
2E

Information/Action

Educator Preparation Committee

Proposed Titles, Program Standards, and Teaching Performance Expectations for Education Specialist Teachers

AGENDA INSERT

Executive Summary: This agenda item proposes titles for the newly adopted Education Specialist credential structure as well as educator preparation program standards and teaching performance expectations for candidates in those programs.

Recommended Action: That the Commission adopt new titles for the Education Specialist teaching credentials; program standards for the approved educator preparation programs; and the proposed teaching performance expectations for the revised credentials.

Presenters: Teri Clark, Director, and 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.

August 2018

Proposed Titles, Program Standards, and Teaching Performance Expectations for Education Specialist Teachers

This agenda item insert corrects language in the text of the originally published agenda item 2E, as follows:

On page 3 of item 2E, under the “Summary of Revisions to the Education Specialist Preparation Program Standards,” the second bullet states:

- Program Standard 1 (Program Design and Curriculum) was further revised to highlight universal concepts that exist in each of the initial credential areas such as case management, language development across disabilities including second language development, and the distinction between language disorders, disabilities, and language differences.

The corrected language that should replace the language above and is accurately reflected in Appendix A should be:

- Program Standard 1 (Program Design and Curriculum) was further revised to highlight universal concepts that exist in each of the initial credential areas such as case management and strategies for students with disabilities and for those referred for special education services.

The language as originally stated referring to language development across disabilities including second language development, and the distinction between language disorders, disabilities, and language differences was determined to be more appropriately situated within TPE 1.3 in both the Moderate Support Needs and Extensive Support Needs teaching performance expectations in Appendix B and Appendix C of the original item.