p>
<p>TPE 11: Social Environment Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline</p>	<p><u>Add as first sentence to TPE 11</u></p> <p><u>Education Specialist Candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for</u></p>

Multiple and Single Subject TPE	Proposed Education Specialist TPE
<p>plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.</p>	<p><u>building constructive relationships between all students.</u></p>
<p><i>F. Developing as a Professional Educator</i> TPE 12: Professional, Legal and Ethical Obligations</p> <p>Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.</p> <p>Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students.</p>	<p>No changes</p>

Multiple and Single Subject TPE	Proposed Education Specialist TPE
Candidates understand and honor all laws relating to professional misconduct and moral fitness.	
<p>TPE 13: Professional Growth Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.</p>	No changes