

Information/Action

Educator Preparation Committee

**Summary of the Work Related to the
Preliminary Education Specialist Credential**

Executive Summary: This agenda item provides a summary of the activities of work related to the Preliminary Education Specialist Credential and presents recommendations from the several Special Education Work Groups for the Commission's consideration and potential action.

Recommended Action: That the Commission consider the recommendations from the Special Education Work Groups as presented in this agenda item and take any action deemed appropriate by the Commission.

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.

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Summary of the Work Related to the Preliminary Education Specialist Credential

Introduction

This agenda item presents information about the work completed to date by several expert Special Education Work Groups to improve educator preparation for Education Specialist candidates, and presents recommendations from these Work Groups for the Commission's consideration and potential action.

Background

After the release of the [Statewide Special Education Task Force Report](#) in 2016, the Commission adopted revised [Teaching Performance Expectations \(TPEs\)](#) which significantly strengthened the preparation for general education teachers working with students with disabilities.

This adoption addressed the call in the report to better prepare educators in California to meet all students' needs within the general education classroom. With these 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 students with disabilities in the general education classroom.

At its June 2016 meeting, the Commission endorsed the concept that all preliminary Multiple Subject, Single Subject, and Education Specialist credential candidates should meet the adopted general education TPEs. This action signaled the Commission's support for a more unified system of preparation for educators, which then became the impetus for establishing a Preliminary Education Specialist Credential Work Group ([Appendix A](#)) that was charged in September 2016 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 held a series of five two-day meetings through August 2017. Building upon the vision of the Statewide Special Education Taskforce, the Education Specialist Preliminary Credential Work Group began with the concept of a shared preparation experience for general education and special education teachers to be sure that all teachers are prepared to teach all students. Using the general education TPEs as the foundation

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of knowledge, skills and abilities for all teachers including special education teachers, the Work Group took up the task of meeting the established tasks.

A summary of the [October 2016 meeting](#), the [November 2016 meeting](#), the combined [January and February 2017 meeting](#) and the August 2017 meeting is available. As a result of the Work Group's efforts which reflect the larger vision of the Statewide Special Education Task Force, draft Education Specialist Program Standards and Draft Education Specialist TPEs were developed and presented to the Commission at the April 2017 meeting.

Following a discussion of these draft standards and TPEs at the April 2017 Commission meeting, the Commission charged staff with several follow up tasks. The first was to gather feedback from the field regarding the Draft Education Specialist Program Standards and Draft Education Specialist TPEs developed by the Work Group. A survey was open for responses from May 1, through June 15, 2017, during which time 378 responses were received. The survey results are discussed further below. The second task was to work with experts in the three specialty areas of Visual Impairments, Early Childhood Special Education, and Deaf and Hard of Hearing to develop Program Standards and TPEs related specifically to these three areas. The third task was to reconvene the Preliminary Education Specialist Credential Work Group so that the group could finish the work they started with respect to recommendations for a credential structure and requisite subject matter competence. Information about accomplishments to date in these latter two areas is also provided below.

It is important to note that the draft Education Specialist Program standards and TPEs are more "generalist" in nature, and do not necessarily include the full range of specialized content knowledge that would be applicable to students with Visual Impairments, Early Childhood Special Education students, and Deaf and Hard of Hearing students. Further information about the Work Groups that looked more closely at the knowledge, skills, and abilities needed to effectively serve these three types of students is provided below in this agenda item.

Discussion

Education Specialist Program Standards and TPEs

The Preliminary Education Specialist Work Group was charged with examining the program standards and TPEs for the preparation of special education teachers. The goal of unifying teacher preparation via a "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 Work Group followed the format used to develop the general education TPEs by maintaining programmatic concepts within the program standard language while moving the candidate competency expectations to the TPEs for special education teachers.

To accomplish its work, the group started from the basis of the 2016 "common trunk" general education program standards foundation for all preliminary Multiple Subject, Single Subject, and

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Education Specialist credential candidates and looked to see where these standards would need to be strengthened and/or streamlined to be more fully inclusive of the knowledge, skills, and abilities unique to addressing the needs of students with disabilities by holders of an Education Specialist credential. The Work Group also identified any language that was duplicative and removed 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 B](#)) 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 on which both the general education TPEs and the *California Standards for the Teaching Profession* (CSTP) are organized.

Concepts and language addressing program responsibilities were maintained in the Education Specialist draft program standards, which, as noted above, are aligned to the six general education program standards ([Appendix C](#)).

Feedback from the field related to the draft program standards was solicited at the program standard level and was overwhelmingly positive. Eighty-nine to ninety-six percent of respondents indicated they felt the language and concepts contained in each draft standard were clear. Ninety-three to ninety-eight percent responded they felt there was nothing in the standards that were inappropriate for a beginning special education teacher. Ninety-one to ninety-eight percent responded that they found nothing missing from the standards that a beginning special education teacher needed to know and be able to do.

The Work Group determined, consistent with Commission policy supporting the common trunk concept, that Education Specialist candidates would 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 requiring candidates to take and pass the general education TPA. The Work Group recommends that demonstration of candidate competency with respect to the Education Specialist TPEs be assessed by the Education Specialist preparation programs.

Feedback from the field related to the TPEs was solicited, and respondents were also largely positive about these as well. Eighty to ninety-one percent of respondents indicated the TPEs were clear; eighty-eight to ninety-four percent indicated there was nothing in the TPEs inappropriate for a beginning special education teacher; and seventy-four to eighty-eight percent responded there was nothing missing from the TPEs that a beginning special education teacher needed to know and be able to do.

Staff notes that the draft Education Specialist Program Standards and TPEs will also likely need to be further modified once the Commission has determined the appropriate credential structure that should be implemented for special education teachers in California to ensure that they are inclusive of all competencies that existed in the prior credential structure.

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Expert Work Groups for Visual Impairments (VI), Early Childhood Special Education (ECSE) and Deaf and Hard of Hearing (DHH)

As noted above, the Preliminary Education Specialist Credential Work Group recognized three distinct areas of educator preparation that required discrete knowledge, skills and abilities. To address these three areas, three expert groups were established to advise the Education Specialist Credential Work Group and the Commission with regard to these areas. A list of members for these expert groups is available in [Appendix D](#).

Visual Impairments

On June 26, 2017, a panel of expert educators for students with Visual Impairments met at the Commission to develop updated Program Standards and TPEs for preparation for the stand-alone VI credential. Teachers of the Visually Impaired are special education teachers who, with their Education Specialist credential, are authorized to teach students birth to age 22 with visual impairments. These teachers provide service and access to general education and direct instruction in the expanded core curriculum (ECC).¹ The ECC refers to nine areas of development that are impacted by a visual impairment and include compensatory skills (including Braille proficiency), orientation and mobility, social skills, independent living skills, recreation and leisure, career education, use of assistive technology, sensory efficiency skills, and self-determination. These areas of development are typically learned by students without visual impairments through interactions with their environment, but students who are visually impaired require direct instruction in these areas due to the impact of a visual impairment on the natural course of learning and development. Therefore, the field experience for Teachers of the Visually Impaired must entail a range of services including assessment and specialized evaluations, collaboration with educational teams, and differentiated instruction for students' birth to age 22 in the core and expanded core curricula.

Using the existing Education Specialist Program Standards 1 through 16 and the existing VI Program Standards, the expert panel followed a similar process as used by the larger education specialist work group, which was to divide the language in the program standards into candidate competency components and program impact/responsibilities. Using the existing framework of six program standards and six TPEs, the group is developing updated program standards and TPEs for the current stand-alone VI credential. It is the recommendation of this expert group that candidates for the VI credential should not be required to meet the general education TPEs, but instead to meet only the requirements of the updated VI program standards and TPEs for VI programs. The VI credential represents a birth to age 22 authorization.

Early Childhood Special Education

On June 27, 2017, a panel of expert educators met at the Commission to develop updated Program Standards and TPEs for Early Childhood Special Education programs. Following the same process and format as the other Work Groups, this work group is developing a set of Program Standards and TPEs that fit under each of the respective six domains of the CSTP. This expert

¹ <http://www.afb.org/info/programs-and-services/professional-development/education/expanded-core-curriculum/the-expanded-core-curriculum/12345>

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group is in agreement with the recommendation of the Preliminary Education Specialist Credential Work Group that the authorization for the stand-alone ECSE credential should be expanded to include Transitional Kindergarten and Kindergarten, thereby authorizing the holder of the ECSE credential to teach students with disabilities from birth through kindergarten. For this expanded authorization, candidates for the ECSE credential would need to have the expanded set of knowledge, skills, and abilities needed to teach students with disabilities from birth through kindergarten.

Deaf and Hard of Hearing

Parallel work is taking place with the Deaf and Hard of Hearing programs standards and TPEs. On June 28, 2017, a panel of expert educators in the area of Deaf and Hard of Hearing met at the Commission and began the work of developing updated Program Standards and TPEs for DHH teachers and programs that align with the respective six CSTP domains. This work is scheduled to continue next on October 2, 2017. Once a set of updated DHH program standards and TPEs are developed, they will be brought forward for review and potential adoption by the Commission.

Credential Structure for Education Specialist Credentials

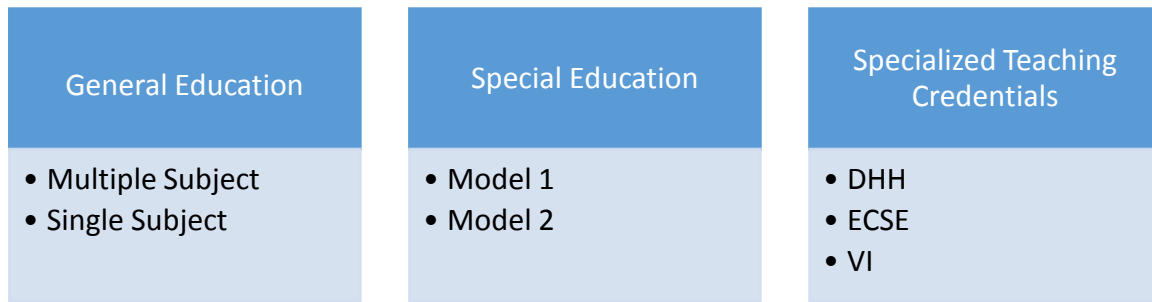
California has continually faced the challenge of meeting the needs of students while trying to address shortages of highly qualified special education teachers. Nonetheless, the Special Education Work Group attempted to construct proposed credential models that would address the needs of both rural and urban school districts for qualified staff. The Preliminary Education Specialist Credential Work Group acknowledges that a credential structure and educator preparation system alone, regardless of their quality, must also be supported through the collective efforts of our entire educational system, including the professional learning that occurs throughout an educator's career.

The work group identified underlying assumptions for each of these potential credential models. The assumptions are as follows:

1. General Education TPEs apply to General Education and Special Education teachers.
2. Special Education teachers will meet subject matter competency in the same way that General Education teachers do through the selection of a multiple subject or a single subject pathway.
3. The role of the Special Education teacher is dependent upon the needs of students.
4. The initial credential will be a preliminary credential and will prepare teachers to enter the profession.
5. Multiple pathways to the credential will continue to be available, including integrated undergraduate, traditional post baccalaureate, and alternative certification routes.
6. Systems, including induction, will need to be in place to support ongoing professional learning to support the needs of teachers as they continue to develop as professional educators.
7. DHH, VI, and ECSE initial credentials are not included within the above assumptions since the Special Education Work Group recommends deferring to the expert advice of those in each respective field.

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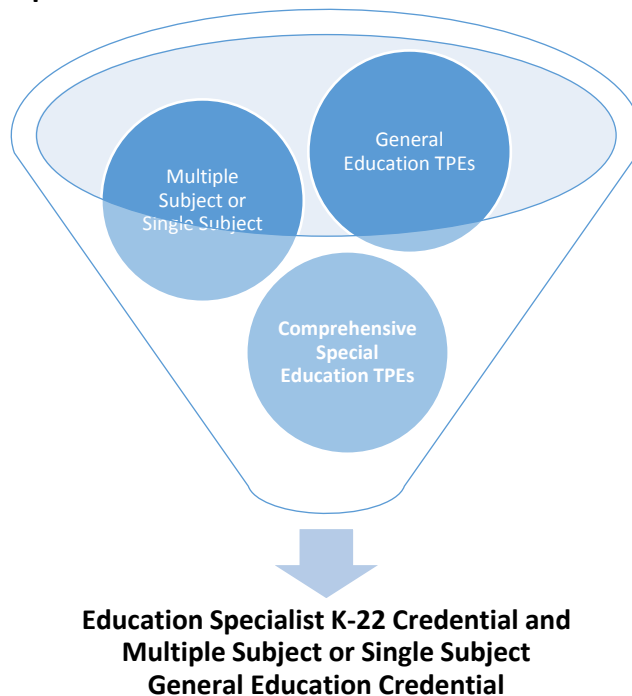
The following diagram may be helpful to the Commission’s discussion. This diagram illustrates the concept of initial preparation for General Education and Special Education teachers.



Discussion of Model 1

The first model proposed by the Preliminary Education Specialist Credential Work Group can be illustrated by the following diagram.

Model 1: The Single Comprehensive Credential



This model represents a comprehensive Education Specialist and General Education credential in either the multiple subjects or single subject area. This comprehensive credential would be the result of an integrated preparation program whereby the candidate is simultaneously prepared for the general education and special education credentials. The credential would be a K-22 cross-categorical credential that would allow the candidates to meet the needs of a wider variety of students with disabilities. The program standards and TPEs for the Education Specialist portion of this preparation would be rigorous and would be infused throughout the general education

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preparation of the teacher candidate. Clinical experiences would begin early and occur often in a wide variety of classroom settings with a range of students who reflect the diverse learning needs of students in California. Completion of a TPA would occur during the clinical practice phase of the preparation program with K-12 students. This credential model would support the system envisioned by the Statewide Special Education Task Force Report that called for preparing teachers to teach all students. It would set the stage for educator preparation programs to collaborate and design programs that focus on K-22 student needs.

Approximately half of the Work Group supported this model. Benefits, challenges, and recommendations for K-22 students, candidates, and programs were considered and discussed for this model. For students, a benefit to this structure was seen as the focus on the whole child across a wide range of needs that are not necessarily addressed in the current credential structure. For example, a candidate who currently completes a mild/moderate program learns specific strategies for working with students with academic needs but does not get training to address medical or physical needs. A broader preparation program would in turn promote more inclusive classes and least restrictive learning environments. Additionally, a broader credential would allow for a focus on student needs and services as opposed to focusing primarily on a label or category. Since the teacher would receive general education and special education training across various areas of need, there is more likelihood that the teacher will be fully prepared to work with all students and issues of “where to place” a student would likely diminish.

For teaching credential candidates, a benefit to this model would be that they would complete the program with an increased sense of self efficacy to respond to a variety of student needs, which can also increase teacher retention. This preparation would prepare them to serve students in the various teaching roles that may be encountered within a Multi-Tiered System of Support (MTSS), Universal Design for Learning (UDL), and/or Least Restrictive Environment (LRE) service delivery context. As the candidates complete fieldwork experiences with students with a broader range of needs, this in turn could open their minds to more interests professionally and ultimately provide them with more job flexibility.

For the educator preparation programs a potential benefit as well as a challenge would be the increased need for faculty representing a broader base of disability expertise. This structure facilitates collaboration between General Education and Special Education faculty in the continued effort to break down existing silos. It also would better reflect the current direction of preparation in the field of special education for implementation of UDL. The curriculum would be more coherent as the programs would be working together towards Special Education teachers completing TPEs for General Education and a range of Special Education competencies.

Challenges posed by a comprehensive credential for Special Education were considered along with the potential recommendations. Students might not be appropriately placed with a teacher based on his/her specific educational needs. However, a solution would be to have programs ensure that candidates receive a variety of supervised field experiences so they are better prepared and have a point of reference to build additional knowledge.

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Another potential challenge would be the length of the program for a Special Education teacher to acquire all the necessary knowledge, skills, and abilities across the disability areas, including providing enough depth for specialization. A potential solution to this issue has been introduced with some of the integrated teacher preparation program grants that were recently issued that are based on a four and a half year program. In addition, within a more merged approach to teacher preparation both general education and special education teacher candidates would be learning about how to teach all students in California. Candidates may also have concerns about the broad range of placement required of them for the preliminary credential. The broad range of placements could actually be a benefit to programs in terms of preparing candidates if programs could provide maximum exposure to a variety of settings in early experiences. This exposure would provide multiple opportunities for candidates to cultivate their experiences and develop strategies, thereby building their repertoire.

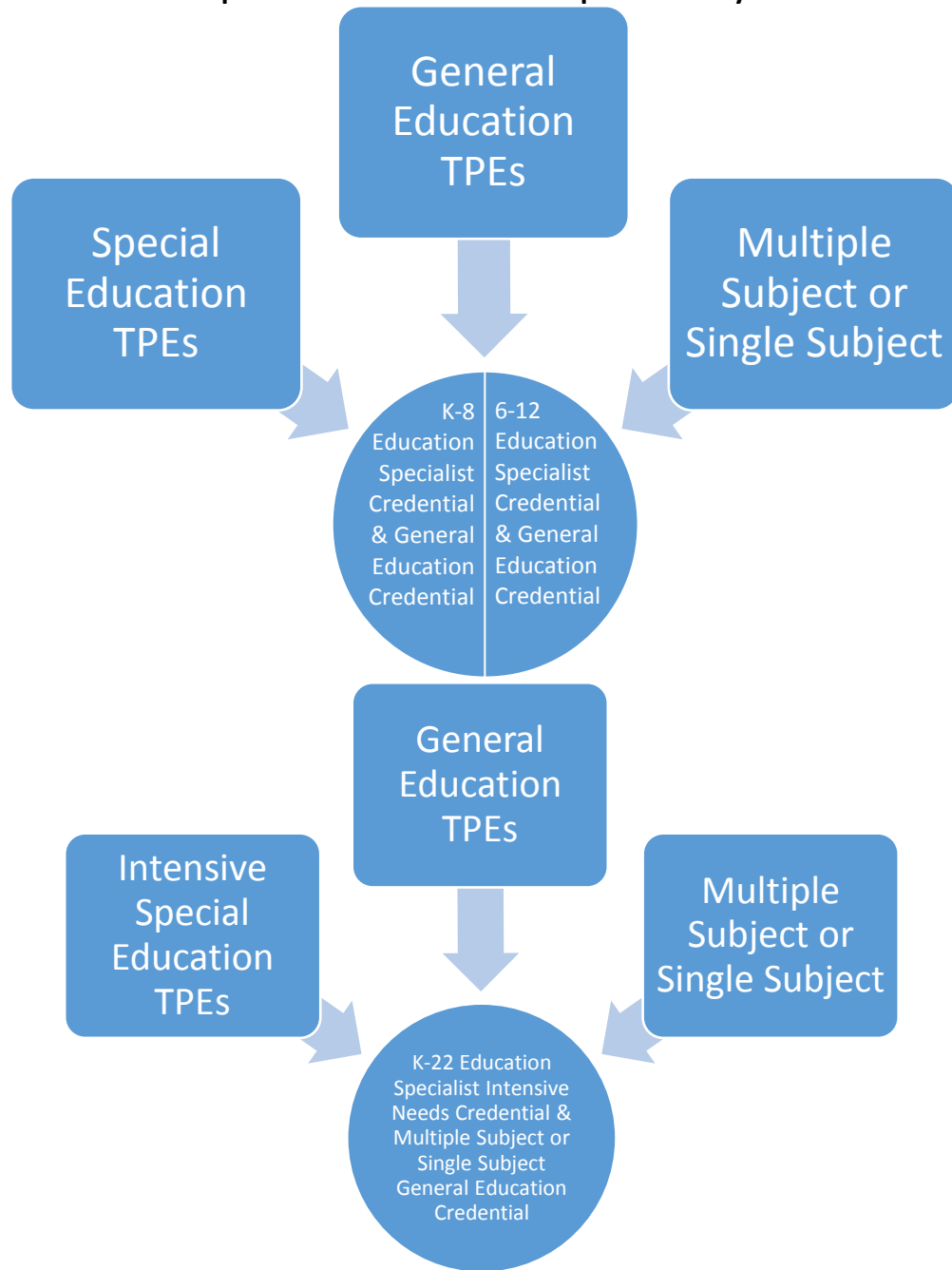
For the educator preparation programs, there could be a fiscal impact to hiring more faculty with specialized knowledge and finding appropriate mentors for supervised fieldwork, but on the other hand, this approach could result in closer partnerships with K12 organizations as the teachers with the specific experience needed are included in the educator preparation program. The integration of General Education with Special Education teacher preparation would facilitate the collaboration between General Education and Special Education faculty of the education preparation program.

Discussion of Model 2

The second model proposed by the Preliminary Education Specialist Credential Work Group can be illustrated by the following diagram.

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Model 2: Two Education Specialist Credentials based upon Intensity of Services



The second potential credential structure recommendation from the work group would maintain one credential pathway for candidates to support students with mild to moderate disabilities in a range of instructional settings differentiated by grade level bands, elementary (K-8) and secondary (6-22), and another pathway (K-22) for candidates to meet the needs of students with more intensive or significant disabilities. This model also relies upon a merged approach between general education and special education. The variation in this model is the division of the special education credential based upon level of intensity of individual student needs and grade level

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bands for students with less significant disabilities. Benefits, challenges, and recommendations for K-22 students, candidates, and programs were considered and discussed.

For students, a benefit to this structure would be that their needs would be met by a well-prepared specialist who is able to provide full support and services across the continuum. Social, emotional and behavioral needs could also be addressed more appropriately based on the students' needs. It is also hypothesized that the focused preparation of the teacher would lead to higher teacher retention and increased instructional consistency for the students. Parents would potentially have more confidence and peace of mind knowing their child's teacher has received more specialized coursework and training. An additional benefit to students would be that the teachers would have expertise in assessment, academic needs and strategies appropriate to meet the students' individual needs for providing support and services as case managers. The group also felt that it would be more likely that students with the most significant needs would be appropriately served in this model.

With this structure, teacher candidates would have more balance between the depth and breadth of knowledge required at each level of intensity, while focusing on age appropriate strategies for the different grade bands, thus feeling better prepared to meet the individualized needs of the students. Allowing teachers to choose a pathway for working with students with high-incidence or low-incidence disabilities would be another benefit which increases retention since teachers would be able to select one of the two education specialist credential options. As with the first model, teacher candidates in this model would complete the general education TPA during the clinical practice portion of their program in one or more of their placements. As the preparation for the education specialist components in this model are based upon a selected level of intensity, this could lead to increased confidence in educators on the part of parents and other stakeholders.

For the educator preparation programs, faculty would have a more specific knowledge base and expertise when teaching courses and supervising candidates. The teacher preparation programs could better distinguish between appropriate grade level instruction, strategies, assessment, and behavior needs, while also being age-appropriate. Seen as both a benefit and a challenge, the programs would need to develop beginning courses that are more inclusive of and address the needs of students across the various disability areas and credentials.

Challenges regarding this structure were also noted with possible solutions. Initially, districts would need to rename and re-categorize instructional programs for students and focus on identifying them by the services provided. This structure could support MTSS as it is adopted statewide and further expanded and has the ability to address diverse student needs in a variety of settings.

The Work Group members supporting this model emphasized that this credential structure differs from the existing structure in the state since it will more clearly delineate a two level service approach, one of which is intensive. Educator preparation programs would need to ensure that candidates have varied field experiences for whichever path they choose.

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Special Note Concerning Teaching Students with Physical and Health Impairments

Currently the Physical and Health Impairments (PHI) Credential authorizes a teacher to work with students birth through age 22 who have an orthopedic impairment(OI), other health impairment, multiple disabilities, and traumatic brain injury. There is one approved educator preparation program for PHI at this time. It is the recommendation of the Education Specialist Work Group that the specialized knowledge, skills, and abilities addressed in this credential program be retained and infused in whichever credential structure is adopted by the Commission. Since the aforementioned models focus on working with students ages kindergarten to 22, the Early Childhood Special Education credential work group would ensure that the PHI scope of knowledge is included in the program standards and TPEs for students ages birth to kindergarten.

Impact on Added Authorizations

It is the expectation that with the adoption of either of the credential structures, the existing added authorizations would no longer be necessary for new Education Specialist credential holders. The various authorizations that are currently offered could remain for existing Education Specialist Credential holders but the knowledge, skills, and abilities that are represented in each area would be subsumed under the new credentialing structure, whether it be the single comprehensive credential or two special education credentials.

Education Specialist Work Group Recommendations

The Education Specialist Work Group has made several recommendations concerning preparation for this credential and also suggested how these might be addressed for implementation purposes. Below is a review of those recommendations and potential approaches to implementation.

Work Group Recommendation	Suggested Implementation Strategies
Preparation for Education Specialist candidates should include a broad variety of field experiences to give candidates a broader range of experiences.	To be addressed in the program standards.
The Education Specialist TPEs should be revisited to ensure that OI/PHI student needs are addressed.	Once credential structure decision is made, program standards and TPEs will be revised to include additional competencies.
The Education Specialist fieldwork expectations must be clearly defined to ensure adequate preparation for a comprehensive credential.	To be addressed in the program standards.
The fieldwork for the General Education and Education Specialist Credential should be integrated to include a range of students with disabilities and grade spans appropriate to the multiple or single subject credential.	To be addressed in the program standards.

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Work Group Recommendation	Suggested Implementation Strategies
Educator preparation programs should be provided with more professional learning for faculty to aid with the transition to a more integrated teacher preparation system.	To be implemented at the discretion of educator preparation programs.
Increase the amount of undergraduate options and incentives.	This is not within the scope of the Commission’s authority.
Add an Item D to Program Standard 4 to clarify candidate preparation for a broad range of student needs that includes coursework and fieldwork.	To be added to the program standards.
The caseload for special education teachers should be clearly defined to best meet the needs of all students regardless of setting.	Teacher caseloads are not within the Commission’s authority.

Recommendations for Consideration and Potential Action by the Commission

Staff is bringing forward for Commission consideration and potential action the following recommendations from the several special education-related Work Groups:

1. That the Commission discuss and determine a revised credential structure for Special Education teachers.
2. That the Commission expand the authorization of the Early Childhood Special Education Credential to be birth through kindergarten.
3. That the Commission adopt the recommendation of the Early Childhood Special Education Work Group that the preliminary ECSE credential should remain a stand-alone credential with its own program standards and TPEs.
4. That the Commission adopt the recommendation of the Visual Impairments Work Group that the preliminary VI credential should remain a stand-alone credential with its own program standards and TPEs.

Next Steps

Staff will take action to implement the Commission’s direction. On any items for which the Commission directs staff, staff will bring those items back at a later Commission meeting for updates and possible action.

If the Commission were to determine and approve a revised credential structure for Education Specialist teachers, staff would begin the regulatory process necessary for establishing the new credential structure.

When the Commission approves a credential structure, the draft Education Specialist program standards and TPEs will be reviewed to ensure the inclusion of all competencies necessary to reflect the adopted structure.

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If the Commission approves the expansion of the authorization of the Education Specialist Early Childhood Special Education (Ed Sp-ECSE) teaching credential from birth to kindergarten, staff would begin the regulatory process.

If the Commission approves the recommendation of the Ed Sp-ECSE credential to remain a stand-alone credential with its own set of program standards and TPEs, staff would continue to work with the expert group to develop the program standards and TPEs for the specific program.

If the Commission approves the recommendation of the VI credential to remain a stand-alone credential with its own set of program standards and TPEs, staff would continue to work with the expert group to develop the program standards and TPEs for the specific program.

If the Commission approves an updated credential structure, staff would explore the impact the structure would have on intern programs and suggest changes to promote successful implementation of new policies.

Note: The Deaf and Hard of Hearing Specialty Work Group will meet on October 2 to continue the work on the development of program standards and TPEs for DHH programs and candidates.

Appendix A

Preliminary Education Specialist Credential 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 *Teaching Performance Expectations*

TPE 1: Engaging and Supporting All Students in Learning

Elements

Education Specialist Candidates:

1. Demonstrate the ability to collaboratively develop and implement Individualized Education Plans (IEP), including instructional goals that ensure access to the Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities 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 appropriate language development goals within the IEPs 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 school curriculum and life beyond high school.
5. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and 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 settings.
2. Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.
3. Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.
4. Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.

5. Apply and collaboratively implement supports 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 interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.
7. Implement systems to 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 of how to access and use related services and additional supports to organize and support effective instruction.
3. Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

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

Elements

Education Specialist Candidates:

1. Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.
2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.
3. 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 systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments.
4. Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.
5. Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support 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 used to determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use alternative student assessments, as appropriate, based on students' needs.
2. Demonstrate knowledge of special education law, including the conduct of assessments and how to hold IEP meetings according to the guidelines established by law.
3. Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.
4. Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of 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 and other adults in the classroom.
2. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
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. Facilitate meetings for the purpose of developing or revising a student's IFSP, IEP, and/or ITP, demonstrating skills in student assessment, curriculum implementation, data-driven instruction, and compliance in relation to the identified goals.
5. Are aware of and respect legal and ethical obligations relating to confidentiality of all student records.
6. Keep current with evidenced-based research as well as legislative and regulatory changes in current State and Federal Law related to providing services and access to education for students across the full range of disabilities.
7. Understand the fundamentals of case management, including timelines, deadlines, compliance, team coordination, and assessment planning.
Understand the theoretical, philosophical, and historical context for LRE, FAPE, IEP, IFSP, and ITP plans.

Appendix C

Draft Education Specialist Program Standards

Standard 1: Program Design and Curriculum

Each program of professional preparation is implemented 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 as well as the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program's organizational structure supports a logical and integrated progression for candidates for both the instructional components and field work provided within the program. The program's design and plan allow candidates multiple points of entry.

The preparation provided to candidates is designed to address the range of candidate performance expectations. 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 and 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.

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 in alignment with state-adopted content standards and Frameworks; 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 program's 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 General Education and the Education Specialist Teaching Performance Expectations (TPEs)

The *Teaching Performance Expectations* 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 experiences provide multiple opportunities for candidates to learn, apply, and reflect on each teaching 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: Clinical Practice

- A. The program ensures that candidates have planned experiences and/or interactions that 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 teaching performance expectations for Education Specialist teachers. 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 are dual language learners and who may (a) exhibit typical behavior; (b) exhibit atypical behavior; and (c) 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 further develop pedagogical knowledge of high leverage practices in 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 the administration of a range of alternative and augmentive assessments of learning as well as to observe students' 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 settings in which special education services are provided, and initial student teaching (i.e., co-planning and co-teaching, or guided teaching), and final student teaching. 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 roles and expectations. Clinical supervision and support for

candidates must include in-person site visits, video capture or synchronous video observation by one or more program supervisors.

- 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 with disabilities, and offer the opportunity for candidates to interact with different age groups. They should also reflect to the extent possible socioeconomic, linguistic and cultural diversity, and permit video capture for candidate reflection. Sites selected should have a fully qualified master/mentor teacher with an appropriate credential and a fully qualified site administrator.
- For Multiple Subject and Single Subject candidates (Elementary or Secondary Setting), site placement must include settings that include students with low incidence disabilities and high incidence disabilities.
- D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor) should include holding a Clear Education Specialist Credential in the content area for which they are providing supervision and having a minimum of three years of K-12 teaching experience. The district-employed 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, adult learning theory, and current content-specific pedagogical and instructional practices, as well as to effective supervision approaches such as cognitive coaching. To facilitate district-employed supervisors meeting program expectations, the program ensures that district-employed supervisors remain current in the knowledge and skills necessary for effective for candidate supervision.

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' meeting 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 must determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of General Education and Education Specialist *Teaching Performance Expectations* (TPEs) as these 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 evaluation processes. Verification of candidate performance on the general education TPEs is provided through candidate passing of the Teaching Performance Assessment (TPA) model selected by the preparation program; verification of candidate performance with respect to the Education Specialist TPEs is the responsibility of the program.

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 credential program. The plan is a portable document archived by the preliminary program and provided to the candidate for voluntary transmission to the clear/induction program.

Appendix D

Teaching Performance Expectations Development Expert Panels

Name	Affiliation	Current Position
Visual Impairments		
Cheryl Kamei-Hannan	California State University, Los Angeles	Professor and Coordinator of the Visual Impairments Credential Program
Megan Viren	San Diego Unified School District	Teacher of Students with Visual Impairments
Lore Schindler	Los Angeles Unified School District	Teacher/Technology Coordinator of Students with Visual Impairments
Parisa Lamarra	Los Angeles County Office of Education	Parent and Teacher of Students with Visual Impairments
Yue-Ting Siu	San Francisco State University	Professor and Teacher of Students with Visual Impairments
Amanda Lueck	San Francisco State University	Professor Emerita
Maurice Belote	California Deafblind Services	Project Coordinator
Gina Michell	Tustin Unified School District	Teacher of Students with Visual Impairments
Deaf and Hard of Hearing		
Michelle Sumner	Long Beach Unified School District	Early Start Deaf and Hard of Hearing Specialist
Jane Hankins	Monterey County Office of Education	Deaf and Hard of Hearing Specialist
Mary McGinnis	Mount Saint Mary's University/John Tracy Clinic	Director, Deaf and Hard of Hearing Graduate Program
Gabrielle Jones	University of California, San Diego	Professor and Faculty Director, Master of Arts Program for American Sign Language - English Bilingual Education of Deaf Children
Janice Smith-Warshaw	California State University, Fresno	Faculty, Department of Communicative Sciences and Deaf Studies
Colleen Smith	National University	Faculty, Sanford College of Education
Maurice Belote	California Deafblind Services	Project Coordinator
Nancy Amann-Hlibok	California School for the Deaf, Riverside	Superintendent
Early Childhood Special Education		
Tracy Eagle	Los Angeles Unified School District	Specialist, Special Education District Intern Program
Nancy Hunt	California State University, Los Angeles	Professor, Special Education
Celsa Shewan	Fresno Pacific University	Early Childhood Special Education Program Director
Judy Sylva	California State University, San Bernardino	Professor and Special Education, Rehabilitation & Counseling Department Chair
Peg Hughes	San Jose State University	Coordinator of Early Childhood Special Education Programs and Special Education Department Chair
Janice Myck-Wayne	California State University, Fullerton	Professor and Program Coordinator, Early Childhood Special Education
Chelsea Heuer	Anaheim Elementary School District	Early Childhood Special Education Teacher
Gaby Toledo	Riverside County Office of Education - Beaumont	Principal
Georgeanne Gedney	San Diego Unified School District	Early Childhood Special Education Teacher
Laura Hall	San Diego State University	Professor and Chair, Department of Special Education
Amber Friesen	San Francisco State University	Professor, Early Childhood Special Education