

Special Education Credential Assignment Authorization

Updated Tally of Responses

January 9, 2003

Tally of All Responses

<i>In Support</i>	<i>In Opposition</i>
4 organizational opinions	0 organizational opinion
3 personal opinions	2 personal opinion

Total Responses: 9

Responses Representing Organizations in Support

1. California Association of Professors of Early Childhood Special Education (CAPECSE): Maurine Ballard-Rosa, Professor, Early Childhood Special Education, California State University, Sacramento

Comment: Members of the California Association of Professors of Early Childhood Special Education (CAPECSE) met recently and discussed the regulations proposed in Coded Correspondence 02-0025. The members support the efforts of the Commission to align training, experience, and assignment for persons serving infants, toddlers and preschoolers with credentials other than the current Education Specialist Early Childhood Special Education Credential or ECSE Certificate. However, we believe there is a need for clarification regarding the definition of "preschool" and the status of Ryan LH and SH credential holders who taught birth to pre-K prior to the implementation of the Education Specialist ECSE Credential and Certificate.

Commission Response: The proposed regulations are to align pre-Ryan special education credentials grade level authorizations with the Ryan Specialist Credential. The proposed regulations do not address the holders of Ryan Specialist Credentials in Learning and Severely Handicapped as the ECSE Certificate was developed to allow these individuals to earn an authorization to serve age birth to pre-kindergarten. Staff would like to discuss the question raised by CAPECSE with the association as well as employers and bring back changes, if necessary, at a future date.

2. Low Incidence Disability Advisory Committee (LIDAC): Cathy Walsh, Vice Chair

Comment: The Low Incidence Disability Advisory Committee (LIDAC) would like to thank the California Commission on Teacher Credentialing for reviewing the need for clarification related to credentials serving Early Childhood Special Education (ECSE) low incidence students. We strongly encourage the recommended Title 5 changes proposed by the Commission. However, we would like to suggest that due to the continuing shortage of teachers in the area of low incidence that the sunset date be extended beyond 2003, should the sunset date be June 2004 or June 2005, it would give persons an opportunity who may have only served ECSE low incidence students the time to complete the three years experience requirement. Thank you for this consideration.

Commission Response: The Commission understands the shortage of special education teachers, especially in low incidence areas. The proposed sunset date of 2003 allows employers to continue to assign teachers with the three years of special education experience but would not allow "new" individuals to qualify for this option.

Responses Representing Individuals in Support

1. Linda Cimoli, Marin County Office of Education, Early Start Educator
2. George Stanley, California Department of Corrections-Ironwood, Supervisor of Correctional Education Program

Responses Representing Individuals in Opposition

1. Beverly Chapin, Special Day Class Teacher, Marin Office of Education

Comment: I've been teaching Special Ed. for 30 years, have a Restricted TMR Credential and just got Mild to Moderate. Have been teaching children with autism in the preschool for 2 years and am totally qualified. Administration wants to move me because I don't have minimum of three years with preschool although I've had kids as young as late 4 and 5 attending my classes when I taught children with severe disabilities.

Commission Response: The proposed assignment option in these regulations would allow an individual who has served students within the disability area of their credential but outside the grade level of their credential. Neither the Standard Restricted Credential in Trainable Mentally Retarded or the Education Specialist Credential in Mild/Moderate Disabilities authorizes the holder to teach autism. Therefore, this individual does meet the qualifications in the option proposed in these regulations. The Commission will contact the employer to assist them with the assignment.

2. M. Diane Klein, Special Education Professor, California State University Los Angeles

Comment: I would like to express my concerns regarding the proposed policy reflected in coded correspondence #020025. When the document was first distributed, several individuals who coordinate credential training programs in ECSE met with Jan Jones-Wadsworth. Following her explanation I believed I understood the intent of the policy to be bringing old pre-Ryan credentials into line with the current special education credential structure with regard to authorization for the birth to pre-K age range. Unfortunately, I have had several recent communications from colleagues and students suggesting that the policy statement has been seriously misinterpreted. It is their understanding that virtually all credentials will cover the birth to pre-K age range, thus making the Early Childhood Specialist credential unnecessary.

Recently a student, who is currently enrolled in a mild/moderate credential program, was interested in teaching in preschool special education. She indicated that she called the Commission and was told that if she completed three years of preschool special education work experience, she would not need the ECSE credential. I am concerned that there is a great deal of misunderstanding regarding which credentials authorize teaching children with disabilities in the birth to pre-K age range. It is my understanding that the current mild-moderate and moderate-severe credentials do not authorize work with birth to pre-K without the ECSE certificate.

Many individuals in the state of California worked long and hard for over twenty years to create appropriate educational standards for ECSE. It is important that this new

policy not undermine the integrity of this credential. I would like to request that the language of Coded Correspondence 020025 be carefully revised and clarified with regard to these matters.

Commission Response: The proposed regulations are to align pre-Ryan special education credentials grade level authorizations with the Ryan Specialist Credential. The proposed regulations do not allow individuals that hold the current Education Specialist Credentials to qualify. Staff will clarify in Coded Correspondence all issues related to appropriate age and grade level assignments that are proposed in the regulations for all types of special education credential issued by the Commission.