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## Action

### *Educator Preparation Committee*

### **Proposed Authorization Statements for the New Education Specialist Credentials**

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**Executive Summary:** This agenda item presents draft authorization statements for the new Education Specialist credentials.

**Recommended Action:** That the Commission adopt authorization statements for the new Education Specialist credentials as presented in this agenda item.

**Presenters:** William Hatrick and Sarah Solari Colombini, Consultants, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

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# Proposed Authorization Statements for the New Education Specialist Credentials

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## Introduction

At its [February 2018 meeting](#) the Commission adopted a revised credential structure for Education Specialist teaching credentials that incorporated five specific teaching credentials:

- Mild to Moderate Support Needs
- Extensive Support Needs
- Early Childhood Special Education
- Deaf and Hard of Hearing
- Visual Impairments

This agenda item presents draft updated authorization statements for three of the five new Education Specialist credentials (Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education) as well as for the Early Childhood Special Education Added Authorization for the Commission's review and potential adoption. The authorization statements for the Deaf and Hard of Hearing and the Visual Impairments credentials do not need to be modified at this time. Those teachers will remain authorized to teach the populations of students in the settings that they are currently authorized to teach.

## Background

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 (i.e., 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 Teaching Performance Expectations (TPEs) for the Education Specialist: Early Childhood Special Education, Deaf and Hard of Hearing, and Visual Impairments teaching credentials.
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.

At the [August 2018](#) Commission meeting, the Commission adopted program standards and TPEs for the Education Specialist Mild to Moderate and Extensive Support Needs credentials. As part of the implementation of the new credential structure, this agenda item furthers this work

by presenting updated draft authorization statements needed for three of the new Education Specialist credentials.

### **Discussion of Authorization Statements for Education Specialist Credentials**

All credentials issued by the Commission have accompanying authorization statements that specify what the holder of the credential is authorized to do. Authorizations are included in Title 5 regulations and are used by the Commission and employing agencies to determine an appropriate assignment. Authorization statements are prepared for all specialty areas that may be listed on an Education Specialist credential.

Each authorization statement identifies the types of services a teacher is authorized to provide based upon that teacher's preparation. California Department of Education staff worked collaboratively with Commission staff and various stakeholders to create a working definition of Mild to Moderate Support Needs and Extensive Support Needs that will help guide the field. These proposed definitions are included in Appendix A of this item.

### **Updating the Existing Authorization Statements**

The next step in the process is the Commission's review and potential adoption of the authorization statements for the new Mild to Moderate Support Needs and Extensive Support Needs credentials to reflect these changes. In addition, the Early Childhood Special Education added authorization and credential authorization statements have been modified to include orthopedic impairment. The new Early Childhood Special Education credential authorization also includes providing services for students from birth through kindergarten. The Early Childhood Special Education added authorization can remain birth through pre-kindergarten, since an Education Specialist obtaining this would already be authorized to teach transitional and regular kindergarten from the initial credential held. The four standards for the Early Childhood Special Education added authorization also need to be modified to match the new Early Childhood Special Education credential standards and proposed authorization statement. Staff is currently working with the Early Childhood Special Education expert group on aligning the language of these standards and will bring these changes to the Commission at a future meeting.

Provided below are the current and proposed updated authorization statements for the four credential areas identified above. Staff notes that in order to sunset the programs offering the Language and Academic Development and the Physical and Health Impairments credentials whose content has now been included in the new credential structure, the Commission will need to direct staff to promulgate regulations to discontinue initial issuance of these two credentials.

### ***Mild to Moderate Support Needs Credential***

#### ***a. Current Authorization Statement (Mild/Moderate Disabilities)***

This authorizes the holder to conduct [Educational Assessments](#) related to students' access to the academic core curriculum and progress toward meeting instructional academic goals, provide instruction, and [Special Education Support](#) to individuals with a primary disability of

specific learning disabilities, mild/moderate intellectual disabilities, other health impairment, and emotional disturbance, in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in [services across the continuum of program options available](#).

***b. Proposed Authorization Statement***

The Education Specialist: Mild to Moderate Support Needs credential authorizes the holder to conduct [Educational Assessments](#) related to students' access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and [Special Education Support](#) to students with mild to moderate support needs related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury; in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in [services across the continuum of program options available](#).

***Extensive Support Needs Credential***

***a. Current Authorization Statement (Moderate/Severe Disabilities)***

This authorizes the holder to conduct [Educational Assessments](#) related to students' access to the academic core curriculum and progress toward meeting instructional academic goals, provide instruction, and [Special Education Support](#) to individuals with a primary disability to individuals with a primary disability of autism, moderate/severe intellectual disabilities, deaf-blind, emotional disturbance and multiple disabilities, in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in [services across the continuum of program options available](#).

***b. Proposed Authorization Statement***

The Education Specialist: Extensive Support Needs credential authorizes the holder to conduct [Educational Assessments](#) related to students' access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and [Special Education Support](#) to students with extensive support needs related to one or more of the following disabilities: autism, deafblind, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury; in kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in [services across the continuum of program options available](#).

***Early Childhood Special Education Credential***

***a. Current Authorization Statement***

This authorizes the holder to conduct [Educational Assessments](#) related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, and provide instructional and [Special Education Support](#) to students from birth through pre-kindergarten who are eligible for early intervention special education and related services, to individuals with a primary disability in specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism, moderate/severe intellectual disabilities, emotional disturbance, and multiple disabilities including

developmental delay and a disabling medical condition in [services across the continuum of program options available](#).

***b. Proposed Authorization Statement***

The Education Specialist: Early Childhood Special Education credential authorizes the holder to conduct [Educational Assessments](#) related to students' access to the academic curriculum and progress towards meeting instructional academic goals; and provide instruction and [Special Education Support](#) to students from birth through kindergarten who are eligible for early intervention special education and related services related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including [developmental delay](#) and a disabling medical condition in [services across the continuum of program options available](#).

***Early Childhood Special Education Added Authorization***

The modification to the following authorization is provided to align the Early Childhood Special Education Added Authorization with the Preliminary Education Specialist Early Childhood Authorization.

***a. Current Authorization Statement***

The Early Childhood Special Education Added Authorization authorizes the holder to conduct [Educational Assessments](#) related to student's access to the academic core curriculum and progress towards meeting instructional academic goals and provide instructional and [Special Education Support](#) to students from birth through pre-kindergarten who are eligible for early intervention special education and support with a primary disability in specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism, moderate/severe intellectual disabilities, emotional disturbance, and multiple disabilities including developmental delay and a disabling medical condition, in [services across the continuum of program options available](#).

***b. Proposed Authorization Statement***

The Early Childhood Special Education Added Authorization authorizes the holder to conduct [Educational Assessments](#) related to students' access to the academic curriculum and progress towards meeting instructional academic goals; and provide instruction and [Special Education Support](#) to students from birth through pre-kindergarten who are eligible for early intervention special education and related services related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including [developmental delay](#) and a disabling medical condition in [services across the continuum of program options available](#).

As the Commission moves forward with these changes, holders of current valid Education Specialist credentials will continue to be authorized to serve the populations of students they are currently serving, without interruption or a requirement that they must earn the new

credential. Holders of these existing credentials who would like to earn equivalency to the new Education Specialist credentials will have the opportunity to do so through the development of bridge authorizations that are still to be developed. Education Specialist candidates who enter preparation programs beginning in 2021 for the 2021-22 year will be required to meet the requirements for the new credentials.

### **Staff Recommendations for Potential Action by the Commission**

Staff is bringing forward for Commission consideration and potential action the following recommendations:

1. That the Commission adopt the proposed authorization statements for the Mild to Moderate Support Needs, the Extensive Support Needs, the Early Childhood Special Education Credential, and the Early Childhood Special Education Added Authorization.
2. That the Commission direct staff to begin the regulatory process to remove the Preliminary Language Academic and Development credential and the Preliminary Physical and Health Impairments credential once these programs have sunset in accordance with the newly adopted credential structure.
3. That the Commission direct staff to begin the regulatory process to add the adopted authorization statements to the Title 5 regulations and remove the prior authorization statements.

### **Next Steps**

If the Commission takes action to adopt the proposal authorization statements for the four credentials listed above and to direct staff to begin the regulatory process. Staff will begin the regulatory process to implement the revised authorizations for teachers who will be prepared for these credentials and added authorization in the future. As part of the regulatory process, specific dates will be identified when candidates completing an Education Specialist teacher preparation program will earn the revised Education Specialist credential and authorization, consistent with the program transition and implementation timeline presented below.

### ***Transition of Currently Approved Programs***

As part of the next steps process, staff will also develop and distribute an implementation timeline for the teacher preparation programs. Historically, programs have been given two years to review and update their current programs when the Commission adopts new program standards. Staff suggests that if the Commission adopts the proposed authorization statements at its April 2019 meeting, Education Specialist preparation programs be given until July 1, 2021 to modify their programs. A transition plan will be required from each approved teacher preparation program in 2020 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 during the transition process. It is expected that all currently-approved Education Specialist credential programs will begin full implementation of the new standards and TPEs beginning in summer/fall 2021.

### ***New Education Specialist Preparation Programs***

When an approved program sponsor would like to begin offering a new educator preparation program, that sponsor must develop an initial program proposal showing how the proposed program will meet the adopted standards. For the academic year 2018-19, the current Education Specialist standards are being used for initial program review purposes. Beginning in fall 2019, staff will work with each program sponsor wanting to offer a new Education Specialist credential program to determine which standards the program should respond to for purposes of program approval.

If the sponsor wants to start offering the new program during the 2020-21 academic year, it would be appropriate for the sponsor to respond to the new program standards to avoid having to transition from the prior standards to the new standards as soon as the program begins. If, however, the program sponsor would like to begin the program sooner, then writing to the current standards may be the better option.

## **Appendix A**

### **Definitions to Accompany the Authorization Statements**

#### **Definition of Mild to Moderate Support Needs for use in Authorization Statements:**

Mild to Moderate Support Needs includes providing [specially designed instruction](#) to access grade level California Content Standards in the Least Restrictive Environment. The education specialist provides instruction and supports in one or more of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational, and learning environment access skills. The supports may also include health, movement and sensory support. Mild to Moderate Support Needs practices may include lower student to educator ratio.

#### **Definition of Extensive Support Needs for use in the Authorization Statements:**

Extensive Support Needs include providing [specially designed instruction](#) to access grade level California Content Standards in the Least Restrictive Environment. The education specialist provides intensive instruction and supports in two or more of the following domains: academics, communication, gross/fine motor, social-emotional, behavioral, vocational and adaptive/daily living skills. The supports also often include health, movement and sensory support. Extensive Support Needs practices include lower student to educator ratio.