

Update on the Education Specialist Preliminary Credential Work Group

November 2016

Overview of this Report

This item provides an overview of the status of work being completed related to the Education Specialist Preliminary Credential Work Group.

Staff Recommendation

This item is for information only. No action is needed at this time.

Background

Over the past year, significant progress has been made to revise the Teaching Performance Expectations (TPEs). At the June Commission meeting, Agenda Item 2G posed a policy question to the Commission. The question was “Should prospective special education teachers complete a common trunk of preparation, as defined by the TPEs? And should special education teachers who complete a common trunk of preparation earn an authorization to provide services to general education students?” Based upon the Commission’s response to Agenda Item 2G, staff was given the direction to form a work group to determine what additional knowledge, skills, and abilities would be needed for candidates to obtain an Education Specialist credential and to examine the existing credential structure to determine if revisions are needed. The specific charges to the work group are as follows:

- Determine what additional knowledge, skills, and abilities an Education Specialist credential candidate would need to demonstrate to earn the respective credential
- Determine what subject matter content would be appropriate for an Education Specialist Credential holder
- Determine if the existing credential structure needs to be revised, if so, what would structure(s) would be recommended?

Summary of Work to Date

After the June 2016 Commission meeting, staff created an application process to which interested individuals could respond. This application process was two parts: the first part was posted on Survey Monkey and the second part consisted of a written response. Representatives from a variety of constituencies and diverse areas in the state were selected to serve on the Education Specialist Preliminary Credential Work Group. In total, thirty people are participating as part of this work group, including a representative from the California Department of Education.

The first meeting was held on October 4-5, 2016. At this meeting, members of the work group were given the newly adopted Teaching Performance Expectations and asked to identify what additional knowledge, skills, and abilities would be necessary for a candidate seeking an initial Education Specialist credential. In addition, members began a discussion about what subject matter or content would be appropriate for an Education Specialist Preliminary Credential holder. Information regarding the existing authorizations and initial education specialist

credentials that the Commission issues to familiarize them with the existing credential structure. A copy of the report to the Commission at its October 2016 Commission meeting is attached as an appendix to this item.

The next meeting will be held on November 3-4, 2016. It is the intent of staff to gather a recommendation regarding the credential structure and consensus on a recommendation for subject or content area requirements for the Education Specialist preliminary credential. The work group will continue to identify what knowledge, skills, and abilities will be necessary for the Education Specialist Preliminary Credential candidate.

2G

Information/Action

Educator Preparation Committee

Update on the Commission's Work Related to the Education Specialist Preliminary Credential and Associated Work Group

Executive Summary: This agenda item provides an update on the work associated to improve the preparation of prospective special education teachers.

Recommended Action: Staff seeks feedback on the work to date and the direction that the group is taking.

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.

October 2016

Update on the Commission's Work Related to the Education Specialist Preliminary Credential and Associated Work Group

Introduction

This agenda item presents information about the continuing work to improve educator preparation for special education teachers.

Background

The Commission on Teacher Credentialing has participated in several initiatives within the past two years to improve the preparation of educators serving students with disabilities. Recent policy decisions include the adoption of revised Teaching Performance Expectations (TPEs) that will significantly strengthen the preparation for general education teachers working with students with disabilities. Although the Commission has not yet adopted these TPEs for Education Specialists, the Commission did signal its intent to have the performance expectations apply to all candidates in preparation as well as in the potential of requiring prospective special education teachers to pass a Teaching Performance Assessment (TPA). Although the TPEs define the foundational knowledge, skills and abilities a teacher should have, it is necessary to identify what additional knowledge, skills and abilities beyond the TPEs are needed for a candidate to earn an Education Specialist teaching credential in California.

Status of Current Work

Based on the direction of the Commission at the June 2016 meeting, staff developed an application process for individuals interested in serving on the Education Specialist Preliminary Credential Work Group to determine what knowledge, skills, and abilities should be included in the preliminary portion of an Education Specialist educator preparation program and to suggest possible changes to the existing credential structure. Applicants were required to fill out an online application, submit a resume/vita, and provide written responses to two (2) short answer questions. More detailed information on the application process is available at <http://www.ctc.ca.gov/educator-prep/special-education-docs/Ed-Specialist-Prelim-Cred-Work-Group-Appl.pdf>.

The application period was open from July 20, 2016 to September 7, 2016. Over 100 completed applications were received during that time. After reviewing all applications and short answer responses thoroughly, twenty-one individuals were appointed by the Executive Director and subsequently notified of their selection. Additionally, liaisons from the California Department of Education, California School Boards Association, Association of California School Administrators, California County Superintendents Educational Services Association, University of California, California State University, Association of Independent California Colleges and Universities, California Federation of Teachers, and California Teachers Association were

identified for the work group by their respective organizations. A complete list of participants and their affiliations is available in Appendix A.

The Education Specialist Preliminary Credential Work Group is charged with the following tasks:

1. To identify what knowledge, skills, and abilities teachers seeking an initial education specialist credential would need.
2. To develop some possible credential structures for the initial level Education Specialist credential.
3. To recommend what the subject matter requirement should be for Education Specialist candidate given that the credential authorizes teaching for a wide range of grades and all content areas.

Work group meetings are scheduled at the Commission office on the following dates:

- October 4-5, 2016
- November 3-4, 2016
- January 26-27, 2017
- February 28-March 1, 2017

Summary of First Work Group

The first work group meeting was held on October 4-5, 2016 at the Commission office. All participants were present and work began with an orientation so that work group members may effectively understand and carry out the required activities to meet the charge. The group examined the recently adopted Teaching Performance Expectations (TPEs) to identify what additional knowledge, skills and abilities a Preliminary Education Specialist credential candidate would need to complete in addition to the common trunk that all teacher candidates in California would be required to complete. In addition, participants were given a chart that included the seven preliminary Education Specialist credentials currently issued by the Commission (Appendix B) and the relevant authorizations for each and were asked to discuss which initial credentials were necessary for the field of special education.

In this initial meeting, the group was supportive of maintaining an initial credential for Early Childhood Special Education (ECSE) based upon the requirements of Part B and Part C of the federal IDEA laws that govern entities that provide services to students identified as eligible to receive special education services. It was suggested by the work group that the authorization for the ECSE credential be expanded to include Kindergarten and Transitional Kindergarten since right now the authorization authorizes birth through preschool. The Deaf and Hard of Hearing (DHH) and Visual Impairment (VI) initial credentials were also seen as necessary to maintain. The work group is discussing options for the other areas in which the Commission credentials Education Specialists, with specific attention to the relationship between the recently updated general education credential and the more advanced and specialized skill set needed by teachers providing special services to students with disabilities.

The third topic that the work group addressed was the subject matter competency requirement for an Education Specialist credential candidate. Currently, candidates for an Education Specialist credential are required to satisfy subject matter for either a Multiple Subject credential or for one of the Single Subject content areas identified in No Child Left Behind (English, mathematics, science, foreign language, history/social sciences, music, or art). Prior to 2010 a prospective special education teacher could satisfy subject matter in any content area but when the new Education Specialist standards were adopted, the regulations were modified to align with NCLB's requirements. The Education Specialist credential authorizes the holder to teach students with identified special needs across grade levels and all content areas. The work group had much discussion on this matter, with many of the group members suggesting that subject matter requirements for Education Specialists at the secondary level should be similar to the requirements for the Single Subject and Multiple Subject credentials. In other words, Education Specialists working with secondary math students would need to have demonstrated subject matter competence in math; those teaching secondary English courses would need to be competent in English, and so on.

A variation of this idea came forward as a suggestion that the Commission could consider pairing up content areas for secondary subject matter competence (e.g., English and Social Science, Math and Science). The Commission currently allows candidates to demonstrate competence in foundational math and foundational science, which are sub-sets of the full set of competencies required for math and science teachers. To enable secondary Education Specialists to serve students across a broader content spectrum, the work group discussed the possibility of developing a foundational level English and Social Science CSET exams similar to the existing foundational Math and Science exams.

The group has not yet reached consensus on any specific recommendations to the Commission but was supportive of the concepts of maintaining the VI, DHH, and ECSE credentials. In addition, there was broad consensus that Education Specialist teachers should serve as case managers for special education students to ensure that students in California receive the special education services they need.

Potential Action

Staff recommends that the Commission discuss the issues in front of the workgroup and direct staff regarding any questions, issues or recommendations to take back to the group to inform their work. Staff will continue to facilitate the process of developing recommendations for additional competencies aligned to the TPEs, determining what subject matter requirements would be necessary for Education Specialist credential holders, and identifying a possible credential structure for the Education Specialist credential.

Fiscal Impact to the Commission

To complete the work as directed by the Commission, volunteers will need to travel to Sacramento for four two-day meetings. The total cost of the Education Specialist Preliminary Credential Work Group is estimated to be \$90,000. Funds have been allocated in the Commission's operating budget for this activity.

Next Steps

Staff will continue to update the Commission on outcomes from the work group activities with respect to the additional knowledge, skills and abilities necessary to become a special education teacher and identified changes recommended to the Education Specialist credential structure.

Appendix A
Preliminary Special Education Work Group

Name	Affiliation	Current Position
Representatives to the Work Group		
Mary Briggs	California School Boards Association Liaison	Education Policy Analyst
Mary Gomes	Association of California School Administrators Liaison	Educational Services Executive
Cheryl Mohr	California County Superintendents Educational Services Association Liaison, Madera County Office of Education	Executive Director, Student Programs and Services
Emily Solari	University of California Liaison, UC Davis	Associate Professor of Education
Kristin Stout	California State University Liaison, CSU Long Beach	Education Specialist Credential Program Coordinator
Ingrid Gunnell	California Federation of Teachers Liaison, Los Angeles Unified School District	UTLA/LAUSD Salary Point Advisor
Stephanie Stotelmeyer	California Teachers Association Liaison, Santa Ana Unified School District	Education Specialist, Resource
Diana Taylor	Association of Independent California Colleges and Universities Liaison, Mt. St. Mary's University	Education Specialist Program Director
Work Group Members		
Suzanne Borgese	Placentia Yorba Linda Unified School District	Education Specialist, Mild/Moderate
Jessica Burrone	Yuba County Office of Education	Special Education Principal, Moderate/Severe
Cathy Creasia	University of Southern California	Credential Analyst and Project Specialist for Accreditation and Evaluation
Anne Delfosse	West Orange County Consortium for Special Education	Executive Director
John Erratt	Orange Unified School District	Special Education Program Coordinator
Elizabeth Freer	Etiwanda School District	Director of Special Education
Jean Gonsier-Gerdin	California State University, Sacramento	Professor
Victoria Graf	Loyola Marymount University	Professor of Education
Elizabeth Jara	San Joaquin County Office of Education	Education Specialist, Emotional Disturbance
Talya Kemper	California State University, Chico	Assistant Professor, Special Education
Meghan Magee	Mother Lode Union School District	School Psychologist
Elise Morgan	San Diego Unified School District	Education Specialist, Mild/Moderate
Susan Porter	National University	Associate Professor/Chair, Special Education
Diana Sanchez	Los Angeles Unified School District	Teacher of the Deaf
Zachary Smith	Sanger Unified School District	Project Manager, Universal Design for Learning and Special Education
Michael Solis	University of California, Riverside	Assistant Professor, Special Education
Sally Spencer	California State University, Northridge	Professor, Special Education
Deanna Torrington	Rocklin Unified School District	Education Specialist, Resource
Julie Tucker	South San Francisco Unified School District	Induction Special Education Support Provider
Mary Yung	San Mateo County Office of Education	Coordinator, Special Education Teacher Induction
Andrea Zetlin	California State University, Los Angeles	Professor, Special Education

Appendix B: Preliminary Education Specialist Teaching Credentials

	Standards			Grades/ Ages	Authorization Statement
	Program Design	Preliminary Teaching	Specialty Area		
Mild/ Moderate	1-8	9-16	M/M 1-6	K-Age 22	This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities, mild/moderate intellectual disabilities, other health impairment, and emotional disturbance, in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.
Moderate/ Severe	1-8	9-16	M/S 1-8	K-Age 22	This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of autism, moderate/severe intellectual disabilities, deaf-blind, emotional disturbance, and multiple disabilities, to students in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.
Physical and Health Impairments	1-8	9-16	PHI 1-11	Birth-Age 22	This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of orthopedic impairment, other health impairment, multiple disabilities, and traumatic brain injury, to students from birth through age 22, and classes organized primarily for adults in services, across the continuum of program options available.
Deaf and Hard-of- Hearing	1-8	9-16	DHH 1-11	Birth-Age 22	This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary or secondary disability of deaf or hard-of-hearing or deaf-blind and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.

Appendix B: Preliminary Education Specialist Teaching Credentials

	Standards			Grades/ Ages	Authorization Statement
	Program Design	Preliminary Teaching	Specialty Area		
Visual Impairments	1-8	9-16	VI 1-10	Birth-Age 22	This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of visual impairment including blind and deaf-blind, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
Early Childhood Special Education	1-8	9-16	ECSE 1-10	Birth-Pre Kindergarten	This authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, and provide instructional and Special Education Support to students from birth through pre-kindergarten who are eligible for early intervention special education and related services, to individuals with a primary disability in specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism, moderate/severe intellectual disabilities, emotional disturbance, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.
Language and Academic Development	1-8	9-16	LAD 1-8	Preschool-Age 22	The Education Specialist Instruction Credential: Language and Academic Development authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals as defined in subsections 300.8(c)(1) through (10), (12), and (13) and to students with expressive or receptive language disorders within subsection 300.8(c)(11) of Title 34 Code of Federal Regulations, Subpart A, with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas, in preschool, kindergarten, in grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.

Autism Spectrum Disorders (ASD) content is included in the new preliminary Education Specialist Instruction Teaching Credential programs for all specialty areas. The preliminary and clear credential authorizes the holder to provide autism instructional services to students within the specialty area(s) of their credential. The ASD authorization appears as a separate authorization on the Education Specialist Instruction Credential.

The Education Specialist Preliminary Teacher Preparation Program includes content for teaching English learners that authorizes the credential holder to provide instruction for English language development and specially designed academic instruction in English within the subject area and grade level authorization of the Education Specialist Instruction Teaching Credential.