
4A

Information/Action

Educator Preparation Committee

Summary of the Preliminary Education Specialist Work Group's Recommendations to the Commission

Executive Summary: This agenda item provides a summary of the activities of a Work Group focused on improving the preparation of Education Specialist credential candidates.

Recommended Action: That the Commission 1) expand the authorization of the Early Childhood Special Education Credential to be from birth through Kindergarten; 2) direct staff to work with experts from the three specialty areas of Special Education (ECSE, DHH, and VI) to develop TPEs for candidates seeking initial credentials in each respective area; and 3) direct staff to reconvene the Preliminary Education Specialist Work Group for an additional meeting to consider the Commission's comments on the possible structures presented in this item, and if the Commission directs, to come to consensus on a proposed credential structure to recommend as a model for California.

Presenter: Sarah Solari Colombini, Consultant, 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.

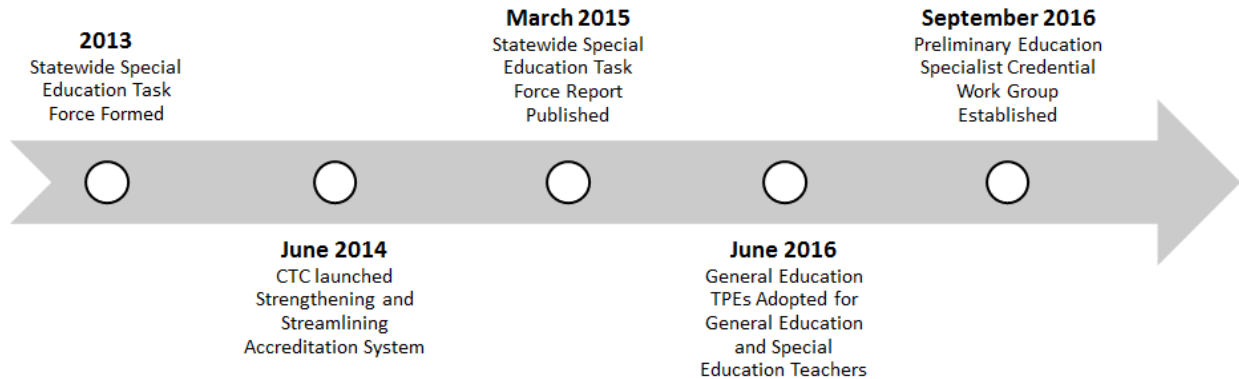
April 2017

Summary of the Preliminary Education Specialist Work Group’s Recommendations to the Commission

Introduction

This agenda item presents information about the work completed in February 2017 to improve educator preparation for Education Specialist candidates, and seeks input from the Commission regarding recommendations from the Work Group as well as direction regarding the work that still needs to be completed.

Background



In 2013, a Statewide Special Education Task Force was formed to study the causes of the state’s poor outcomes for students with disabilities and identify what should be changed in both policy and practice to improve services for all children. A full report with recommendations, “*One System: Reforming Education to Serve All Students*,”¹ was published in March 2015, indicating changes that should be required for both general education and special education policy and practice.

The Statewide Special Education Task Force report highlighted several key recommended changes. Some of these proposed changes are within the purview of the Commission, but many are not. One key recommendation within the Commission’s purview is to bring teacher preparation for both general education and special education candidates closer together by developing and implementing a “common trunk” of knowledge, skills, and abilities for both groups of preliminary credential candidates. This is a significant change, given that general education and special education preparation have previously been implemented as distinct and unique to each type of credential. To implement this significantly different approach to preparation, a common foundation (“common trunk”) of preparation for all teachers to serve

¹ <http://www.smcoe.org/assets/files/about-smcoe/superintendents-office/statewide-special-education-task-force/Executive%20Summary%20W.%20CONTACTS.pdf>

students in California has been developed to promote the integration of preparation for general education and special education candidates to master a) state-adopted content standards, b) evidenced-based strategies, c) pedagogy, d) intervention strategies, and e) understanding collaborations among teachers and across assignments. The common trunk is defined by the [General Education Teaching Performance Expectations \(TPEs\)](#) that were adopted at the June 2016 Commission meeting.

Concurrent to the work of the Statewide Special Education Task Force, at its June 2014 meeting the Commission adopted a draft conceptual framework and plan for strengthening and streamlining the Commission's accountability system for educator preparation to improve the preparation of educators serving all students, including students with disabilities.² This work was accomplished through six dedicated Task Groups:

1. Preliminary Teacher Preparation Standards
2. Induction Standards, Policies and Regulations
3. Performance Assessments – Teacher and Administrator
4. Accreditation Policy and Procedures
5. Outcomes and Survey Data
6. Public Access and Data Dashboards

Of particular importance to this agenda item is the Preliminary Teacher Preparation Standards Task Group, which was charged with providing recommended revisions to the preliminary multiple and single subject program standards, including revisions to the TPEs for general education teachers. This Task Group focused on strengthening the clarity and scope of the standards and recommended that the revision of the TPEs address the need for general education teachers to be better prepared to teach all students in their classroom, including students with disabilities.

After the release of the Statewide Special Education Task Force Report, the Commission adopted these revised TPEs which significantly strengthened the preparation for general education teachers working with students with disabilities.³

This adoption addressed the call in the Statewide Special Education Task Force report to better prepare educators in California to meet all students' needs within the general education classroom. With redesigned multiple and single subject program standards and TPEs, general education programs had an updated model of educator preparation more supportive of meeting the needs of special education students in the general education classroom.

Although these actions addressed the transformation of general education teacher preparation to better meet the needs of special education students, reforms to special educator preparation have also been underway. At its June 2016 meeting, the Commission endorsed the concept that all preliminary Multiple Subject, Single Subject, and Education Specialist credential candidates

² <http://www.ctc.ca.gov/commission/agendas/2014-06/2014-06-2E.pdf>

³ <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>

need to meet the adopted general education TPEs, and signaled its support for requiring Education Specialist candidates to take and pass a Commission-approved Teaching Performance Assessment (TPA) that measures the updated TPEs.

Additional work was needed to identify the knowledge, skills and abilities that are unique to special education and should be included in TPEs for special education. Thus, a Work Group of expert educators in the field of special education was brought together to develop a set of TPEs specific to Education Specialists.

Work Group Tasks

The Preliminary Education Specialist Work Group ([Appendix A](#)) was charged with the following tasks:

1. To identify the knowledge, skills, and abilities needed by teachers seeking an initial Education Specialist credential.
2. To develop some possible credential structures for the initial level Education Specialist Credential(s).
3. To recommend what the subject matter requirement should be for Education Specialist candidates.

The Work Group began meeting in October 2016 and had a series of four two-day meetings through March 1, 2017.

A summary of the first Work Group meeting shared at the October 2016 Commission meeting is available.⁴ A summary of the second Work Group meeting shared at the December 2016 Commission meeting is also available.⁵ The third meeting was held on January 25-26, 2017 and the final meeting was held on February 28 - March 1, 2017. The chart below identifies which tasks the Work Group was able to complete in the allotted time and which tasks were still in progress at the close of the last meeting.

Synopsis of Work Accomplished and Work Unfinished

Accomplished

1. Draft Education Specialist TPEs
2. Draft Education Specialist Program Standards

Incomplete/Unfinished

1. Final Recommended Credential Structure
2. Subject Matter requirements for Education Specialist candidates

Discussion

This item is divided into multiple parts, addressing work the group completed and on which it reached consensus (Parts One and Two); providing summaries of work not yet completed (Part Three); and recommendations the Work Group made based on work completed to date (Part Four).

⁴ <http://www.ctc.ca.gov/commission/agendas/2016-10/2016-10-2G.pdf>

⁵ <http://www.ctc.ca.gov/commission/agendas/2016-12/2016-12-3D.pdf>

Part One: Education Specialist Program Standards

The Preliminary Education Specialist Work Group was charged with examining the program standards for the preparation of special education teachers. The goal of unifying teacher preparation via the “common trunk” approach became an underlying theme for this work. The Work Group examined current Education Specialist Program Standards for all initial Education Specialist credentials offered and determined that these standards addressed both programmatic concepts and candidate competency expectations. The recently adopted standards for general education teachers have the programmatic concepts in the program standards but moved the candidate competency expectations to the TPEs. The Work Group followed this pattern with its recommendations regarding program standards and additional TPEs for special education teachers.

To strengthen and streamline program standards, concepts and language addressing program responsibilities were maintained in the draft program standards ([Appendix B](#)). Concepts and language in the current program standards that address candidate-related knowledge, skills, or abilities are proposed to be incorporated instead into the draft Education Specialist TPEs. The structure of the draft Education Specialist program standards was intentionally aligned with multiple and single subject program standards to facilitate the development of a unified approach, as recommended by the Statewide Special Education Task Force.

Thus, the draft Preliminary Education Specialist program standards are organized as follows:

1. Program Design, Rationale and Coordination
2. Preparing Candidates to Master the General Education and the Education Specialist Teaching Performance Expectations (TPEs)
3. Opportunities to Learn and Practice (Fieldwork/Clinical Practice)
4. Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements
5. Assessment of Candidate Competency
6. Induction Individual Development Plan

One of the challenges the Work Group faced when developing the draft Education Specialist program standards was with program standard 3 concerning fieldwork/clinical practice. The Work Group recognized that, given the Commission’s policy on all preliminary general education and special education candidates taking and passing a Commission-approved TPA, general education field experience needs to be included for candidates to demonstrate the expected competencies. However, the Work Group also recognized that special education students have a wide range of individual needs, thus the Work Group wanted to incorporate parameters around the fieldwork/clinical practice of an education specialist to include field experience in both a low incidence and high incidence placement. The group further recognized that this standard may need further research and exploration to reflect best practices for candidate preparation. The Preliminary Education Specialist Work Group reached consensus on the draft Education Specialist Program Standards as included in Appendix B with the understanding that the fieldwork component needs to be developed to include more specific criteria on how to include low and high incidence experiences.

Part Two: General Education and Education Specialist TPEs

With the “common trunk,” it is expected that Education Specialist candidates need to demonstrate competency with respect to both the general education and the Education Specialist TPEs. Demonstration of candidate competency with respect to the general education TPEs will be assessed through a TPA. The Work Group recommends that demonstration of candidate competency with respect to the Education Specialist TPEs be assessed by the preparation program.

Using the 2016 general education TPEs as the “common trunk” foundation for all preliminary Multiple Subject, Single Subject, and Education Specialist credential candidates, the Work Group compared the existing Education Specialist TPEs to identify any language that was duplicative and remove that language so as not to be redundant across the two sets of TPEs. From these documents, the group drafted the set of Education Specialist TPEs ([Appendix C](#)) which build on the general education TPEs and describe the knowledge, skills, and abilities expected of an Education Specialist credential candidate.

The draft Education Specialist TPEs are organized around the same six domains upon which both the general education TPEs and the California Standards for the Teaching Profession (CSTP) are organized.

1. Engaging and Supporting all Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

Part Three: Potential Education Specialist Credential Structures

The Work Group began to examine the Education Specialist credential structure, but did not have sufficient time to come to consensus around one model or combinations of models. The three draft credential structure models included in this item represent the state of the work of each of the subgroups at the end of the last scheduled meeting, as all three models are still under development and discussion by the subgroups.

All three models, however, represent a cross-categorical approach to preparation for the preliminary Education Specialist credential. The purpose of a cross-categorical credential is to incorporate candidate competencies reflective of the wide range of special education students’ needs into the preparation provided by programs. In this type of preparation approach, candidates are not restricted to preparation by disability category, and are prepared to assist students with varying ability levels as well as varying types and degrees of disabilities. A benefit to cross-categorical credentials is that teachers would be authorized to serve students with a variety of needs, thus allowing schools the flexibility to meet the needs of students within their local school sites.

Subject Matter Competency

Prospective teachers are required to demonstrate competency in the subject matter they will be authorized to teach. Demonstrating competency can be accomplished by completing a Commission-approved subject matter program or by passing the appropriate subject matter examination. Beginning in 2004, prospective special education teachers were required to satisfy subject matter in one of the following core academic subjects due to the federal No Child Left Behind law: Multiple Subject, or Single Subject in one of the following content areas: English, mathematics, art, world language, music, social science, or science. Candidates for the Education Specialist Early Childhood Special Education credential are not required to demonstrate subject matter competence.

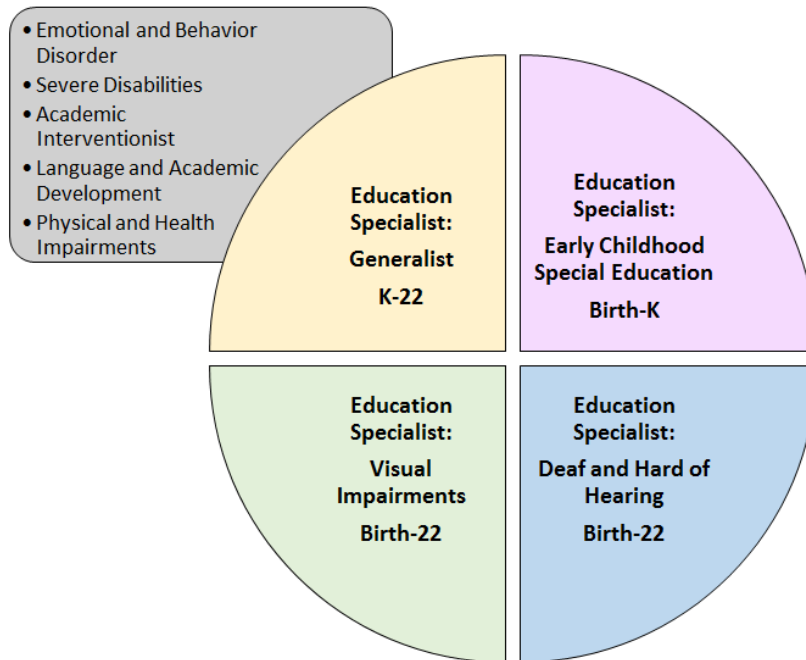
Many prospective special education teachers satisfy subject matter by meeting the requirement for Multiple Subject teachers—passing the CSET: Multiple Subject examination or completing a Commission-approved Elementary Subject matter program. This is very appropriate for teachers who will be working in elementary or middle schools. However, for special education teachers who want to work at the high school level, the CSET: Multiple Subject examination is not appropriate. Within two of the single subject content areas, mathematics and science, content experts conducted an analysis of the subject matter requirements (SMRs) and the SMRs were categorized into content that would be covered in the more foundational level courses and content that would be covered in the most advanced courses. Single subject teachers can earn a Foundational Level Mathematics or a Foundational Level General Science teaching credential. The Work Group discussed the idea of a new subject matter option for special education teachers—an advanced multiple content area foundational level examination and, if institutions are interested, Commission-approved subject matter programs.

Draft Model #1: Four Initial Education Specialist Credentials: One Cross-Categorical Education Specialist Generalist Credential, Including a Specific Area of Emphasis for Deeper Preparation, and a Choice of Three Additional Initial Education Specialist Credentials in a Specific Area of Disability

The first model offers the possibility of an initial Education Specialist Generalist credential that includes a specific area of emphasis of the candidate's choice. It introduces a K-22 cross-categorical credential that, while preparing candidates to address the needs of a wider variety of students with disabilities, also requires candidates to select one area of emphasis for deeper preparation. The areas of emphasis from which the candidate could select are: Emotional and Behavior Disorders; Severe Disabilities (Deaf-Blind; Multiple Disabilities); Resource Specialist (Academic Interventionist); Language and Academic Development (Communication/AT/AAC); or Physical and Health Impairments. This credential model would not restrict the employment of the candidate to only the specific area of emphasis.

In addition to the K-22 cross-categorical credential option, candidates have a choice of three other initial Education Specialist credentials: an Early Childhood Special Education (ECSE) credential serving birth through Kindergarten; a Deaf and Hard of Hearing (DHH) credential serving birth-22, and a Visual Impairments (VI) credential serving birth-22.

This four-credential model is illustrated below:



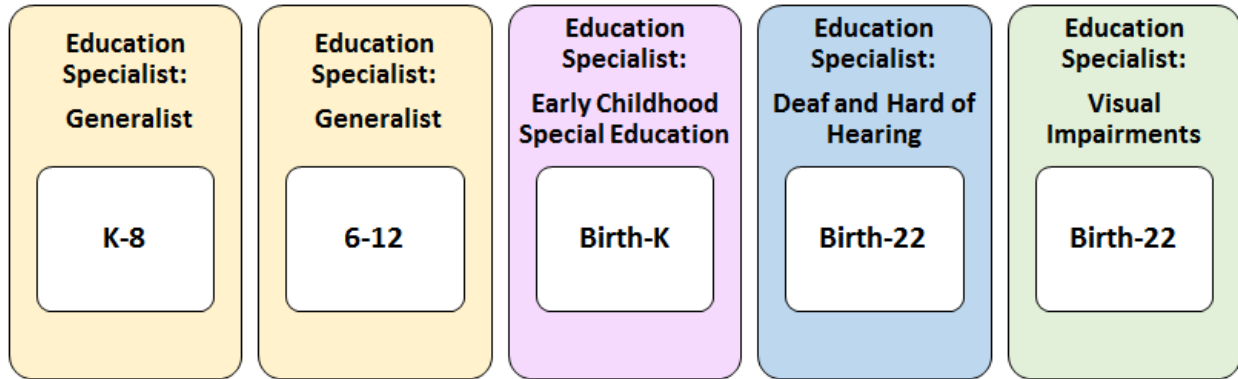
Staff analysis of Model #1:

This model proposes a broad Education Specialist Generalist credential to provide the utmost flexibility to employers and candidates for placement in special education settings. The development of this model did not include consideration of the appropriate subject matter requirements and preparation; these still need to be discussed and a recommendation developed.

In addition to the Generalist, this model includes three initial Education Specialist credentials for the low incidence areas of Visual Impairments and Deaf and Hard of Hearing, and Early Childhood Special Education.

Model #2: Two Initial Education Specialist Generalist Credentials Plus Three Initial Education Specialist Credentials in the Specific Areas of Early Childhood, Visual Impairments, or Deaf and Hard of Hearing

The second model encompasses five initial Education Specialist credentials that provide a candidate with the flexibility of choosing his/her area of subject matter expertise and level of service (elementary or secondary). For example, a candidate could choose the content area of math and be a K-8 Education Specialist; therefore, the candidate would not only be credentialed as an Education Specialist, but also have the content knowledge to be an effective math teacher. This model is illustrated below:

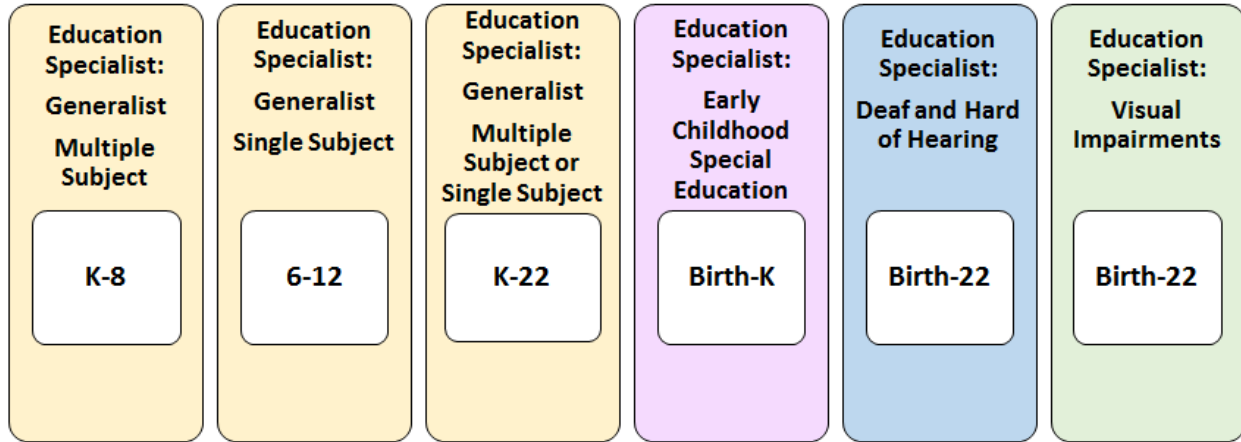


Staff analysis of Model #2:

This model allows a candidate to select a content area of specialty in addition to a grade level band Education Specialist credential. This model also maintains the initial credential for Early Childhood Special Education, Deaf and Hard of Hearing and Visual Impairments. It is not clear if this model would potentially restrict employment possibilities for candidates or flexibility in work assignments for employers. The allowable subject matter requirements for these credentials also need to be determined.

Model #3: Three Education Specialist Generalist Credentials Plus Three Initial Education Specialist Credentials in the Specific Areas of Early Childhood, Visual Impairments, or Deaf and Hard of Hearing

The third model represents a blend of the first two models and offers six initial Education Specialist credentials, three of which are an Education Specialist Generalist credential aligned with specified grade levels (K-8; 6-12; and K-22). The remaining three initial Education Specialist credentials are the same as in the prior two models: an Early Childhood Special Education credential birth through Kindergarten; a Visual Impairments credential birth-22, and a Deaf and Hard of Hearing credential birth-22. The primary difference with respect to this credential is that the group that proposed this credential did not believe that the subject matter currently covered by the CSET: Multiple Subject examination was sufficiently broad at the upper grade levels to fully address the subject matter requirements for Education Specialists serving at the secondary level. This model is illustrated below:



Staff analysis of Model #3:

This model provides for three broad-based Education Specialist Generalist credentials distinguished by grade level bands, and an additional three specialized Education Specialist credentials distinguished by disability category. The group that introduced this model requested a foundational multiple content area secondary level subject matter examination to be developed to meet the needs of candidates particularly serving at the secondary level. As with the other two models, this model maintains the current initial three credentials for Early Childhood Special Education, Deaf and Hard of Hearing, and Visual Impairments.

Similarities among Models:

The major key differences among the models are the numbers of credentials offered, and the grade band distinctions in Models 2 and 3. However, there are a number of similarities among the models.

1. All candidates may seek dual certification if a candidate desires both a general education and a special education credential.
2. Clinical practice experience would be required to include fieldwork in both a low incidence and high incidence setting.
3. All models would potentially reduce the need for added authorizations since they offer an opportunity to incorporate a cross-categorical approach within an Education Specialist Generalist option to meet the needs of a variety of students.
4. All models include the option for a specific Deaf and Hard of Hearing credential birth-22.
5. All models include the option for a specific Visual Impairment credential birth-22.
6. All models include an option for an Early Childhood Education Specialist credential from birth through Kindergarten.
7. A Secondary Level Foundational Multiple Content Area subject matter examination should be developed for determining subject matter competency at the secondary level for all potential models presented in this item.

Part Four: Work Group Recommendations for Future Action of Commission

The Work Group faced several challenges in accomplishing a large body of work within a relatively small number of meetings. At times, the group struggled with maintaining a clear view of the advantages of the credential structure they were trying to create, or how and why the model they were developing would represent an improvement over the current credential structure. The group expressed interest in reconvening to continue work on developing viable models and examining the implications of each. In addition, the members expressed their gratitude for the diversity of the panel membership and the work ethic of their fellow panel members.

Prior to the end of the last Work Group meeting, staff reviewed the areas of consensus and specific recommendations to be brought to the Commission at the April 2017 meeting. The Work Group reached consensus on the specific items included in the list below and have asked staff to bring these recommendations to the Commission for consideration. The Work Group also wanted staff to convey to the Commission its commitment to putting students first when taking action or developing new or revised policy.

1. When looking at changes to program standards that would impact general education candidates and teachers, always consider including at the same time the impact on special education candidates and teachers.
2. The Commission should explore and promote undergraduate pathways for Education Specialist candidates.
3. The Commission should not lose sight of the needs of the students with severe or profound disabilities.
4. The authorization scope of the initial credential for Early Childhood Special Education should be expanded to be birth through Kindergarten (Birth-K).
5. Specialists from the DHH, VI and ECSE fields should be convened to develop the TPEs for those specialty areas.
6. A new California Subject Examination for Teachers (CSET) examination should be developed for a foundational multiple content area secondary level that would meet the needs for demonstration of subject matter competence at the secondary (6-12) level for the Education Specialist credential.
7. Education Specialist credential holders should have the authorization that is appropriate for the preparation they have completed with respect to general education.
8. The Commission should require field work experience for Education Specialist candidates that adequately prepares candidates, and is rich and robust in both low incidence and high incidence settings, inclusive environments, includes co-teaching experiences and reflects the diversity of students with disabilities in California.

Staff Recommendations

Based on the significant work accomplished to date by the Work Group, staff is providing several recommendations for the Commission's consideration and potential action:

A. Staff Requests for Direction:

1. Staff requests that the Commission direct staff to obtain feedback from the field regarding the proposed draft Program Standards and draft Education Specialist TPEs to inform the potential future adoption of both items.
2. Staff requests that the Commission direct staff to communicate with the examinations contractor to understand the costs and timeline associated with the development of a Multiple Subject content area CSET examination to be used by candidates to meet the subject matter requirements for Education Specialists serving in secondary settings (6th through 12th grade).
3. Staff requests that the Commission direct staff to determine the appropriate authorization in general education settings for education specialist credential holders upon the adoption of Education Specialist Program Standards and Education Specialist TPEs.
4. Staff requests that the Commission direct staff to reconvene a subgroup of the existing Preliminary Education Specialist Work Group to develop recommended parameters around fieldwork/clinical practice for Education Specialist candidates to ensure a rich and robust experience that adequately prepares candidates to serve students with a range of disabilities.

B. Staff Recommendations:

5. Staff recommends that the Commission expand the authorization of the Early Childhood Special Education Credential to be from birth through Kindergarten.
6. Staff recommends that the staff work with experts from the three specialty areas, ECSE, DHH, and VI, to develop TPEs for candidates seeking initial credentials in each respective area.
7. Staff recommends reconvening the Preliminary Education Specialist Work Group for an additional meeting to consider the Commission's comments on the possible structures presented in this item, and if the Commission directs, to come to consensus on a proposed credential structure to recommend as a model for California.

Next Steps

Staff will take action to implement the Commission's direction as appropriate. On any items for which the Commission directs staff to provide further information, staff will obtain the needed information and bring those items back at a later Commission meeting for further discussion and potential direction.

If the Commission approves the expansion of the authorization of the Education Specialist Early Childhood Special Education teaching credential from birth to Kindergarten, staff could begin the regulatory process.

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
Aaron Christensen	California Department of Education Liaison	Education Programs Consultant
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

Draft Education Specialist Program Standards

Standard 1: Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

The preparation provided to candidates is designed to address the range of candidate performance expectations so that the education workforce will develop the knowledge, skills, and dispositions to work effectively with all children from birth through age 22 and their families. Coursework and fieldwork/practicum experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of students with disabilities. Candidate preparation is grounded in the theoretical framework of developmentally-, linguistically- and culturally-appropriate, bias-free practices for the care and education of students with disabilities as well as for collaborating effectively with families to support their student's development and learning. These theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively promote learning for all California students with disabilities, key elements within the curriculum include typical and atypical child growth and development from birth through age 22; developmentally-, linguistically-, and culturally-appropriate pedagogy for students in key content areas as identified in adopted Frameworks at various levels within California's education system; understanding the learning trajectories of young children to young adults; designing and implementing developmentally-, linguistically- and culturally appropriate curriculum and assessments; understanding and analyzing student achievement outcomes to improve learning; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral practices and supports for young children and young adults. The preparation design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the intended level of certification. (see also Standard 6).

Standard 2: Preparing Candidates to Master the Teaching Performance Expectations and the Education Specialist Teaching Performance Expectations (TPEs)

The Teaching Performance Expectations (TPEs) describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively support the growth, development, and learning of all students and to work collaboratively with families to support all students in meeting the state-adopted academic content standards.

The coursework and fieldwork/practicum/clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Performance Expectation. As candidates progress through their preparation scope and sequence, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as these apply to the subjects to be authorized by the credential, and (b) prepares the candidate for course-related and other assessments of their competence with respect to the Education Specialist TPEs. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the Education Specialist TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.

Standard 3: Opportunities to Learn and to Practice (Clinical Practice)

- A. The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

- B. Fieldwork/Practicum/Clinical experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with students in California's education settings.

Fieldwork provides opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who (a) exhibit typical behavior; (b) exhibit atypical behavior; (c) are dual language learners; and (d) have other types of special learning needs. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for students. Candidates are provided with opportunities to review the curriculum and to gain knowledge of important concepts in learning of subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts. Candidates are able to observe a range of alternative and augmentive assessments of learning as well as of socio-emotional growth and development. Candidates are also able to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings.

The range of supervised experiences provided to candidates must include supervised early field experiences, guided observations in a variety of special education settings, and practice

teaching (i.e., co-planning and co-teaching, or guided teaching), among others. Candidates should have experiences with a range of diverse students and families reflective of the demographics of California.

Preparation Faculty and/or Site Supervisors and/or Program Directors provide an orientation for teachers in whose classrooms or settings candidate experiences will take place to ensure that all supervisors of fieldwork/practicum/clinical practice experiences and all cooperating education specialist teachers understand their role and expectations. Clinical supervision and support for candidates must include an in-person site visit, video capture or synchronous video observation.

C. Criteria for Field Work/Practicum/Clinical Practice Placements Sites selected for candidate experiences should demonstrate commitment to developmentally and culturally-appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners, offer the opportunity to interact with different age groups, reflect to the extent possible socioeconomic, linguistic and cultural diversity, and permit video capture for candidate reflection. Selected sites should have a fully qualified master/mentor teacher and a fully qualified site administrator.

- a. Multiple Subject (Elementary or Secondary Setting) including one Low Incidence and one High Incidence Setting
- b. Single Subject – including one Low Incidence and one High Incidence Setting

D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor)

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the Education Specialist TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for

advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.

Standard 5: Assessment of Candidate Competency

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate's credential area.

Standard 6: Induction Individual Development Plan

Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Appendix C

Draft Education Specialist *Teaching Performance Expectations*

TPE 1: Engaging and Supporting and Students in Learning

Elements

Education Specialist Candidates:

1. Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, leading to effective inclusion in the general education core curriculum.
2. Demonstrate understanding of students with complex communication needs (i.e., students with limited verbal ability,) in order to foster access and build comprehension, and develop linguistically appropriate IEP goals for those students.
3. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
4. Demonstrate the ability to facilitate transition from Individual Family Service Plans (IFSPs) to IEPs/ITPs with students and their families, including goals for independent living, post-secondary education and careers, with appropriate connections between the curriculum and life beyond high school.
5. Facilitate and support students in assuming increasing responsibility for learning, self-advocacy, with appropriate transitions based on individual needs between academic levels in programs and in developing skills related to career, independent living and community participation.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements

Education Specialist Candidates:

1. Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education.
2. Demonstrate knowledge of the communicative intent of students' behavior and have the ability to develop communication skills and systems to replace the negative behavior.
3. Develop positive behavior intervention plans that identify if a student's behavior is a manifestation of his or her disability, and demonstrate knowledge of the types of interventions and multi-tiered systems of supports that may be needed to address such behavior issues.
4. Understand and access the variety of interventions, related services and additional supports including site-based and community resources and agencies to provide integrated support that can be made available to a student with behavior, social, emotional, trauma, and/or mental health needs, and are knowledgeable of how to collaborate with these related service professionals to assist students who have greater needs.
5. Apply and collaboratively implement elements needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

6. Demonstrate the skills required to ensure that the intervention and/or instructional environments are appropriate to the student's chronological age, developmental differences, and disability-specific needs, including community-based instruction.
7. Implement systems that assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements

Education Specialist Candidates:

1. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).
2. Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to utilize related services and additional supports to organize instruction.
3. Demonstrate the ability to use assistive technology (AAC) including low and high-tech equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.
4. Demonstrate the ability to analyze evidenced-based practices in a range of disability disciplines, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, providing students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Elements

Education Specialist Candidates:

1. Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning.
2. Facilitate meetings for the purpose of developing or revising a student's IFSP, IEP, and/or ITP. Skills that candidates must be able to discuss and apply include assessment, implementation, data-driven instruction, compliance in relation to the goals identified.
3. Participate effectively as a team member and/or case manager for the IFSP/IEP/ITP process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/ITP planning goals based on standards and following all legal requirements of the IFSP/IEP/ITP planning process.

4. Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are implemented and adjusted systematically to promote maximum learning and academic achievement with access to inclusive environments.
5. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, and community agencies for instructional planning and successful transitions by students. Candidates include parents and student in instructional planning.
6. Utilize person-centered/family centered planning, and strengths-based, functional/ecological assessment across classroom and non-classroom contexts that lead to their students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and progress toward IEP goals and objectives.

TPE 5: Assessing Student Learning

Elements

Education Specialist Candidates:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., functional behavior assessment, diagnostic, informal, formal, progress-monitoring, formative, summative, rubrics, and performance) to design and administer classroom assessments, in order to participate in determination of special education eligibility, progress monitoring, and in decision-making regarding eligibility, placement in LRE, and services. Candidates know when and how to use alternative assessments, as appropriate, based on students' needs.
2. Demonstrate knowledge of special education law, including conducting assessments and holding IEP meetings according to the guidelines established by that law.
3. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.
4. Use technology to provide access to students' communication, including AAC (ex. text to speech) to ensure assessments are valid.
5. Know how to appropriately administer assessments to ensure that they are valid. This includes implementing accommodations for students with disabilities and using AAC for students with complex communications needs.

TPE 6: Developing as a Professional Educator

Elements

Education Specialist Candidates:

1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals.
2. Are aware of the legal and ethical obligations relating to confidentiality, implementing student assessments, and the development and implementation of IEPs/IFSPs/ITPs and Individualized Service Plans for private school students.
3. Keep current with evidenced-based research and legislative and regulatory changes of current State and Federal Law related to providing services and access to education for students with a range of disabilities from mild to significant.

4. Understand the fundamentals of case management including deadlines, timeline, compliance, team coordination, assessment planning, etc.
5. Understand the theoretical, philosophical, and historical context for LRE, FAPE, IEP, IFSP, and ITP plans.

Implement conflict resolution techniques using communication, collaboration, and mediation to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.