

Developing and Submitting a Clear Education Specialist Program Proposal

1. Q: There is an understanding in the field that there is only one clear credential program for Education Specialists, and that the differentiation for the different specialty areas (MM, MS, VI, ECSE, PHI and DHH) happens in the IIP and professional development phases of induction. However, program submission directions require that a program specify which type of candidate, by credential specialty areas, the program intends to serve. Can a program limit the type of Special Education candidate they plan to serve?

A: An LEA must specify how they will meet the credentialing requirement for each candidate/credential specialty area they intend to serve in their initial program narrative. They may serve all or only specific candidates, depending on the LEA capacity to provide differentiated support and professional development for each one.

2. Q: A program originally submits a plan for serving only MM and MS, but a candidate in a low incidence area is hired. The program believes they can serve the candidate, for example, by teaming with a SELPA or IHE. Do they have to resubmit?

A: Once approved, the program may serve candidates in specialty areas other than those specified during the initial program review but an updated narrative should reflect how the program is meeting their differentiated needs. The modification of the program to serve the additional specialty areas should be documented in biennial reports and then included in the updated program narrative which will be reviewed through Program Assessment in the 4th year of the accreditation cycle.

3. Q: May a program make a one-candidate-at-a-time determination about whether it is possible to serve any SpEd candidate?

A: Yes, each approved program should have clearly stated admission criteria and accept candidates based on the capacity of the program. This would include the availability of a Support Provider certified in the appropriate area and professional development resources in any given year.

4. Q: Might a teacher in one specialty area write an IIP that focuses on an area of specialization other than the area in which the Preliminary credential is held? For example, the teacher with a MM preliminary wants to focus on deaf and hard of hearing in induction. If so, should the SP match be aligned with the area they are interested in rather than their original specialty area?

A: The SP that provides the day-to-day support should be certified in the same specialty as that held by the participating teacher not the area the teacher may want additional knowledge. However, the potential for providing distance support or using a “buddy” model for focused assistance would provide relevant support and professional development for the teacher in this instance.

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5. Q: Can completing a Clear Education Specialist induction program clear a Level I technology requirement that is listed on an individual's preliminary or level I Education Specialist credential?

A: No, while there is technology content in the clear credential program for both general and special education, the content required for the credential is now included in the preliminary Education Specialist program. Completing only the technology in the clear credential program is not sufficient to meet the technology requirement. The candidate must complete a course from a preliminary multiple subject, single subject, or education specialist preparation program or have an approved preliminary multiple subject, single subject, or education specialist preparation program grant an equivalency for work already completed. The clear credential program must ensure that the full technology requirement is complete before recommending for the clear credential.

6. Q: A candidate gains a clear general education credential by completing an approved BTSA Induction program, and subsequently earns a Special Education credential. Is the candidate required to complete induction a second time?

A: No, the candidate does not have to complete an induction experience since he or she has completed induction previously. But the candidate does need to complete an individualized program that addresses the Education Specialist specific requirements that were not a part of the general education BTSA induction program.

7. Q: An LEA is currently approved to offer a BTSA (general education) clear credential induction program and is writing to the special education induction standards. Once the initial program narrative for the Clear Education Specialist induction program is submitted, may the program begin accepting candidates?

A: No. Submitting a program proposal for a Clear Education Specialist program is very different from the process BTSA participated in to address the revised BTSA Program Standards (2008). In that case, the programs were already approved BTSA Induction programs and were just being revised to meet the newer standards. That is the reason programs were able to continue operating even though the program narratives were not yet reviewed or approved.

For a Clear Education Specialist program, the LEA is not currently approved as a sponsor of a Clear Education Specialist program and therefore it would not be wise to accept candidates or provide a program to individuals until the sponsor has completed the review process and the COA has taken action at a regularly scheduled meeting to approve the program. Once a sponsor has submitted an initial program proposal, it would be accurate to state that the LEA has submitted a program for approval. An institution is open to legal action by candidates if it presents itself as a sponsor of a specific credential program, accepts candidates that

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complete work, and is then unable to recommend an individual for a credential or other authorization.