

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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CERTIFICATION, ASSIGNMENT AND WAIVERS DIVISION

Date: September 4, 1998 98-9817

To: All Individuals and Groups Interested in the Activities of the
Commission on Teacher Credentialing

From: Sam W. Swofford, Ed.D.
Executive Director

Subject: A Review of The New Education Specialist Program Requirements

Title 5 Regulations for the new Education Specialist Instruction Credential became effective 10/27/97. Since then, Commission staff have received numerous questions concerning the changes in special education. This correspondence responds to some of the most frequently asked questions and seeks to clarify some misinterpretations concerning the new Education Specialist credential structure.

Key to Abbreviations					
MM	=	Mild/Moderate	LH	=	Learning Handicapped
MS	=	Moderate/Severe	SH	=	Severely Handicapped
DHH	=	Deaf and Hard of Hearing	CH	=	Communication Handicapped
PHI	=	Physical and Health Impairments	PH	=	Physically Handicapped
VI	=	Visual Impairments	VH	=	Visually Handicapped
ECSE	=	Early Childhood Special Education	RSP	=	Resource Specialist
LI	=	Level I	LII	=	Level II

The New Programs Are Different

Applicants **cannot** exchange Learning or Severely Handicapped credentials for the new Mild/Moderate or Moderate/Severe credentials. The professional preparation programs and the authorizations for the new Education Specialist Instruction Credentials (Mild/Moderate, Moderate/Severe, etc.) are different from the old Specialist Instruction Credentials (LH, SH, etc.). The Education Specialist program standards are expanded to include core courses, including the competencies of the Resource Specialist; subject matter knowledge; general education coursework; and completion of field experiences in both regular and special education settings. Therefore, applicants who hold an old credential may not exchange it for a new one as some have requested. Candidates can earn the new Education Specialist Instruction Credential by completing the Level I credential requirements. Candidates who have begun an old LH, or SH program must consult with an IHE to determine if they can transfer to the new Education Specialist Credential or be granted equivalency for coursework and fieldwork already completed.

Switching the old Emergency Special Education Instruction Permit to the new Emergency Education Specialist Instruction Permit

If an individual held an old Emergency Specialist Instruction Permit and is now applying for the new Emergency Education Specialist Instruction Permit, he or she must verify completion of at least six semester units of appropriate coursework as required for renewals. Candidates who did not enroll in an old special education program or who completed a "generic" out-of-state special education program, must enroll in an Education Specialist program. Candidates who completed an equivalent out-of-state special education program will need to complete the additional requirements (i.e., subject-matter competency, regular education coursework and fieldwork, U.S. Constitution, reading) for the Preliminary Level I Credential.

The Resource Specialist

All of the new Education Specialist Credential programs include the resource specialist competencies, so there is no need for a candidate to complete a separate resource specialist program. The Commission will continue to issue Resource Specialist Certificates, and the programs will continue to be active and available through authorized assessor agencies (list attached) for holders of the old Special Education Specialist Instruction Credential.

Since resource specialist competencies are part of the new Education Specialist program's core coursework, they are not disability specific, and resource employment settings need not be limited to the authorization listed on the credential. The resource specialist may provide instruction and services for students who have special needs identified in an individualized education program (IEP) and who are assigned to regular classroom teachers for a majority of a school day. If a resource specialist does not possess the knowledge or skill to serve a particular student in a specific area, the IEP should state who will provide those services and/or consult with the resource specialist. This most often occurs with students who have low incidence disabilities such as deaf and hard-of-hearing, physical & health impairments, or visual impairments.

One-Year Nonrenewable (OYNR) Specialist Instruction Credentials

Title 5 Regulations set June 30, 1998 as the deadline for the initial issuance of the old Preliminary Special Education Instruction Credential. However, for individuals who were issued OYNR credentials under the old regulations, the Commission extended the deadline to December 31, 1998 for the initial issuance of the Preliminary Specialist Credential (LH, SH, etc.). This extension was granted because these teachers have completed equivalent out-of-state special education programs and do not have to enroll in a California special education program. The Preliminary Special Education Specialist Credential holder will need to complete requirements for the Professional Clear Special Education Instruction Credential including the prerequisite credential **prior** to the June 30, 2001 deadline. Please see the transition policy in Title 5 section 80048.3(f).

Out-Of-State Special Education Programs: Equivalent or Generic?

There is no easy formula for this evaluation. The more you handle out-of-state special education applications, the easier they will be to process! An equivalent or comparable out-of-state program has coursework that focuses on the specific disability categories covered by a California special education program. For example, Mild/Moderate

Disabilities includes Federal disability categories "learning disabilities", "mental retardation", "other health impairment", and "serious emotional disturbance" (for a complete list of the disability categories see the authorizations in Title 5 Section 80048.6 in Coded Correspondence 97-9724 or the chart in CIA 98-03). Equivalent out-of-state programs usually have specific special education majors listed on transcripts that can fit into one of California's special education categories.

Examples:	<u>California Program</u>	<u>Out-of-State Program</u>
	Mild/Moderate	Education of the Learning Disabled, or Curriculum for the Mildly Handicapped Developmentally Disabled, or Teaching Individuals with Multiple Disabilities
	Moderate/Severe	Education of the Physically Handicapped or, Physical Disabilities and Exceptional Children
	Physical & Health Impairments	

A *generic* out-of-state program has special education coursework that **does not** focus on a specific type of handicapping condition. The coursework is spread across the categories of disabilities and often has a non-specific program major listed on the transcripts.

Examples:	<u>Out-of-State Program</u>
	Exceptional Child Education Education of the Handicapped Child Elementary & Secondary Special Education

Look for at least 24 semester units (including student teaching) in special education. At least half of the 24 units should be in categories that are comparable to California programs (MM, MS, DHH, PHI, VI, and ECSE). The other units can be in core or generic special education coursework. The attached list entitled, Credential Definitions and Authorizations, contains key words that relate to special education and may be used as guides for clarifying the scope of specific disabilities. Some institutions have very creative and unique ways of abbreviating their special education terms on transcripts. If the attached list does not help in determining an equivalent focus, ask the applicant to obtain a letter from the out-of-state institution or state licensing agency that verifies the focus of their program. Asking for out-of-state verification of the special education focus will also help employers with assignment options before submitting applications to the Commission.

General Education Experience Requirement for Teachers Prepared Out-of-State

The Commission has been asked what type of general education experience is considered acceptable and what "age-appropriate experience" means. The regulations require supervised field experience with non-special education students for a minimum of 1 semester unit verified by transcript **or** 45 clock hours verified by the employing agency. The experience may be earned in a regular school setting, a preschool, community college, home school, or day care center. The teacher may have served as an aide, a student teacher, a paraprofessional, or a fully qualified regular education teacher. This

experience can also be earned in either a paid or volunteer position. The settings may vary, but must be appropriate to the birth to pre-kindergarten or the preschool through 12th grade age group of the Education Specialist Credential being sought. We will not consider experience gained while working in a college setting, teaching adults.

Dual Out-of-State Regular and Special Education Programs

Individuals who have completed both regular and special education programs out of state have the option of choosing to hold both the regular and special education credentials, or just the Education Specialist Credential. It is important to clearly explain credential options to these individuals when assisting them in choosing the appropriate credential(s) for their desired employment setting. The following are options for Education Specialist credential candidates:

*Individuals who want to work in regular **and** special education settings must hold:*

- A Multiple or Single Subject credential for regular education employment, and
- An Education Specialist credential for special education employment.
The Education Specialist Credential holder does not have to complete a separate Resource Specialist program since this credential also authorizes the holder to teach across all settings, including a resource room.

Individuals who want to work in special education only must hold:

- An Education Specialist Credential, or
- A Multiple or Single Subject Credential, plus a Special Education Specialist Credential, and a Resource Specialist Certificate for resource employment.

Individuals who want to work as a Resource Specialist must hold:

- An Education Specialist Credential, or
- A Multiple or Single Subject Credential, plus a Special Education Specialist Credential, and a Resource Specialist Certificate for resource employment.

Subject Matter for the Education Specialist Credential

The Education Specialist credential structure eliminated the requirement that special education teachers earn a prerequisite regular education credential. Candidates enrolled in new Education Specialist credential programs will complete coursework and fieldwork in general education. The special educator will also be prepared to collaborate with general educators when serving the educational needs of children in the areas of math, science, language arts, etc. Subject matter verification is required for all Education Specialist Credentials, except the Early Childhood Special Education Credential and Certificate.

Subject matter competence is verified in the same manner as it is verified for the Multiple or Single Subject Teaching Credential. However, since the subject does not affect the authorization of the Education Specialist Credential, the Commission **will not** list the subject on the credential document. A record of the subject area is maintained in the credential holder's file so employers and IHEs may call, fax, or e-mail the

Commission if they need information about the specific subject that was verified. The fact that subject matter competency was provided is not at question once the document has been issued. The subject matter competency verification may be used at any time in the future should the holder of the Education Specialist Credential complete the additional requirements for a Multiple or Single Subject Teaching Credential.

Supplementary Authorization, CLAD/BCLAD Emphasis, and Added Authorizations

The Commission will not list a supplementary authorization or a CLAD/BCLAD emphasis on an Education Specialist credential or permit.

- Candidates must complete regular education credentials that can be used as prerequisites for supplementary authorizations.
- The Education Specialist credential can serve as the prerequisite credential for a CLAD or BCLAD Certificate, but there is no emphasis credential for Education Specialist.

The Education Specialist credential cannot be used as a prerequisite teaching credential for adding a teaching authorization under Title 5 Regulation §80499.

Finding Support Providers/Mentors for the Preliminary Level I Credential Holder

Employers are responsible for assigning a support provider to the Preliminary Level I credential holder and for working with the institution, and the credential holder, to develop an Individual Induction Plan (IIP) within the first 120 days of employment. The plan includes advanced coursework required for the Professional Clear Level II and support activities to help the special educator strengthen skills and develop a broader knowledge of the special education profession. Employers should check with the county office, SELPA, or a professional special education organization when assigning mentors for their employees, especially in areas of DHH, PHI, and VI. The Credential Handbook also lists information in the Education Specialist section about support providers.

Verification of the IIP and support provider, **employment date**, and the candidate's commitment to complete the Level II program are listed on the CL-777.1 form (copy attached) after the candidate is offered employment. When the CL-777.1 form is submitted with an application, it authorizes the Commission to grant the Preliminary Level I Education Specialist Credential. Employers should remember to list the date (**month, day, and year**) of initial employment in the space provided so the application won't be returned to them with a request for additional information.

Early Childhood Special Education

There are two ways to earn the Early Childhood Special Education (ECSE) authorization:

- Completion of a **credential program** which allows teachers to provide educational services to children from birth through pre-kindergarten who are eligible for early intervention.

The program contains upper division or graduate coursework including the special education core and information specific to the needs of infants and toddlers. Subject

matter verification is not required and applicants must be recommended for the credential.

- Completion of a **certificate program**. The certificate was created to allow holders of the Education Specialist Instruction Credentials in Mild/Moderate and Moderate/Severe Disabilities to expand their credential authorizations from K through 12 and Adults to include birth to Pre-Kindergarten. Any (old or new) specialist teaching credential, except the Adapted Physical Education Specialist, can serve as the prerequisite to an ECSE Certificate. Applicants who complete the program must receive a college or university recommendation for issuance of the certificate. The Commission will not accept direct applications for the certificate. The ECSE Certificate will remain valid as long as the prerequisite credential remains valid.

Emergency Education Specialist Instruction Permits

- Applicants may not use Child Development coursework to qualify for the ECSE or any other emergency permit. If candidates are using the coursework route to obtain an emergency permit, they must verify completion of nine upper division or graduate semester units of special education, or a combination of special and regular education coursework that can be applied to a regular or special education teacher program.
- Applicants may use preschool, home school, community college, tutoring, paid or volunteer, and classroom aide experience to qualify under the three years of full-time special education experience requirement for an emergency permit. The Commission interprets full-time experience as a minimum of 4 hours per day, 5 days a week, for at least 75% of the school year.

RICA REQUIREMENT

Effective January 1, 2000, all Education Specialist applicants for the initial Preliminary Level I credential must pass RICA per AB 2748.

**COLLEGES AND UNIVERSITIES IN CALIFORNIA
WITH ACCREDITED EDUCATION SPECIALIST PROGRAMS
9/8/98**

CSU System	IN	L I	L II	M/M	M/S	DHH	PHI	VI	EC SE	ECSE Cert
CSPU Pomona	X*	X		X	X					
CSU Bakersfield		X		X	X					
CSU Chico	X**	X	X	X	X					X
CSU Dominguez Hills	X*	X	X	X	X				X	X
CSU Fresno	X*	X		X	X	X				
CSU Fullerton	X**	X	X	X	X				X	X
CSU Hayward		X		X	X					
CSU Long Beach	X*	X		X	X					
CSU Los Angeles	X*	X	X	X	X	X	X	X	X	
CSU Northridge	X*	X	X	X	X	X			X	
CSU Sacramento	X*	X	X	X	X					
CSU San Bernardino	X**	X	X	X	X					
CSU Stanislaus		X		X	X					
Humboldt State University		X		X						
San Diego State University		X		X	X	X	X		X	
San Francisco State University		X		X	X	X	X	X	X ¹	X
San Jose State Univ. (Alt. 8/96) ²	X	X		X	X	X			X ¹	X
Sonoma State University		X		X	X					

UC System

UC Riverside	X*	X	X	X	X					
UC San Diego		X				X				

Private/Independent Institutions

California Lutheran University		X		X	X					
Chapman University		X		X	X					
Fresno Pacific University	X*	X		X	X		X			
Holy Names College		X		X	X					
Loyola-Marymount University		X		X						
Mount St. Mary's		X		X						
National University		X		X	X					
Pt. Loma Nazarene U.		X	X	X						
St. Mary's College		X		X	X					
Santa Clara University	X**	X	X	X					X	X
University of the Pacific	X*	X		X	X					
University of San Francisco	X**	X	X	X						
University of Southern Calif.		X	X			X				

¹ IHEs with a Level II program for ECSE only.

* Internship leads to a Level I credential

** Internship leads to a Level II credential

This chart is included with CL-808 and CL-808C.

Colleges and universities will be added to this chart as their programs are accredited by the Commission's Committee on Accreditation

State of California
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VERIFICATION OF EMPLOYMENT AS AN EDUCATION SPECIALIST

1. PERSONAL INFORMATION

Applicant's Full Legal Name: _____

Social Security Number: _____ - _____ - _____

2. EMPLOYING AGENCY

Title of Education Specialist Position _____

Date of Initial Employment _____

County of Employment _____

Name of Employing Agency _____

Mailing Address _____

City _____ State _____ Zip _____

Telephone () _____ - _____

Name of Immediate Supervisor _____

Position _____

Signature of Employer or Designee

Date

Printed Name of Employer or Designee

Title

3. TENTATIVE PLAN FOR DEVELOPING THE INDIVIDUALIZED INDUCTION PLAN

Name of Support Provider(s) Assigned to New Specialist _____

Position Held by Support Provider(s) _____

Credential(s) Held by Support Provider(s) _____

Employing Agency (if different from teacher) _____

Institution Tentatively Selected for Development of Individualized Induction Plan and

Completion of Professional Clear Level II Program

I understand I must develop an Individualized Induction Plan during the first 120 days of employment on my Preliminary Level I Education Specialist Credential with the Level II institution and employer designee.

Signature of Applicant

Date

Submit this form with Level I application; copies to Level II institution and support provider.

CL7771.1 9/97

Credential Definitions and Authorizations

An important function of any licensing system is to ensure that work done by licensees is related to their professional preparation. This function is especially important in the field of special education where the authorizations of credentials and the preparation of practitioners must be closely aligned with each other. The following information about groups of students is intended to guide colleges and universities as they design and implement preparation for practitioners who intend to teach and serve those students in public schools.

Education Specialist Credentials

Credentials in Mild/Moderate Disabilities and Moderate/Severe Disabilities authorize the provision of services to individuals in grades K through 12, including adults. Credentials in the low incidence areas of Deaf and Hard-of-Hearing, Physical and Health Impairments, and Visual Impairments authorize the provision of services to individuals birth to age 22.

Mild/Moderate Disabilities. Students with mild/moderate disabilities may be inefficient learners who have difficulties imposing structure on learning tasks. They may display delays in intellectual development, specific learning disabilities, and/or serious emotional disturbances. Frequently their behavior is characterized by under achievement, failure expectancy, and social competence deficits. They may be impulsive, easily distracted, and inattentive. Further, they may experience difficulties in generalizing skills and in predicting events or consequences of behavior. This credential authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health impaired, and serious emotional disturbance.

Educational specialists preparing to work with students who have mild to moderate disabilities must be skilled at creating, developing, and implementing individualized adaptations and accommodations to facilitate access to learning in a wide variety of environments, such as academic, vocational, social, and community. This includes access to the core curriculum, now emphasized in state and federal regulations or IEP mandates, specialized curricula, learning and transition strategies, and the use of current and adaptive technologies.

Moderate/Severe Disabilities. Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, and/or motor impairments. This credential authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities.

Deaf and Hard-of-Hearing. Deaf and hard-of-hearing students have hearing impairments, whether permanent or fluctuating, which impair the processing of linguistic information through hearing, even with amplification, and which adversely affect educational performance. Processing linguistic information includes speech and language reception and speech, and language discrimination (California Code of Regulations, Title 5, Chapter 3, Section 3030). This credential authorizes the teaching of individuals who are deaf, hard-of-hearing, or deaf-blind.

Physical and Health Impairments. Physical and health impairments include students with orthopedic, neurological and physical health impairments that limit mobility and vitality and adversely affect educational performance. Educational placement of students is based on unique educational needs and characteristics rather than on physical and health impairments. This credential authorizes the teaching of individuals who are orthopedically impaired, other health impaired, with traumatic brain injury or multiple disabilities.

Visual Impairments. Visual impairments include students in the following categories:

- (1) Functionally Blind -- Students who because of the severity of their visual impairment, rely basically on senses other than vision as their major channel for learning, and
- (2) Low Vision -- Students who have a visual impairment and use vision as a major channel for learning. This credential authorizes the teaching of those who are blind, visually impaired or deaf-blind.

Early Childhood Special Education. Early childhood special education includes the provision of educational services to children from birth through pre-kindergarten who are eligible for early intervention, special education, and/or related services under federal and state laws. Children with a primary disability of deafness or hearing impairment, deaf-blindness, visual impairment including blindness, or orthopedic impairment must be served by a professional holding the authorization specific to the low incidence disability.

Early Childhood Special Education Certificate. A certificate program in Early Childhood Special Education was adopted for holders of the Education Specialist Instruction Credentials in Mild/Moderate Disabilities and Moderate/Severe Disabilities, to be able to expand the authorization to include birth through Pre-K. However, any specialist credential holder may earn the certificate. The certificate could be completed after Level II requirements for a specialist credential have been met, if desired.

**Resource Specialist Certificate of Competence
Local Assessor Panel Coordinators**

Fresno County

Darlene Hill, Coordinator
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Marin County

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Santa Barbara County

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SELPA Coordinator
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Tulare County

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Orange County

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janis_white@ocde.k12.ca.us

Ventura County

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Ventura County Superintendent
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