2E

Information/Action

Educator Preparation Committee

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

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.

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

Introduction

The Commission on Teacher Credentialing is in the process of updating preparation standards and requirements for Education Specialist teaching credentials. This item builds upon a series of agenda items presented over the past three years as the Commission has conducted the work of transforming educator preparation in California. This item presents for Commission discussion and potential action proposed new titles for the credential areas within the newly adopted Education Specialist credential structure, proposed educator preparation program standards, and proposed Teaching Performance Expectations (TPEs) for Education Specialist teacher candidates. The issue of whether any changes should be made to any the Education Specialist authorization is not addressed in this item. Pending further analysis and discussion with stakeholders this topic will be brought to the Commission at a future meeting for consideration and further discussion.

Background

The work to better prepare teachers to meet the diverse needs of California students thus far has included the adoption of revised TPEs and standards for Multiple and Single Subject credentials to ensure that general education teachers are prepared to serve all students. It has also included examining the Education Specialist credential structure and program standards, and developing TPEs for each of the five preliminary special education credentials that will be offered in California in the future.

During its June 2018 meeting, the Commission reviewed [proposed program standards and performance expectations](#) as well as [proposed subject matter requirements for the credential and authorization statements](#). At the [June 2018](#) Commission meeting, the Commission took action to do the following:
1. Affirm that the current subject matter requirements for this credential will continue (passage of an examination or completion of a Commission-approved subject matter program in the following areas: Multiple Subject, Single Subject in English, mathematics, social science, science, art, music, or world languages).
2. Adopt TPEs for the Early Childhood Special Education teaching credential; the Deaf and Hard of Hearing teaching credential; and the Visual Impairments teaching credential.
3. Affirm that the Early Childhood Special Education teaching credential will authorize teaching and services for Birth through Kindergarten once the regulatory process has been completed.

During the June Commission meeting, a number of issues were surfaced by stakeholders and Commissioners that required further discussion and information gathering. After the June Commission meeting, and pursuant to Commission direction, staff summarized these outstanding issues and approaches to resolving those issues and asked stakeholders to provide feedback to staff prior to the posting of this agenda item. Revisions to the draft Education Specialist program standards and draft TPEs have been made that incorporate feedback from the field and are included in Appendices to this item.

Proposed Titles of the Education Specialist Teaching Credentials
When new requirements and authorizations are established for a credential, the credential should be identified in a way that sets it apart from previous/existing credentials. For example, when the credential requirements and authorization for Learning Handicapped changed, the new credential was also renamed the Education Specialist Instruction Credential: Mild/Moderate Disabilities. The titles *Exceptional Support Needs and Extensive Support Needs* were proposed as replacements for Mild/Moderate Disabilities and Moderate/Severe Disabilities in the June 2018 agenda item. Responding to feedback that these two titles were difficult to distinguish from one another, the Commission directed staff to return in August with other possible titles to consider.

Considerable input has been received around the naming of these credentials and is reflected in the table below. The majority of the comments received were related to the title for the credential that will replace the Mild/Moderate Disabilities credential. In general, there is agreement with the title "Moderate Support Needs" in place of the "Mild/Moderate Disabilities" and widespread support for "Extensive Support Needs" in place of the "Moderate/Severe Disabilities" credential. A concern was raised that including the word "support" in the title of the credential suggests that it refers to the role of the teacher. However, the impetus for the creation of both the titles was to focus more on the level of support for *students* and *student needs*. It is important to note that all credential titles will continue to be preceded by "Education Specialist," underscoring that these are credentialed teachers.

Current & Former Titles	Previously Proposed Titles	Newly Suggested Titles
• Mild/Moderate Disabilities • Learning Handicapped (former)	1. **Moderate Support Needs** 2. Essential Support Needs 3. Essential Academic Support 4. Educational Support Needs	5. General Support Needs 6. Inclusive Support Needs 7. Comprehensive Support Needs 8. Low Support 9. Extra Support Needs
• Moderate/Severe Disabilities • Severely Handicapped (former)	A. Significant Support Needs B. Significant Academic Support C. Significant Educational Support Needs	D. **Extensive Support Needs** E. Significant Support Needs F. High Support Needs

Given the feedback received on possible titles for the credentials, staff recommends that the title of **Education Specialist: Moderate Support Needs** replace the Education Specialist: Mild/Moderate Disabilities Credential title and **Education Specialist: Extensive Support Needs** replace the current Education Specialist: Moderate/Severe Disabilities Credential title.

Summary of Revisions to the Education Specialist Preparation Program Standards
At the June 2018 Commission meeting, stakeholders requested that there be a stronger alignment between Education Specialist Program Standard 1: Program Design and Curriculum and the corresponding sets of Education Specialist TPEs. To address this concern, the draft Education Specialist program standards (see Appendix A) and performance expectations (Appendix B and Appendix C) were revised and are more clearly structured such that the program standards govern what programs need to provide as an approved educator preparation entity and the TPEs govern what candidates need to know and be able to do. The proposed standards would require each program to provide opportunities for candidates to learn, apply, and be assessed on the TPEs through the program's organized coursework and clinical practice.

To provide clarity regarding how the Education Specialist TPEs build upon the General Education TPEs staff has developed a chart, which can be found in Appendix D. For Education Specialist candidates, opportunities to learn, apply and reflect on the "common trunk" of preparation (the General Education TPEs) and the Education Specialist TPEs in the credential being sought will be the core content of the candidate's preparation program.

A summary of the revisions made in draft Program Standard 1, based on feedback received and Commission discussion, is noted below. Additional feedback specific to Teaching Performance Expectations is described in a later section.

- In the draft Education Specialist Program Standards presented to the Commission in June 2018, Program Standard 1 (Program Design and Curriculum) included five subsections, one for each of the initial credentials offered. In response to stakeholder feedback, draft Program Standard 1: Program Design and Curriculum has been revised and now does not differentiate for the various initial credentials. Instead, it underscores the expectation that programs address Program Standard 2 (Preparing Candidates to Master the General Education and the Education Specialist *Teaching Performance Expectations*) and Program Standard 4 (Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements) as the basis for the program's curriculum.
- 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. This language is shown in **light blue** font in Appendix A.

Summary of the Revisions to the Teaching Performance Expectations for the Education Specialist: Moderate Support Needs and the Education Specialist: Extensive Support Needs Credentials

Each initial Education Specialist Credential has a specific set of TPEs that describes the unique knowledge, skills and abilities necessary for a candidate to demonstrate in order to earn that credential. Therefore, the coursework and experiences for each of the credential programs is specialized and qualitatively different. Stakeholder feedback during and after the June 2018 Commission meeting led to several revisions in the proposed TPEs.

One concern was that candidates were not being adequately prepared to meet the needs of students with Orthopedic or Physical and Health Impairments or those with Traumatic Brain Injuries. Additionally, there was concern that language development was not addressed as thoroughly as needed in each of the credentials. Since the June meeting, the TPEs have been revised to reflect these needed changes. TPEs for the Education Specialist: Moderate Support Needs and Education Specialist: Extensive Support Needs have been revised to reflect more specific references to the preparation to teach students with orthopedic impairments and traumatic brain injury and are included in Appendices B and C of this item.

- Competencies for Orthopedic Impairments and Physical and Health Impairments were included in both the Moderate and the Extensive Support Needs TPEs and are shown in **purple** font.
- Competencies for Traumatic Brain Injury were included in both the Moderate and the Extensive Support Needs TPEs and are shown in **green** font.
- Competencies for language development were included in both the Moderate and the Extensive Support Needs TPEs and are shown in **blue** font.

In addition to the feedback noted in the sections above, there were other concerns related to TPEs that did not require revision but need to be clarified for the field and are addressed below.

***Student needs and disability categories*:** Concerns were raised that there is still an emphasis placed on disability categories in the new Moderate and Extensive Support Needs credentials. In the proposed TPEs, deafblind is the only disability category that is unique to the Extensive credential. All other disability categories are included within each of the credentials with the distinction being in regard to the level of student's needs as determined by the student's Individual Education Plan (IEP).

For monitoring purposes at the California Department of Education, it is necessary to state which federal disability categories are associated with each of the five preliminary credentials. While concern has been raised that including Multiple Disabilities within the Education Specialist: Moderate Support Needs credential based on the federal definition of "…concomitant impairments which cause such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments…," the focus remains on the student's support needs and ensuring that Education Specialists are prepared to work with students with a range of disabilities in comparison to the current credential structure.

Educator preparation for students with disabilities in the areas of language and literacy: There was a concern that the TPEs would not provide candidates with sufficient preparation in language and literacy development, which would include meeting the needs of students with dyslexia. In the common trunk of preparation, all teacher candidates will need to demonstrate an understanding of various language needs for all students, including those who are English Learners and who may also have an identified disability. Educator preparation programs are responsible for ensuring that beginning Moderate and Extensive Support Needs teachers are able to design and deliver instruction in reading, writing, speaking, listening, and language that assures that all students develop English proficiency towards meeting the California standards. Further information is available in the General Education TPEs Subject Specific Pedagogy that delineates the competencies specific to language and literacy.

Affirming the Least Restrictive Environment (LRE) for students with disabilities: According to the Statewide Task Force on Special Education Report,

> "The LRE for most students can be created when both the classroom teacher and the Special Education teacher have the requisite knowledge and skills to effectively instruct both students with and without disabilities as well as the strategies to collaborate effectively with one another…" Ed Code section 56040.1 requires that "each public agency shall ensure the following to address the **least restrictive environment** for individuals with exceptional needs:
> - To the maximum extent appropriate, individuals with exceptional needs, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.
> - Special classes, separate schooling, or other removal of individuals with exceptional needs from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

The new General Education TPEs adopted in 2016 substantially increased expectations regarding the preparation of new multiple and single subject credentialed teachers to work with students with disabilities in the general education classroom, which is the LRE for most students with identified disabilities. The proposed Education Specialist TPEs also have an increased focus on inclusive practices and collaboration for success with students with disabilities to receive their education in the LRE. LRE and inclusion in general education are addressed in the following General Education TPEs: 1.4, 1.6, 2.3, 2.4, 2.5, 3.2, 3.5, 3.6, 4.2, 4.4, 4.5, 4.6, 5.6, 5.8, 6.5 and in the following Education Specialist TPEs: 1.1, 2.1, 2.4, 2.8, 3.1, 4.2, 4.4, 5.1 Therefore, in addition to the basic tenants of IDEA which ensure that students with disabilities have access to the LRE, several TPEs refer to inclusion in the general education setting.

More emphasis on autism spectrum disorders in program standards and TPEs: A concern was raised that the TPEs provide insufficient attention to autism spectrum disorder specific language. Throughout the Education Specialist TPEs, reference is made to "students" or "students with disabilities." Although each disability category is not listed, candidates must be prepared to work with the range of students with disabilities authorized by their credential, which includes autism. Autism knowledge has been and will continue to be embedded in all Preliminary Education Specialist preparation programs and is directly referenced in Program Standard 1 and in the TPEs.

Staff Recommendations for Consideration and Potential Action by the Commission
Staff is bringing forward for Commission consideration and potential action the following recommendations:
1. The Commission adopt titles for the Education Specialist teaching credentials, specifically, Education Specialist: Moderate Support Needs and Education Specialist: Extensive Support Needs.
2. The Commission adopt the program standards for Education Specialist teacher preparation programs.
3. The Commission adopt the TPEs for the Moderate Support Needs and Extensive Support Needs educator preparation programs.

Next Steps
If the Commission takes action on the recommendations, staff will develop and distribute a timeline for implementation for educator preparation programs. Historically programs have had two years to review and update their programs when the Commission adopts new standards. Staff suggests that if the Commission adopts the proposed revised program standards and performance expectations at its August 2018 meeting, programs be given until September 1, 2020 to modify their programs. A Transition Plan will be required in 2019 to ensure that all programs are in the process of carefully considering any modifications and to provide the Commission with information about where to best focus technical assistance for the field. Any institution that is ready to begin the new program before September 2020, would be required to notify the Committee on Accreditation and would be allowed to do so.

Appendix A
Draft Education Specialist Program Standards

Language in **light blue** font addresses the concepts that are universal across all
five Preliminary Education Special teaching credential.

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. Programs ensure that candidates are well versed in delivering services in a wide variety of specialized academic instructional settings, including, but not limited to: the home, educational settings in hospitals/rehabilitation facilities and treatment centers, and classrooms, as well as provide itinerant instructional delivery and/or consultation in public/nonpublic school programs. The program's organizational structure supports a logical and integrated progression for candidates for the instructional components including coursework 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 teaching performance expectations associated with the specific credential. Coursework and fieldwork/clinical 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. The program prepares candidates to interface with other service providers (school, medical and agency based) which may include: hospital/clinic based personnel, the school nurse, occupational therapist, speech and language specialist, physical therapist, psychologist, orthopedist, paraprofessional/health care assistance, California Children's Services, Regional Center, Department of Mental Health, Department of Rehabilitation, and other appropriate service providers. The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics for which the candidate is seeking authorization to teach, and the educational and psychosocial implications of these characteristics for students identified with educational support needs who have an Individualized Education Program (IEP). The program prepares candidates in case management practices and strategies for students with disabilities and for those referred for special education services.

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; instruction in strategies to develop early literacy skills; 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 curriculum also includes coursework and clinical practice opportunities for candidates to be able to identify the unique characteristics of students with autism spectrum disorders and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery. 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* for Multiple and Single Subject Credential candidates and Education Specialist candidates 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/clinical 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 both the general education TPEs and the Education Specialist TPEs. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the both the general education and the Education Specialist TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.

Standard 3: Clinical Practice

A. **Organization of Clinical Practice Experiences**
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. Experiences are 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. Fieldwork/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' academic and socio-emotional growth and development. 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 as appropriate. Candidates are able to observe the administration of a range of assessments. Candidates are also able to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings.

Clinical practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. At least 200 hours of supervised early field work that includes guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching) must be provided to candidates in general education and special education settings prior to final student teaching. Final student teaching shall consist of (400 hours) in the desired credential area. For interns, early field work would take place in experienced mentor classrooms in both general education and special education settings. Candidates must have a range of experience that reflects the diversity of age and grade levels, the range of federal disability categories, and the continuum of special education services. Candidates should have experiences with a range of diverse students and families reflective of the demographics of California.

Dual credential programs leading to both a general and an Education Specialist credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school

setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

B. **Preparation of Faculty and/or Site Supervisors and/or Program Directors**
The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be experts in the education specialist instructional area of the candidate being supervised and should have recent professional experience in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with an orientation to the program's expectations and ensures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and TPA model chosen by the program, when applicable. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices for teachers in whose classrooms or settings candidate experiences will take place to ensure that all supervisors of fieldwork/clinical practice experiences and all cooperating education specialist teachers understand their roles and expectations.

C. **Criteria for School 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 in both general and special education settings reflecting the continuum of placement options. 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.

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 should select district supervisors who hold a Clear Education Specialist Credential for which they are providing supervision and having a minimum of three years of Birth to age 22 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.

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 meeting the general education TPEs and 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 an Education Specialist 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 and the Education Specialist TPEs is provided through candidate assessment by the Commission-approved program until a Teaching Performance Assessment for Education Specialist candidates has been adopted by the Commission.

Upon <u>Commission adoption of a TPA for Education Specialist candidates,</u> the following Standard 5 language will replace the language above:

Standard 5: Implementation of a Teaching Performance Assessment

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

5A: Administration of the Teaching Performance Assessment (TPA)

(1) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.

(2) For purposes of implementing the video requirement, the program places candidates in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.

(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.

(4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.

(5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

(7) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

5B: Candidate Preparation and Support

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent

with model sponsor guidelines.

(1) The program implements as indicated below the following support activities for candidates. These activities constitute **required** forms of support for candidates within the TPA process:
- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.
- Explaining TPA tasks and scoring rubrics.
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:
- Guiding discussions about the TPA tasks and scoring rubrics.
- Providing support documents such as advice on making good choices about what to use within the assessment responses.
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:
- Editing a candidate's official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Telling candidates which video clips to select for submission.
- Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

(3) The program provides opportunities for candidates who are not successful on the

assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

5C: Assessor Qualifications, Training, and Scoring Reliability
The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option, and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

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 B
Draft Education Specialist: Moderate Support Needs
Teaching Performance Expectations

- Competencies for Orthopedic Impairments and Physical and Health Impairments are included in both the Moderate and the Extensive Support Needs TPEs and are shown in **purple** font.
- Competencies for Traumatic Brain Injury are included in both the Moderate and the Extensive Support Needs TPEs and are shown in **green** font.
- Competencies for language development are included in both the Moderate and the Extensive Support Needs TPEs and are shown in **blue** font.

TPE 1: Engaging and Supporting All Students in Learning
Elements
Education Specialist (ES): Moderate Support Needs Candidates will:

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, 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 (e.g., 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. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
4. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
5. Demonstrate the ability to develop 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.
6. 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, college, independent living and community participation.
7. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

TPE2: Creating and Maintaining Effective Environments for Student Learning
Elements
ES: Moderate Support Needs Candidates will:

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 the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.
3. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.
4. Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with exceptional support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
5. 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.
6. 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.
7. 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.
8. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.
9. 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.
10. 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.
11. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

TPE3: Understanding and Organizing Subject Matter for Student Learning
Elements
ES: Moderate Support Candidates will:

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. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

TPE4: Planning Instruction and Designing Learning Experiences for All Students
Elements
ES: Moderate Support Needs Candidates will:

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 identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.
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 systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments.
5. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.
6. 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.
7. 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
<u>**Elements**</u>
ES: Moderate Support Needs Candidates will:
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 assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.
2. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
3. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
4. 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.
5. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
6. 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
<u>**Elements**</u>
ES: Moderate Support Needs Candidates will:
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. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.
4. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
5. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.
6. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

Appendix C
Draft Education Specialist: Extensive Support Needs
Teaching Performance Expectations

- Competencies for Orthopedic Impairments and Physical and Health Impairments are included in both the Moderate and the Extensive Support Needs TPEs and are shown in **purple** font.
- Competencies for Traumatic Brain Injury are included in both the Moderate and the Extensive Support Needs TPEs and are shown in **green** font.
- Competencies for language development are included in both the Moderate and the Extensive Support Needs TPEs and are shown in **blue** font.

TPE 1: Engaging and Supporting All Students in Learning
Elements
Education Specialist (ES): Extensive Support Needs Candidates will:
1. Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from kindergarten to post-secondary.
2. Demonstrate understanding of mandated considerations for augmentative and alternative communication technology for students with extensive support needs.
3. Identify the unique features of deafblindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind.
4. Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
5. Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.
6. In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs.
7. 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, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

8. Demonstrate understanding of students with complex communication needs (e.g., 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.
9. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
10. Demonstrate the ability to develop 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.
11. 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, college, independent living and community participation.
12. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

TPE2: Creating and Maintaining Effective Environments for Student Learning
Elements
ES: Extensive Support Needs Candidates will:
1. Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures.
2. Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.
3. Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.
4. 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.
5. Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.
6. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health

impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.

7. Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

8. 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.

9. 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.

10. 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.

11. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

12. 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.

13. 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.

14. Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

TPE3: Understanding and Organizing Subject Matter for Student Learning
Elements
ES: Extensive Support Needs Candidates will:

1. Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum.

2. Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.

3. 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).

4. 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.

5. Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

TPE4: Planning Instruction and Designing Learning Experiences for All Students
Elements

ES: Extensive Support Needs Candidates will:

1. Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.

2. Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.

3. 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.

4. 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.

5. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

6. 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.

7. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.

8. 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.

9. 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
ES: Extensive Support Needs Candidates will:

1. Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.
2. 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 assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.
3. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
4. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
5. 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.
6. 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
ES: Extensive Support Needs Candidates will:

1. Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.
2. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

3. 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.
4. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.
5. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
6. Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.
7. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

Appendix D
Teaching Performance Expectations Comparison Chart

This table below shows the General Education TPEs next to the Education Specialist: Moderate Support Needs TPEs. Highlighted text is for TPEs that are unique for a Special Education teacher, outside of the common trunk of preparation. After each of the other Education Specialist TPEs in *italics* is the corresponding General Education TPE associated with the additional knowledge, skills, and abilities required for a Special Education teacher.

Underlined text shows where reference is made to MTSS (Multi-Tiered System of Support) and Least Restrictive Environment (LRE). Additionally, when reference is made to "all students", this would include students being supported in the MTSS framework as well as students with disabilities, in accordance with the other language in the TPE.

General Education TPEs	Moderate Support Needs TPEs
TPE 1: Engaging and Supporting and Students in Learning **Elements** 1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. 2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress. 3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. 4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, <u>including principles of Universal Design of Learning (UDL) and</u>	**TPE 1: Engaging and Supporting and Students in Learning** **Elements** 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, 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 (e.g., 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. *[1.6]* 3. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). *[1.4]* 4. Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-

General Education TPEs	Moderate Support Needs TPEs
Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. 5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. 6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. 7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. 8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. *[1.3]* 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. *[1.3]* 6. Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. *[1.1]*
TPE 2: Creating and Maintaining Effective Environments for Student Learning Elements 1. Promote students' social-emotional growth, development, and individual	**TPE 2: Creating and Maintaining Effective Environments for Student Learning Elements** 1. Develop accommodations and modifications specific to students with

General Education TPEs	Moderate Support Needs TPEs
responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families. | 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. *[2.2]*

2. Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. *[2.3]*

3. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.

4. Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs. |

General Education TPEs	Moderate Support Needs TPEs
	5. 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. *[2.1/2.6]*
	6. 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. *[2.6]*
	7. 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. *[2.4]*
	8. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.
	9. 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. *[2.5]*
	10. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex

General Education TPEs	Moderate Support Needs TPEs
	social communication, behavioral and emotional needs. *[2.6]* 11. <mark>Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.</mark>
TPE 3: Understanding and Organizing Subject Matter for Student Learning **Elements** 1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. 2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum. 3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. 4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	**TPE 3: Understanding and Organizing Subject Matter for Student Learning** **Elements** 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 <u>Least Restrictive Environment</u> (LRE). *[3.5]* 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. *[3.2]* 3. <mark>Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.</mark>

General Education TPEs	Moderate Support Needs TPEs
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the <u>least restrictive environment</u>. 6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. 7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security. 8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	
TPE 4: Planning Instruction and Designing Learning Experiences for All Students <u>**Elements**</u> 1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. 2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth	**TPE 4: Planning Instruction and Designing Learning Experiences for All Students** <u>**Elements**</u> 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. *[4.4]* 2. Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of

General Education TPEs	Moderate Support Needs TPEs
through adolescence to help inform instructional planning and learning experiences for all students. 3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. 4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable. 5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	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. *[4.3]* 3. Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function. 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 systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments. *[4.1]* 5. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues. 6. 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. *[4.6]*

General Education TPEs	Moderate Support Needs TPEs
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. 7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning. 8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	7. 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. *[4.5]*
TPE 5: Assessing Student Learning Elements 1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics. 2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. 3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	**TPE 5: Assessing Student Learning Element** 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 assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs. *[5.1/5.2]* 2. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities

General Education TPEs	Moderate Support Needs TPEs
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. | for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

3. Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

4. 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. *[5.6]*

5. 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. *[5.2/5.4]* |
| **TPE 6: Developing as a Professional Educator Elements**
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. | **TPE 6: Developing as a Professional Educator Elements**
1. Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. *[6.4]*

2. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to |

General Education TPEs	Moderate Support Needs TPEs
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. 3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. 4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning. 5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. 6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. 3. Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities. *[6.7]* 4. Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings. 5. Demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. 6. Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

General Education TPEs	Moderate Support Needs TPEs
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	