

# 4B

## Action

### *Educator Preparation Committee*

#### **Proposed Credential Structure and Related Considerations for the Preliminary Education Specialist Teaching Credential**

**Executive Summary:** This agenda item presents for Commission consideration proposed revisions to the credential structure, candidate preparation requirements and authorization statements for the education specialization credentials. These recommended changes follow two years of work with a task force, multiple presentations to the Commission and discussion with a wide range of stakeholders and interest groups. Based on the emerging consensus of the Commission during the December 2017 Commission meeting, staff recommends that the Commission adopt these structural changes to the Education Specialist credential and direct staff to finalize performance expectations and program standards for future consideration and adoption.

**Recommended Action:** That the Commission adopt the proposed credential structure, candidate preparation requirements and authorization statements for the education specialist credentials.

**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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# Proposed Credential Structure and Related Considerations for the Preliminary Education Specialist Teaching Credential

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## Introduction

The Commission has been considering the Education Specialist credential structure for the past two years. As part of that process the staff brought recommendations to the Commission in [September 2017](#) to revise the credentialing structure and modify program standards and teaching performance expectations (TPEs) for Education Specialist credential holders. No action was taken at that meeting, instead staff was asked to provide additional information to the Commission so that the Commission could make a more informed decision about how to change the credential structure and teacher preparation in support of a single coherent professional preparation system for all general and special education teacher credential candidates. The Commission expressed support for the concept of establishing a “common trunk” of preparation, defined as a set of knowledge, skills and abilities in which all teaching candidates – both general education and special education -- would have to demonstrate competence. The additional information requested by the Commission was presented at the [December 2017](#) meeting. The Commission indicated support for a number of changes in the structure of and requirements for the Education Specialist credential, and directed staff to return with recommendations for Commission action. This agenda item presents a revised credential structure and proposes policy recommendations for the Commission’s consideration and action.

## Background

The Commission began the work of transforming general education teacher preparation in the fall of 2014 and adopted general education program standards in December 2015 and general education TPEs in June 2016. The impetus for this work were the calls for action by the Educator Excellence Taskforce, the Teacher Preparation Advisory Panel and the Statewide Special Education Task Force. All general education teacher preparation programs began full implementation of the revised standards that include enhanced preparation to teach a diverse range of students in the fall of 2017. At the [December 2017](#) Commission meeting, staff identified four key topics for the Commission’s consideration with respect to the credentialing of special education teachers:

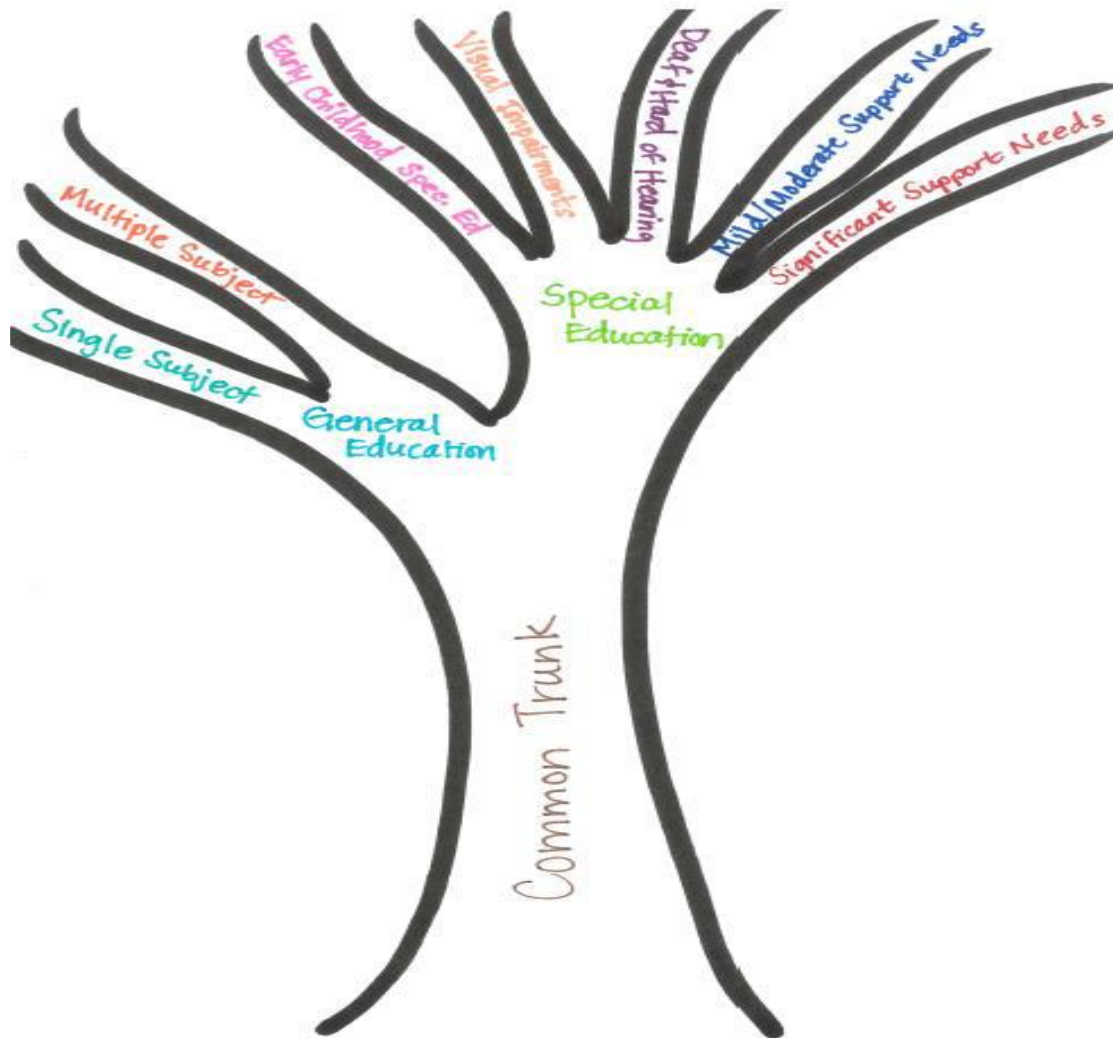
- What should constitute subject matter competency for education specialist candidates;
- Clinical practice requirements;
- Potential use of a teaching performance assessment; and
- Consideration of grade level bands within the credential structure.

In addition, staff introduced a credential structure that included the concept of a common trunk of preparation. Presented below is a summary of the discussions related to these four key topics.

### Education Specialist Credential Structure Recommendation:

At the December 2017 meeting, staff recommended a revised credential structure, reflecting the consensus of the Commission's special education task force, intended to work in concert with the general education credential to best meet the needs of California's students with disabilities. The proposed structure includes five initial Education Specialist Credentials building off of the same base of preparation (i.e. common trunk) as the general education Multiple Subject and Single Subject Credentials:

1. Early Childhood Special Education (Birth through K)
2. Visual Impairments (Birth to age 22)
3. Deaf and Hard of Hearing (Birth to age 22)
4. Mild/Moderate Support Needs (K to age 22)
5. Significant Support Needs (K to age 22).



In this new structure, Early Childhood Special Education, Visual Impairments, and Deaf and Hard of Hearing would remain initial credentials, an action that has already been taken by the Commission. Additionally, teachers wanting to work with students with Mild/Moderate Support Needs OR Significant Support Needs could obtain an initial credential in either of those areas. The existing Physical and Health Impairments and Language and Academic Development specialty area authorization content will be embedded into both the Mild/Moderate Support Needs and the Significant Support Needs specialty areas. These two specialty areas were embedded across both the mild/moderate and significant support needs specialty areas due to the limited number of preparation programs and candidates earning a credential in these areas. As a result of the limited number of teachers earning an Education Specialist teaching credential in these areas students with these needs are often not served by teachers with appropriate preparation.

Within this proposed structure, in addition to the common trunk of preparation that will be shared with their general education counterparts, all prospective special education teachers will also have some specialized common areas of preparation such as case management, preparing individualized education programs (IEPs), transition planning, and working with paraprofessionals. However, each specialty area will have unique knowledge, skills, and abilities that will be identified within a set of TPEs and have a set of program standards aligned to each specialty area. The current [preconditions for Education Specialist Programs](#) include the requirements that a candidate must satisfy to enter and complete an Education Specialist credential program. When program standards and teaching performance expectations return to the Commission for adoption, updated preconditions will also be brought forward.

### **Appropriate Subject Matter Competency for Special Education Teachers**

Staff recommends that the Commission maintain the existing requirements for demonstrating subject matter competence for all prospective special education teachers. Currently, prospective candidates have two options for satisfying subject matter competence. They may satisfy subject matter as a Multiple Subject candidate -- take and pass the CSET: Multiple Subject examination or complete an Elementary Subject Matter program or meet the subject matter requirements for single subject general education teachers -- either by exam or coursework in one of the core content areas (English, math, science or social science). A special education teacher's primary role is to ensure that each student receives the appropriate instruction and supports to meet his/her educational needs and to make accommodations and modifications necessary to make content accessible.

### **Clinical Practice: Special Education Teaching Authorizations**

In the *Greatness by Design* report, it was recommended that special education teachers have both general education clinical practice/field experience and special education field experience. The work group that recently prepared the revisions to the Education Specialist Program Standards and TPEs went a step further, recommending that special education teachers earn a general education credential as a co-requisite to earning an Education Specialist credential. Although this was highly controversial given the additional time and preparation required for a candidate to become a special education teacher, the work group believed that this route

would be the best way to ensure candidates are thoroughly prepared and able to teach all students in any setting. The model presented in this item would not **require** candidates to earn both a general education credential and a special education credential, instead it anticipates the need to identify the additional coursework and clinical practice teachers would need to move readily from general education to special education or the reverse. Given the emphasis on providing special education teachers exposure and practice in the general education environment as it relates to teaching, the Commission will need to determine how much clinical practice in a general education setting is necessary and appropriate for prospective special education teachers, and how much more would be necessary for general education teachers to earn a special education credential and for education specialists to earn a general education credential. This topic will be brought back to the Commission at a future meeting.

**Grade Level Bands versus a K-22 Credential** Based on widespread consultation with the field, staff have concluded that introducing grade level bands into the Education Specialist credential structure poses potential problems with teacher assignments and could exacerbate the teacher shortage. Prior efforts to move teaching credentials from a subject-matter to a grade-level foundation have met with the same resistance from the field. Until such time there is more widespread support for this level of foundational change in credentialing, staff recommend that candidates be prepared to meet the various learning needs of students in age appropriate ways through coursework and clinical practice. Educator preparation programs could provide this through the curriculum offered. Candidates will be able to demonstrate their knowledge of developmentally appropriate instruction through their educator preparation program and their clinical practice.

#### **Teaching Performance Assessment (TPA) for Special Education Teachers**

At the December meeting, the Commission signaled support for the idea that all prospective teachers should be required to take and pass a TPA. The Commission has spent a significant amount of time and resources in defining what a teacher should know and be able to do and has developed and adopted assessments to measure those expectations. Since 2008, this has been a requirement for general education teachers, but not for education specialists. Building passage of a TPA into the requirements for earning an Education Specialist credential would level the playing field, and ensure that all teachers have demonstrated their ability to teach students and provide the levels of instructional support authorized by their credential.

#### **Proposed Authorizations**

In addition to reducing the number of specialty area authorizations on the Education Specialist teaching credential from seven areas to five areas, the proposed authorizations shift from specific disability categories to focusing on meeting student needs as would be outlined in an Individualized Education Program (IEP). The knowledge and skills incorporated in the Physical and Health Impairments and the Language and Academic Development Specialty Content areas are being infused into the five preliminary credentials. Staff recommends that the Commission adopt the authorization statements in the item for the revised Education Specialist credentials:

	<b>Current Specialty Authorizations</b>	<b>Proposed Authorization</b>
Education Specialist Instructional Credential	Authorized Field: Deaf and Hard-of-Hearing, Mild/Moderate Disabilities, Moderate/Severe Disabilities, Physical and Health Impairments, Visual Impairments, or Early Childhood Special Education, or Language and Academic Development	Authorized Field: Deaf and Hard-of-Hearing, Early Childhood Special Education, <i>Mild/Moderate Support Needs, Significant Support Needs</i> , or Visual Impairments
Teaching Authorization  Sample provided for Mild to Moderate Disabilities.  See <a href="#">Appendix A</a> for the all Specialty Content Areas.	(Mild/Moderate-R3MM) This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities, mild/moderate intellectual disabilities, other health impairment, and emotional disturbance, in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.	(Mild to Moderate Support Needs) This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals <i>with mild to moderate support needs, in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.</i>

	<b>Current Specialty Authorizations</b>	<b>Proposed Authorization</b>
English Learner Authorization	(ELAE) The following instructional services may be provided to English learners within the specialty area(s) and grade/age level authorization of this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, nonemergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.	Same Authorization as Current
Teach Reading to All Students	Not authorized	<i>This document authorizes the holder to teach reading to students in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in general education settings.*</i>

\*Since Education Specialist candidates currently must take and pass the RICA, this proposes that they be given an authorization to teach reading to all students.

### **Staff Recommendation**

Staff recommends that the Commission:

1. Adopt the five initial Education Specialist credentials proposed in this agenda item and direct staff to begin the regulatory process to amend the credential names and authorizations.
2. Continue to allow Education Specialist candidates to meet the subject-matter competence requirement by passage of the appropriate examination(s) or subject-matter program for the multiple subject teaching credential, or passage of the appropriate examination(s) or subject-matter program for the single subject teaching credential in the areas of English, mathematics including foundational-level

mathematics, social science, or science including foundational-level science based upon the setting where services are being delivered.<sup>1</sup>

3. Direct staff to finalize TPEs for all the Education Specialist credential areas for Commission consideration and action.
4. Direct staff to finalize the Education Specialist Program Standards, including the clinical practice requirements.
5. Affirm that once the new programs are in effect and an approved TPA for Education Specialists is available, candidates for the Education Specialist credential will need to take and pass a TPA prior to being recommended for a credential.

### **Next Steps**

If the Commission adopts the proposed credential structure, staff will begin the regulatory process, and, based on staff direction, complete work on TPEs and program standards. Staff will work to develop an appropriate pathway or bridge for candidates who earn an Education Specialist credential and then want to obtain the General Education credential and vice versa.

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<sup>1</sup> Verification of subject-matter competence is not required of individuals who hold a valid California clear or life general education teaching credential based upon possession of a bachelor's degree and completion of a professional teacher preparation program, including student teaching. In addition, if an individual holds a single subject in art or music he/she would still be eligible to earn an Education Specialist credential.



## Appendix A

*Italics indicate a proposed change in language*

Current Authorization	Proposed Specialty Authorization
<p><b>Mild to Moderate Disabilities – R3MM</b></p> <p>This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities, mild/moderate intellectual disabilities, other health impairment, and emotional disturbance, in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.</p>	<p><b><i>Mild to Moderate Support Needs</i></b></p> <p>This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals <i>with mild to moderate support needs</i>, in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.</p>
<p><b>Moderate to Severe Disabilities – R3MS</b></p> <p>This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of autism, moderate/severe intellectual disabilities, deaf-blind, emotional disturbance, and multiple disabilities, to students in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.</p>	<p><b><i>Significant Support Needs</i></b></p> <p>This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals <i>with significant support needs</i>, in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.</p>
<p><b>Deaf and Hard of Hearing – R3DH</b></p> <p>This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary or secondary disability of deaf or hard-of-hearing or deaf-blind and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating,</p>	<p><b>Deaf and Hard of Hearing</b></p> <p>This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary or secondary disability of deaf or hard-of-hearing or deaf-blind and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral,</p>

<b>Current Authorization</b>	<b>Proposed Specialty Authorization</b>
<p>conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.</p>	<p>whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.</p>
<p><b>Visual Impairments – R3VI</b></p> <p>This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of visual impairment including blind and deaf-blind, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.</p>	<p><b>Visual Impairments</b></p> <p>This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of visual impairment including blind and deaf-blind, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.</p>
<p><b>Early Childhood Special Education – R3EC</b></p> <p>This authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, and provide instructional and Special Education Support to students from birth through pre-kindergarten who are eligible for early intervention special education and related services, to individuals with a primary disability in specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism, moderate/severe intellectual disabilities, emotional disturbance, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.</p>	<p><b>Early Childhood Special Education</b></p> <p>This authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, and provide instructional and Special Education Support to students from birth through pre-kindergarten who are eligible for early intervention special education and related services, to individuals with a primary disability in specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism, moderate/severe intellectual disabilities, emotional disturbance, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.</p>

Current Authorization	Proposed Specialty Authorization
<p><b>Physical and Health Impairments – R3PI</b></p> <p>This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of orthopedic impairment, other health impairment, multiple disabilities, and traumatic brain injury, to students from birth through age 22, and classes organized primarily for adults in services, across the continuum of program options available.</p>	<p>Embedded within the Mild/Moderate and Significant Support Needs.</p>
<p><b>Language and Academic Development – R3LD</b></p> <p>The Education Specialist Instruction Credential: Language and Academic Development authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals as defined in subsections 300.8(c)(1) through (10), (12), and (13) and to students with expressive or receptive language disorders within subsection 300.8(c)(11) of Title 34 Code of Federal Regulations, Subpart A, with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas, in preschool, kindergarten, in grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.</p>	<p>Embedded within the Mild/Moderate and Significant Support Needs.</p>