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# 3F

## Information

### *Educator Preparation Committee*

#### **Update on the Commission's Work with the National Governors Association Related to Special Education**

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**Executive Summary:** This agenda item provides an update on the work conducted in collaboration with the National Governors Association to restructure the preparation and credentialing system.

**Recommended Action:** For information only

**Presenters:** William Hatrick and Sarah Solari Colombini, Consultants, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

August 2015

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## Update on the Commission’s Work with the National Governors Association Related to Special Education

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### Introduction

This agenda item presents information about the work associated with a National Governors Association (NGA) grant received by the Commission on Teacher Credentialing. The California Statewide Special Education Task Force produced a report, [One System: Reforming Education to Serve all Students](#). This grant helps support the gathering of stakeholder feedback on the recommendations contained in the Task Force report as they relate to the section on educator preparation.

### Background

The Task Force report was presented to the Commission in April 2015 (<http://www.ctc.ca.gov/commission/agendas/2015-04/2015-04-3J.pdf>). The Task Force had a number of task groups that worked concurrently and developed specific recommendations. The task groups and recommendation areas are identified here:

- Early Learning
- Evidence-Based School and Classroom Practices
- Assessment
- Accountability
- Family and Student Engagement
- Special Education Financing
- Educator Preparation and Professional Learning

As was discussed at the April 2015 Commission meeting, a number of the recommendations from the Task Force and its Educator Preparation and Professional Learning task group are not within the Commission’s purview.

| <b>Educator Preparation and Professional Learning Recommendations</b>  | <b>Within Commission Purview</b> |
|--|----------------------------------|
| 1(a) Require a Robust Common Trunk for Teacher Preparation   | Yes                              |
| 1(b) All current teachers, administrators and other educators should have on-going, sustained, and job-embedded professional learning aligned with the skills identified in 1(a) | No                               |
| 2. Special Education teachers should be authorized to teach General Education students   | Yes                              |

| Educator Preparation and Professional Learning Recommendations   | Within Commission Purview |
|--|---------------------------|
| 3. Revise Education Specialist credential structure for greater flexibility  | Yes                       |
| 4. California should provide incentive grants to preparation programs and prospective teachers.  | No                        |
| 5. Maintain Multiple Pathways to the credential  | Yes                       |
| 6. The authorization for Education Specialists should allow the Holder to Teach Reading to All Students  | Yes                       |
| 7. Add teaching General Education students to the Education Specialist authorization   | Yes                       |
| 8. Form a stakeholder committee to make recommendations regarding caseload/workload for staffing ratios  | No                        |
| Professional Learning for all educators should be extensive, coordinated across grade levels and disciplines and aligned with the implementation of new standards. | No                        |

For the recommendations that are within the Commission’s purview—1a, 2, 3, 5, 6, and 7—the Commission could address each of the recommendations in a number of ways. Four of the recommendations (1a, 2, 3, and 7) address the preparation and licensing of teachers—general education and special education depending on the recommendation. The report did not identify exactly how to implement each of the recommendations so the NGA leadership discussed the Task Force recommendations that are within the Commission’s purview and developed some models for teacher preparation and credentialing that address Task Force recommendations 1a, 2, 3, and 7. Historically the Commission has focused its efforts to ensure that an individual is appropriately prepared for the authorization he or she earns.

Two of the recommendations, #5 Maintaining Multiple Pathways to the Credential and #6 Education Specialists should be Authorized to Teach Reading to all Students are recommendations that will not be addressed by modifying the preparation and licensing structure. Recommendation Five is that multiple pathways to the credential—undergraduate, post baccalaureate, intern, and residencies—should all be maintained to support a diverse and well prepared teaching force. Recommendation Six could be implemented by amending Title 5 regulations to add an authorization.

The Statewide Special Education Task Force envisioned an educational approach in which general education and special education work together seamlessly as one system designed to address the needs of all students. In this proposed system all students are considered general education students first and all educators, regardless of the students they are assigned to serve,

have a collective responsibility to ensure that each child receives the education and support they need to maximize their development and potential. The Task Force recommendations for teacher preparation and licensing were broad, conceptual recommendations and did not include specific preparation or licensing structures.

In May 2015, the Commission on Teacher Credentialing in collaboration with the State Board of Education and the California Department of Education applied to the National Governor's Association for a \$15,000 grant. The purpose of this grant is to bring stakeholders together to build consensus regarding the underlying importance of developing a more cohesive teacher preparation system and further discuss the implications of California's Statewide Task Force on Special Education report.

The stakeholder discussions are an important precursor to policy decisions that could create potential changes to the preparation of teachers—both general education and special education and credentialing requirements for teachers. The National Governors' Association grant is providing the funding so that stakeholders have the opportunity to inform the potential restructuring of the teacher preparation and licensing system in California.

### **Status of Current Work**

California was awarded a grant from the NGA in the amount of \$15,000. The NGA work involves facilitating discussion on the recommendations that will be developed for the Commission on Teacher Credentialing. Information about the report and the stakeholder meetings can be found at this web page: <http://www.ctc.ca.gov/educator-prep/special-education-meetings.html>.

The first activity of the grant has been completed with the identification of a leadership team and a June 2015 meeting of the leadership team. The leadership team is composed of individuals representing a range of stakeholder groups and governmental agencies. See Appendix A for a complete list of leadership team members.

The leadership team met for two days to develop several sample teacher preparation and credentialing models for the stakeholder community to consider and discuss. Based on the feedback, one or more models will be developed for a preparation and credential system that if implemented, address the Task Force recommendations as set forth by the Statewide Special Education Taskforce Report. Appendix B is the informational flyer developed and distributed by the members of the leadership team. The current models are for samples for discussion purposes and stakeholder feedback will be gathered as described below. The models are provided in Appendix C.

The second activity supported by the grant consists of stakeholder meetings for the purpose of gathering input regarding the future preparation and credentialing of teachers—both general education and special education teachers. These meetings will be held at regional locations so that an opportunity is provided for the public to provide feedback about the sample models as

well as to possibly propose new options or models. Members of the NGA leadership team will facilitate each of the stakeholder input meetings. The members of the leadership team will use the stakeholder input to inform and assist with the refinement of or development of one or more models for the Commission to consider.

#### Stakeholder Meeting Locations and Dates:

- Fresno County Office of Education, August 31, 2-4:30pm
- Long Beach, California State University, September 11, 1-3pm
- Los Angeles, Loyola Marymount University, September 11, 6-8pm
- San Diego, O'Farrell High School, September 15, 4-6:30pm
- Sacramento, California Department of Education, September 17, 1-3:30pm and 4:30-7pm,  Available
- Burlingame (Bay Area), California Teachers Association Headquarters, September 30, 1-3:30pm and 4-6:30pm

Registration for the stakeholder input meeting is available at <https://www.surveymonkey.com/r/SpEdInput>.

The following groups will also have the opportunity to provide input:

- Advisory Commission on Special Education meeting on August 13
- Special Education Local Plan Areas (SELPA) Directors meeting on September 10
- Special Education Administrators of County Offices (SEACO) meeting on September 18

The final activity supported by the NGA grant will be to reconvene the NGA leadership team to review the information collected at the stakeholder meetings to develop recommendations for an updated preparation and credential structure. These recommendations will be presented to the Commission at its December 2015 meeting. If the Commission decides to move forward with redesigning the preparation and credential structure for teachers of students with special needs, it is likely an advisory panel will be convened to assist with the work.

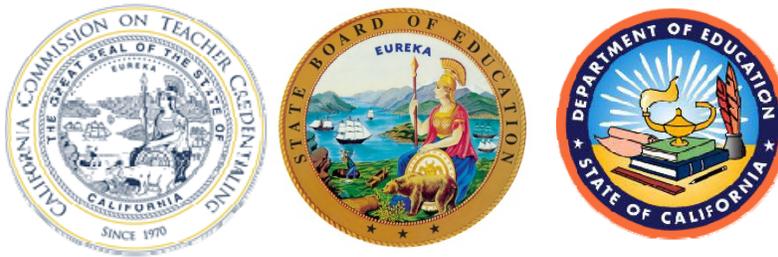
#### **Next Steps**

Staff will facilitate the stakeholder input sessions and schedule a final meeting with the NGA Leadership group for the purpose of preparing recommendations for the Commission's consideration.

**Appendix A**  
**NGA-Special Education Leadership Team**

| <b>Name</b>            | <b>Affiliation</b>   |
|------------------------|--|
| Margaret Arthofer      | Association of California School Administrators  |
| Victoria Graf          | California Association of Professors of Special Education (CAPSE/TED)/<br>Loyola Marymount University    |
| Cynthia Grutzik        | California Council on Teacher Education (CCTE)/<br>California State University, Long Beach               |
| Christina Marcellus    | California County Superintendents Educational Services Association                                       |
| Noni Reis              | California Teachers Association  |
| Jane Robb              | California Teachers Association  |
| David Simmons          | California County Superintendents Educational Services<br>Association/Ventura County Office of Education |
| Rico Tamayo            | California Federation of Teachers  |
| Cortney Rowland        | National Governors Association   |
| Sarah Silverman        | National Governors Association   |
| Jim Alford             | California Department of Education   |
| Carrie Roberts         | California Department of Education   |
| Carolyn Pfister        | State Board of Education   |
| Kristin Wright         | State Board of Education   |
| Teri Clark             | Commission on Teacher Credentialing  |
| Sarah Solari Colombini | Commission on Teacher Credentialing  |
| Katie Croy             | Commission on Teacher Credentialing  |
| William Hatrick        | Commission on Teacher Credentialing  |
| Joshua Speaks          | Commission on Teacher Credentialing  |

## Appendix B Informational Flyer



### Addressing the Future of Teacher Preparation and Credentialing for Special Education

**WHAT:** Stakeholder meetings to gather input regarding the strengths and challenges of several potential new models of teacher preparation and credentialing in California for Special Education.

**WHY:** To address California Special Education preparation and credentialing so that General and Special Education teachers are prepared to instruct diverse learners in one coherent system.

**WHO:** All stakeholders are encouraged to attend, including students, parents and family members, teachers, administrators, teacher preparation program faculty and staff, and any other interested members of the public.

**WHEN and WHERE:** (meeting content will be the same at all locations)

- Fresno, August 31, 2-4:30pm
- Long Beach, Calif. State University, Sept. 11, 1-3pm
- Los Angeles, Loyola Marymount University, Sept. 11, 6-8pm
- San Diego, Sept. 15, 4-6:30pm
- Sacramento, Sept. 17, 1-3:30pm and 4:30-7pm\*,  Available
- Burlingame (Bay Area), Sept. 30, 1-3:30 and 4-6:30\*

\*If not enough participants register for both meetings, only one meeting will be held that day and you will be notified via email.

**HOW:** Please go to the following link to register <https://www.surveymonkey.com/r/SpEdInput>. You will receive a confirmation with further information about the meeting via email. Pre-registration is REQUIRED as space is limited at these locations.

For context and content information to review prior to the meeting, please visit <http://www.ctc.ca.gov/educator-prep/special-education-meetings.html>

## Appendix C: Possible Preparation and Credentialing Models

### Summary of the Models

| Description    |  | Consider Impacts On   |                      |          |           |
|----------------|--|---|----------------------|----------|-----------|
|                |  | P-12 Students   | Prospective Teachers | Programs | Employers |
| <b>Current</b> | <ul style="list-style-type: none"> <li>Both General Education and Special Education are initial credentials.</li> <li>The current standards do not require General Education teachers to be sufficiently prepared to teach students with disabilities.</li> <li>The current standards do not require prospective Special Education teachers to complete in-depth coursework/fieldwork on curriculum, unit planning or using whole class assessment to drive instruction.</li> <li>Special Education has seven specialty content areas based on federal disability eligibility categories.</li> </ul> |   |                      |          |           |
| <b>#1</b>      | <ul style="list-style-type: none"> <li>Special Education is an advanced credential or may be earned concurrently with the General Education credential.</li> <li>Special Education credential is not based on federal disability categories.</li> <li>2 specialized authorizations (DHH and VI) that may be added to a General Education or Special Education teaching credential</li> </ul>   |   |                      |          |           |
| <b>#2a</b>     | <ul style="list-style-type: none"> <li>Both General Education and Special Education are initial credentials.</li> </ul>  | <ul style="list-style-type: none"> <li>Two Special Education credentials that are NOT based on federal disability categories</li> </ul>                                       |                      |          |           |
| <b>#2b</b>     | <ul style="list-style-type: none"> <li>Robust common trunk for preparation--All teachers have preparation for unit planning and assessment knowledge</li> </ul>  | <ul style="list-style-type: none"> <li>Five special education credentials instead of current seven</li> <li>No federal disability categories except for VI and DHH</li> </ul> |                      |          |           |
| <b>#3</b>      | <ul style="list-style-type: none"> <li>All elementary teachers are prepared to teach students with and without disabilities and may teach students with disabilities in secondary schools.</li> <li>No federal disability categories in the credential structure other than VI and DHH</li> <li>There is no special education credential other than the VI, DHH, and ECSE.</li> </ul>  |   |                      |          |           |

## Appendix C: Possible Preparation and Credentialing Models

### Current Credential Structure

| Level of Preparation | Common Preparation   | Specialized Preparation   | Credential/ Authorization  |
|----------------------|--|---|--|
| Initial              | <ul style="list-style-type: none"> <li>• Basic Skills</li> <li>• Content Knowledge</li> <li>• Teaching English Learners</li> </ul>   | <ul style="list-style-type: none"> <li>• Unit planning</li> <li>• Assessment</li> <li>• Teaching Reading/Pass RICA</li> <li>• Self-contained pedagogy</li> <li>• Pass a TPA</li> </ul>              | Multiple Subject - Elementary;<br>Self-contained K-12 classrooms   |
| Initial              | <ul style="list-style-type: none"> <li>• Teaching Students with Special Needs (limited for GE teachers)</li> <li>• Classroom Management</li> <li>• Healthy Environments</li> </ul> | <ul style="list-style-type: none"> <li>• Unit planning</li> <li>• Assessment</li> <li>• Departmentalized Pedagogy for specific content area</li> <li>• Pass a TPA</li> </ul>                        | Single Subject-Secondary;<br>Departmentalized K-12 classrooms  |
| Initial              |  | <ul style="list-style-type: none"> <li>• Teaching Reading/Pass RICA</li> <li>• Accommodations and modifications</li> <li>• Specialized knowledge for the specific specialty content area</li> </ul> | Education Specialist<br>Special Education-K-12<br>7 Specialty Content Areas<br>MM, MS, ECSE, VI, DHH, PHI, LAD |

| Education Specialist (Ed Sp) Specialty Content Areas<br><i>Students with Identified Needs (age/grade of students)</i> |  | Federal Disability Categories Authorized |                              |
|---|--|--|------------------------------|
|   |  | Prior Ed Sp (1997-2009)                  | Current Ed Sp (2009-current) |
| MM  | Mild to Moderate Disabilities (K-age 22)     | SLD, ED                                  | ASD, SLD, ED                 |
| MS  | Moderate to Severe Disabilities (K-age 22)   | ASD, DB, ED, MD, MR                      | ASD, DB, ED, MD, MR          |
| ECSE  | Early Childhood Special Education (B-age 5)  | ASD, SLD, MD, MR                         | ASD, SLD, MD, MR             |
| VI  | Visual Impairments (B-age 22)                | DB, VI                                   | ASD, DB, VI                  |
| DHH   | Deaf and Hard of Hearing (B-age 22)          | DB, DHH                                  | ASD, DB, DHH                 |
| PHI   | Physical and Health Impairments (B-age 22)   | OI, OHI, TBI                             | ASD, OI, OHI, TBI            |
| LAD   | Language and Academic Development (B-age 22) | NA                                       | all*                         |

\*for students identified with academic communication and language needs

| Added Authorizations |   | May be Added to Credential                     |
|----------------------|---|--|
| APE                  | Adapted Physical Education  | All Ed Sp credential, Multiple Subject & SS-PE |
| ASD                  | Autism Spectrum Disorder  | MM, DHH, PHI, VI (all pre 2009)                |
| DB                   | Deaf-Blind  | MM, PHI  |
| ED                   | Emotional Disturbance   | DHH, PHI, VI                                   |
| ECSE                 | Early Childhood Special Education- Adds B-age 5 to MM, MS, LH and SH authorizations | MM, MS   |
| OI                   | Orthopedic Impairment   | MM, MS, DHH, VI, ECSE                          |
| OHI                  | Other Health Impairment   | MS, DHH, VI                                    |
| RSP                  | Adds resource to LH or SH authorizations  | Prior Special Education credentials: SH & LH   |
| TBI                  | Traumatic Brain Injury  | MM, MS, DHH, VI                                |

## Possible Preparation and Credential Structure # 1

| Level of Preparation         | Focus of Preparation  | Content of Preparation  | Authorization/Credential  |
|------------------------------|---|---|---|
| Initial Teaching Credential  | Multiple Subject  | Initial preparation for all prospective teachers. All candidates complete current Gen Ed preparation <b>with</b> an enhanced focus on UDL*, MTSS*, PBIS*, and IEPs* across content areas, an increased focus on the importance of connecting with community and family, and collaboration across all educators.   | Multiple Subject—Self-contained teaching in all content areas   |
|                              | -----<br>Single Subject   |   | -----<br>Single Subject—<br>Departmentalized teaching in specified content area   |
| Advanced Teaching Credential | Special Education—<br><i>Mild/Moderate Learning needs, Moderate/Severe Learning needs and Early Childhood Special Education</i> | Advanced Special Education content and field work across service delivery approaches with emphasis on less restrictive environments. Content beyond what is completed for Gen Ed credential including enhanced focus on guiding and working with other educators (Gen Ed teachers and other school personnel). Possible common trunk preparation for Mild/Moderate and Moderate/Severe disabilities with additional preparation in areas/types/ levels of need. | Special Education—<br>Teaching all students (age 0-22) with –not based on federal disability categories<br><br><i>(Can only be added to a Gen Ed or earned concurrent to a Gen Ed credential)</i> |

\*UDL = Universal Design for Learning

\*MTSS = Multi-Tiered Systems of Support

\*PBIS = Positive Behavioral Interventions and Supports

\*IEPs = Individual Education Plans

The current low incidence disability credentials—held by teachers of students who are deaf or hard of hearing, or have visual impairments, would be maintained but the Task Force sees that these two areas could be optional advanced authorizations for teachers holding general or special education teaching credentials.

### Low Incidence Special Education Credentialing

| Level of Preparation   | Focus of Preparation | Content of Prep   | Authorizes  |
|--|----------------------|---|---|
| <i>Additional Authorization that may be added to a Gen Ed Credential</i> | DHH Disabilities     | Only the specialty content area standards would be addressed in the additional authorization preparation                                  | Teaching students who are Deaf or Hard of Hearing |
|  | VI Disabilities      | The teacher would hold a Gen Ed credential and have completed the more intense preparation identified in the first row of the table above | Teaching students with Visual Impairments         |

## Appendix C: Possible Preparation and Credentialing Models

### Possible Preparation and Credential Structure # 2a

| P-12 Student's Instructional Focus  | Preparation  |  | Initial Credential/ Authorization  |  |
|---|--|--|--|--|
|   | Initial Common Trunk   | Advanced Branches  |  |  |
| General Education <ul style="list-style-type: none"> <li>Adopted curriculum</li> <li>Accommodations to general education curriculum to meet the needs of most learners</li> </ul>                                   | <ul style="list-style-type: none"> <li>Basic Skills and Content assessment</li> <li>Unit Planning</li> <li>Assessment</li> <li>Teaching English learners</li> </ul>  | <ul style="list-style-type: none"> <li>Elementary: Advanced Reading/RICA; 5-12 yr. development; elementary pedagogy</li> </ul>   | General Education  | Elementary-Multiple Subject  |
|   |  | <ul style="list-style-type: none"> <li>Secondary: 12-18 yr. development; specific content area pedagogy</li> </ul>   |  | Secondary-Single Subject   |
| Special Education: 95-98% of students identified with special needs <ul style="list-style-type: none"> <li>Adopted curriculum</li> <li>Accommodations and modifications to general education curriculum—</li> </ul> | <ul style="list-style-type: none"> <li>New enhanced teacher preparation focusing on revised TPEs, MTSS, UDL, academic content, basic pedagogy, reading</li> <li>Knowledge and application of IEP process</li> <li>Collaboration with all educators and other stakeholders</li> </ul> | <ul style="list-style-type: none"> <li>Advanced assessment and instructional skills</li> <li>Advanced collaboration and leadership with educators</li> <li>Advanced Reading/RICA</li> <li>Resources available and related services</li> <li>Early Childhood</li> </ul> | Special Education-Ages 0-22 plus interventions with general education students   |  |
| Students with most profound needs: 2-5% of students identified with special needs. Specialized instruction aligned with CAA   |  | <ul style="list-style-type: none"> <li>Family and community factors</li> <li>Pass a TPA</li> </ul>   | Candidates would complete a preparation program that is designed to support the teacher providing CAA (California Alternate Assessment) focused instruction. | Special Education-Ages 0-22: Instruction for Students with the most severe or profound needs, plus interventions with general education students |

## Appendix C: Possible Preparation and Credentialing Models

### Possible Preparation and Credential Structure #2b

| General Preparation   | Specialized Preparation   | Field Experience   | Initial Credential/ Authorization   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Student Engagement</li> <li>• Making Content Accessible</li> <li>• Universal Design for Learning</li> <li>• Language Acquisition and Development</li> <li>• Healthy Learning Environments</li> <li>• Integrating Educational Technology</li> <li>• Planning Instruction</li> <li>• Developmentally Appropriate Teaching Practices</li> <li>• Assessment</li> <li>• Developing as a Professional Educator</li> <li>• Professional, Legal and Ethical Practices</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• Assessment, Curriculum Design, and Interventions in Academic and Social Domains</li> <li>• Effective Communication and Collaborative Partnerships</li> <li>• Transition and Transitional Planning</li> <li>• Participating in ISFP/IEPs and Post-Secondary Transition Planning</li> <li>• Behavioral, Social, and Environmental Supports for Learning</li> <li>• Case Management</li> <li>• Consultation and Coordination with Families and Other Service Providers</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching reading, English-language arts, math, history-social science, science, physical education, health, and the arts in self-contained classroom</li> <li>• Teaching Reading/RICA</li> </ul>   | Elementary classrooms, including students with special needs and early readers   | Multiple Subjects Students in Self-Contained Settings, K-12                               |
|   | <ul style="list-style-type: none"> <li>• Causes, Characteristics, Instruction and Intervention for Students with Communication and Behavioral Needs</li> <li>• Language Development</li> <li>• Assessment and Evaluation of Language Skills</li> <li>• Literacy Instruction</li> <li>• Assessment, Program Planning and Instruction</li> <li>• Social/Pragmatic Communication Skills</li> <li>• Behavior Based Teaching Strategies</li> </ul>   | Students with Communication/ Behavioral Needs  | Special Education: Students with Communication and/or Behavioral Needs Including Resource |
|   | <ul style="list-style-type: none"> <li>• Causes, Characteristics, Instruction and Intervention for Students with Cognitive and Physical Needs</li> <li>• Developing Social Interaction Skills and Facilitating Social Context</li> <li>• Assessment, Program Planning and Instruction</li> <li>• Movement, Mobility, Sensory and Specialized Health Care</li> <li>• Augmentative and Alternative Communication</li> </ul>   | Students with Cognitive/ Physical Needs  | Special Education: Students with Cognitive and/or Physical Needs Including Resource       |
|   | <ul style="list-style-type: none"> <li>• Causes, Characteristics, Instruction and Intervention for Students with Hearing Impairments</li> <li>• Candidate Communication Skills</li> <li>• Assessment and Evaluation of Language Skills</li> <li>• Assessment, Program Planning and Instruction</li> <li>• Early Childhood Intervention and Education</li> <li>• Hearing Loss and Additional Disabilities</li> </ul>   | Students with Hearing Needs  | Special Education: Students who are Deaf or Hard-of-Hearing (DHH) Including Resource      |
|   | <ul style="list-style-type: none"> <li>• Causes, Characteristics, Instruction and Intervention for Students with Visual Impairments (VI)</li> <li>• Braille Competency and Braille Literacy Instruction</li> <li>• Specialized Assessment and Techniques</li> <li>• Orientation and Mobility</li> <li>• Early Childhood Intervention and Education</li> <li>• Early Childhood Intervention and Education</li> </ul>   | Students with Visual Impairments   | Special Education: Students with Visual Impairments (VI) Including Resource               |
|   | <ul style="list-style-type: none"> <li>• Causes, Characteristics, Instruction and Intervention for Infants, Toddlers and Preschoolers with IFSP and IEPs</li> <li>• Low Incidence Disabilities in Early Childhood Special Education Programs</li> <li>• Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten</li> <li>• Role of the Family in Early Childhood Special Education</li> <li>• Effective Communication and Collaborative Partnerships</li> <li>• Transition and Transitional Planning</li> <li>• Case Management</li> </ul> | Observation/ Participation of Typical and Atypical Infants, Toddlers and Preschoolers<br><br>Early Childhood Special Education Classes | Special Education: Early Childhood  |
|   | <ul style="list-style-type: none"> <li>• Teaching the Specified Content Area in a Departmentalized Setting, including collaborative models of instruction</li> </ul>  | Secondary Field Experience in Specified Content Area including students with IEPs  | Single Subject Students in Departmentalized Settings, K-12                                |

## Appendix C: Possible Preparation and Credentialing Models

### Possible Preparation and Credential Structure # 3

| General Preparation  | Specialized Preparation   | Initial Credential/ Authorization  | Optional Advanced Authorizations   |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>• Basic Skills and Content assessment</li> <li>• Unit Planning</li> <li>• Assessment</li> <li>• Teaching English Learners</li> <li>• New enhanced teacher preparation focusing on revised TPEs, MTSS, UDL, academic content, basic pedagogy, reading</li> <li>• Knowledge of IEP process</li> <li>• Collaboration with all educators</li> <li>• Family and community factors</li> <li>• Pass a TPA</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching Reading</li> <li>• Knowledge and Development ages 5-12</li> <li>• Self-contained methodology</li> </ul>                                 | Multiple Subject (self-contained K-12) and Mild/Moderate or Moderate/Severe  | Resource and Case Management   |
|  | <ul style="list-style-type: none"> <li>• Knowledge and Development ages 12-18</li> <li>• Subject Specific Pedagogy for the specific content area</li> </ul>                               | <ul style="list-style-type: none"> <li>SS: Math</li> <li>SS: English</li> <li>SS: Science</li> <li>SS: History/Social Studies</li> <li>SS: WL (or LOTE)</li> <li>SS: Art</li> <li>SS: Music</li> <li>SS: PE</li> <li>SS: WL-ELD</li> <li>SS: Agriculture</li> <li>SS: Business</li> <li>SS: Health</li> <li>SS: Home Economics</li> <li>SS: Industrial and Technology Education</li> </ul> | <p>SS teachers can earn a Special Education authorization if they complete the requirements</p> <p>Holders of RSP/Case Management credential would provide guidance and support in the secondary schools</p> |
|  | <ul style="list-style-type: none"> <li>• Knowledge and Development ages 0-5</li> <li>• Knowledge of IFSP process</li> </ul>   | ECSE   | Resource and Case Management   |
|  | <ul style="list-style-type: none"> <li>• ASL</li> <li>• Assistive technology</li> <li>• Language and Cognitive Development strategies</li> <li>• EC intervention and education</li> </ul> | DHH—Ages 0-22  | Resource and Case Management   |
|  | <ul style="list-style-type: none"> <li>• Braille</li> <li>• Orientation and Mobility</li> <li>• EC intervention and education</li> </ul>  | VI—Ages 0-22   | Resource and Case Management   |