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Action

Certification Committee

Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to Bridge Authorizations for the New Education Specialist Credentials

Executive Summary: This agenda item proposes amendments to Title 5 of the California Code of Regulations sections 80047, 80047.1, 80047.2, 80047.3, 80047.4, 80048.3.1, 80048.3.2, 80048.5, 80048.6, 80048.7, 80048.8, and adding section 80048.10 to create paths for qualified educators to earn an equivalent authorization to the new Education Specialist credentials going into effect in summer/fall 2022. Development of these pathways will ensure that current credential holders interested in obtaining the new Education Specialist authorizations meet the 2018 Teaching Performance Expectations (TPEs) that were not addressed in their original preparation program.

Recommended Action: Staff recommends that the Commission approve the proposed regulatory amendments to begin the rulemaking file for submission to the Office of Administrative Law.

Presenter: Joshua Speaks, Manager, Certification Division

Strategic Plan Goal

I. Educator Quality

- c) Ensure that credential processing and assignment monitoring activities accurately, effectively, and efficiently identify educators who have met high and rigorous certification standards and who are appropriately assigned.

Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to Bridge Authorizations for the New Education Specialist Credentials

Introduction

This rulemaking action proposes the following:

- Amend Title 5 California Code of Regulations (CCR) sections 80047, 80047.1, 80047.2, 80047.3, 80047.4, 80048.3.1, and 80048.3.2 to reflect the change in the focus of the Education Specialist credentials from disability categories to support needs.
- Amend sections 80048.3.1 and 80048.3.2 to replace the terms “Level I” and “Level II” with “Preliminary” and “Clear” for credentials earned by out-of-state and out-of-country prepared applicants, conforming them with the standard for California prepared applicants.
- Amend section 80048.5 to incorporate the 2018 Standards and TPEs.
- Amend section 80048.6 to replace the authorization statements for the Mild/Moderate, Moderate/Severe, Physical and Health Impairments, and Language and Academic Development credentials, as well as amending the Early Childhood Special Education credential and Early Childhood Special Education Added Authorization authorization statements.
- Amend section 80046.6 to include authorization for three new Bridge Authorizations.
- Amend section 80048.7 to replace outdated form references with the correct versions.
- Amend section 80048.8 to require the passage of a Teaching Performance Assessment (TPA) and to correct an outdated statutory reference.
- Add section 80048.10 to create three new Education Specialist Bridge Authorizations and set out the requirements for earning these authorizations.
- Make other minor amendments to sections 80047, 80047.1, 80047.2, 80047.3, 80047.4, 80048.3.1, 80048.3.2, 80048.6, and 80048.8 for clarity and consistency purposes.

Background

The Commission on Teacher Credentialing (Commission) has been engaged in a multi-year effort to address needed changes to the ways in which students with disabilities are served in California schools. This work was spurred by the report of the Statewide Special Education Task Force in 2015. Following the “one system for all” vision laid out in the report, the Commission created a set of universal TPEs, ensuring that all general and special education teachers would share a common base of knowledge and skills. Once they have moved into their specialized credential areas, they will encounter and master additional TPEs specific to the credential they are seeking.

Based on these new Standards and TPEs, the Commission also adopted a new credentialing structure designed to provide more flexibility to meet the needs of students with disabilities

while still complying with federal guidelines. The previous seven credentials were reorganized into five:

- Early Childhood Special Education (ECSE)
- Visual Impairments (VI)
- Deaf and Hard of Hearing (DHH)
- Mild to Moderate Support Needs (MMSN)
- Extensive Support Needs (ESN)

The new MMSN and ESN credentials are intended to better prepare teachers to serve students across a range of disabilities. The change has resulted in new credentials that are broader in scope than the credentials that they are replacing. Educators who currently hold one of the existing credentials will remain authorized to teach all students that they are currently authorized to teach. They will not be required to obtain a new credential or undergo any additional preparation.

However, the Commission expects that many educators will want to earn the broader authorizations made possible by the new credentials. At its October 2020 meeting therefore, the Commission [took action to approve a “bridge” concept](#) that would allow existing credential holders who choose to do so to obtain the new authorizations by demonstrating sufficient mastery of TPEs not reflected in their original preparation.

Necessity and Rationale

The Office of Administrative Law requires that agencies provide an explanation for why a regulatory change is necessary. The below sections provide the rationale for the changes proposed.

Replacing Disability Categories with Support Needs

The new Standards and TPEs created by the Commission reflect a more wholistic approach to educating children with disabilities. This is reflected in the redesigned “common trunk” approach, which requires Education Specialist candidates to master general pedagogical principals common to teaching all students. The new standards and TPEs also reflect the reality that students will often come into a learning environment with a broader set of challenges than can be reflected by one primary disability category. Focusing instead on support needs allows each child to receive more individualized support, reflecting California’s commitment to provide each child with an education that is appropriate to their needs. Several sections were also renumbered for clarity, and outdated terms such as “mental retardation” were removed where appropriate.

Replacing the Terms “Level I” and “Level II” with “Preliminary” and “Clear” for Educators Prepared Out-of-State or Outside of the United States

The Commission transitioned from Level I and Level II Education Specialist credentials to Preliminary and Clear credentials beginning in 2010 for all California prepared educators. The last date for candidates to finish the Level I program was January 31, 2013. The last date to enroll in a Level II program was December 31, 2014. The last date to complete a Level II

program was January 31, 2019. Replacing the terms for out-of-state and out-of-country educators will create more consistency and clarity by using uniform terminology for all Education Specialist credentials. It will have no impact on the scope of authorization of these educators.

Citing and Incorporating by Reference the Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/19)

This is the newest version of the Standards and TPEs for Education Specialists. The version currently referenced is out-of-date.

Replacing Authorization Statements

The authorization statements for the Mild/Moderate, Moderate/Severe, Physical and Health Impairments, and Language and Academic Development credentials, are being replaced with authorization statements for the new MMSN and ESN credentials. The Early Childhood Special Education credential and Early Childhood Special Education Added Authorization authorization statements are being modified as well. The new statements reflect both the broader scope of these new credentials, as well as the focus on support needs rather than disability categories.

Added Authorization Application

This section references several outdated forms. These references have been removed and replaced with the correct forms.

Creation of Bridge Authorizations

This section creates the bridge authorizations for MMSN, ESN, and ECSE credentials. As stated above, the purpose of these credentials is to provide a voluntary pathway for educators who wish to demonstrate proficiency in TPEs not assessed as part of their initial credentialing in order to earn the broader authorization. No educator will be required to apply for a bridge credential, and educators with existing special education credentials will continue to be authorized to teach any content their credential currently authorizes.

Demonstrating Competency in Additional TPEs

The Commission identified three pathways for demonstrating competency in the additional TPEs. These are:

- Completion of Coursework
- Professional Development
- Demonstration of Prior Knowledge and Experience

Coursework must be completed through a Commission-approved preliminary special education program sponsor and must be aligned with the identified TPEs that represent the additional content not covered during the credential holder's initial preparation. Professional development courses may be offered by an approved Preliminary Education Specialist preparation program, an employing local educational agency, a Special Education Local Planning Area, or state educational agencies that adopt an appropriate curriculum for this purpose. Demonstration of prior knowledge and experience may be via observational data, a

portfolio submission, video demonstration, a performance assessment, or another means that demonstrates competence in the additional TPEs. All three pathways are commonly accepted means of demonstrating competence and reflect methods of assessment commonly used by the Commission for this purpose. Allowing educators to utilize all three methods, either exclusively or in combination maximizes flexibility and provides the greatest possible opportunity for educators to qualify for the added authorization.

Proposed Regulation Amendments

Text proposed to be added is displayed in underline type. Text proposed to be deleted is displayed in ~~strikethrough~~ type.

§ 80047. Credentials, Certificates, and Authorizations to Provide Instructional Services to Students with ~~Primary Disabilities: Specific Learning Disability or Mental Retardation~~ Intellectual Disability (Mild/Moderate Mild to Moderate).

Holders of the listed credentials, certificates, and authorizations are authorized to teach students with mild ~~or to moderate disabilities support needs in which the primary disability is related to~~ “specific learning disability” as defined in subsection 300.8(c)(10) of Title 34 Code of Federal Regulations, Subpart A or ~~“mental retardation”~~ “intellectual disability” as defined in subsection 300.8(c)(6) of Title 34, Code of Federal Regulations, Subpart A.

(a) Education Specialist Instruction Credential: Mild to Moderate Support Needs

~~(a)~~ (b) Education Specialist Instruction Credential: Mild/Moderate Disabilities

~~(b)~~ (c) Education Specialist Instruction Credential, Certificate, and Added Authorization: Early Childhood Special Education

~~(c)~~ (d) Special Education Specialist Instruction Credential for the Learning Handicapped

~~(d)~~ (e) Standard Teaching Credential with the Minor-Mentally Retarded

~~(e)~~ (f) Restricted Special Education Credential-Educable Mentally Retarded

~~(f)~~ (g) Limited Specialized Preparation Credential-Mentally Retarded

~~(g)~~ (h) Special Secondary Credential-Mentally Retarded

~~(h)~~ (i) Exceptional Children Credential-Mentally Retarded

~~(i)~~ (j) Holders of the Education Specialist Instruction Credential: Language and Academic Development are authorized to teach students who fall within the disability categories in this section with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas
Note: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. 300.8(c)(6) and (10); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§ 80047.1. Credentials, Certificates, and Authorizations to Provide Instructional Services to Students with ~~Primary Disability: Mental Retardation~~ Intellectual Disability (Moderate/Severe Extensive).

Holders of the listed credentials, certificates, and authorizations are authorized to teach students with ~~moderate or severe disabilities~~ extensive support needs in which the primary disability is “mental retardation” related to intellectual disability as defined in subsection 300.8(c)(6) of Title 34 Code of Federal Regulations, Subpart A.

(a) Education Specialist Instruction Credential: Extensive Support Needs

~~(a)~~ (b) Education Specialist Instruction Credential: Moderate/Severe Disabilities

~~(b)~~ (c) Education Specialist Instruction Credential, Certificate, and Added Authorization: Early Childhood Special Education

~~(c)~~ (d) Special Education Specialist Instruction Credential for the Severely Handicapped

~~(d)~~ (e) Standard Teaching Credential with the Minor-Mentally Retarded

~~(e)~~ (f) Restricted Special Education Credential - Trainable Mentally Retarded

~~(f)~~ (g) Limited Specialized Preparation Credential - Mentally Retarded

~~(g)~~ (h) Special Secondary Credential - Mentally Retarded

~~(h)~~ (i) Exceptional Children Credential - Mentally Retarded

~~(i)~~ (j) Holders of the Education Specialist Instruction Credential: Language and Academic Development are authorized to teach students who fall within the disability categories in this section with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas
Note: Authority cited: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. 300.8(c)(6); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§ 80047.2. Credentials, Certificates, and Authorizations to Provide Instructional Services to Students with ~~Primary Disability~~: Emotional Disturbance.

~~(a)~~ Holders of the listed credentials, certificates, and authorizations are authorized to teach students with ~~disabilities in which the primary disability is~~ support needs related to “emotional disturbance” as defined in subsection 300.8(c)(4) of Title 34 Code of Federal Regulations, Subpart A.

(a) Education Specialist Instruction Credential: Mild to Moderate Support Needs

(b) Education Specialist Instruction Credential: Extensive Support Needs

~~(1)~~ (c) Education Specialist Instruction Credential: Mild/Moderate Disabilities

~~(2)~~ (d) Education Specialist Instruction Credential: Moderate/Severe Disabilities

~~(3)~~ (e) Education Specialist Instruction Credential, Certificate, and Added Authorization: Early Childhood Special Education

~~(4)~~ (f) Special Education Specialist Instruction Credential for the Severely Handicapped

~~(5)~~ (g) Emotional Disturbance Added Authorization in Special Education

~~(6)~~ (h) Holders of the Education Specialist Instruction Credential: Language and Academic Development are authorized to teach students who fall within the disability categories in this section with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas

~~(7) The special education credentials, certificates, and authorizations, other than the credentials, certificates, and authorization in (1), (2), and (4) above, listed in Sections 80047 and 80047.1, provided the following conditions have been met:~~

~~(A) The holder of the special education credential has taught full time for at least one year prior to September 1, 1991 in a special day class in which the primary disability was emotional disturbance, and~~

~~(B) Has received a favorable evaluation or recommendation to teach a special day class with the primary disability of emotional disturbance by the local employing agency.~~

~~(b) The holder of one of the special education credentials listed in Sections 80047 and 80047.1 who does not meet the requirements of (a) above shall be authorized to teach in a special day class in which the primary disability is emotional disturbance provided the following requirement is met: Completion of a Commission approved program for students identified with emotional disturbance.~~

~~(c) An individual who has been assigned on the basis of (a)(7) or (b) prior to July 1, 2010, shall be authorized to continue in such assignment. Effective July 1, 2010, individuals shall not qualify under the provisions of (a)(7) or (b).~~

Note: Authority cited: Section 44225, Educational Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. 300.8(c)(4); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§ 80047.3. Credentials, Certificates, and Authorizations to Provide Instructional Services to Students with ~~Primary Disability~~: Multiple Disabilities.

Holders of the listed credentials, certificates, and authorizations are authorized to teach students with ~~disabilities in which the primary disability is~~ support needs related to “multiple disabilities” as defined in subsection 300.8(c)(7) of Title 34 Code of Federal Regulations, Subpart A.

~~(a)~~ (a) Education Specialist Instruction Credential: Mild to Moderate Support Needs

~~(b)~~ (b) Education Specialist Instruction Credential: Extensive Support Needs

~~(c)~~ (c) Education Specialist Instruction Credential: Moderate/Severe Disabilities

~~(d)~~ (d) Education Specialist Instruction Credential: Physical and Health Impairments

~~(e)~~ (e) Education Specialist Instruction Credential, Certificate, and Added Authorization: Early Childhood Special Education

~~(f)~~ (f) Special Education Specialist Instruction Credential for the Severely Handicapped

~~(g)~~ (g) Standard Teaching Credential with the Minor-Mentally Retarded

~~(h)~~ (h) Restricted Special Education Credential-Trainable Mentally Retarded

~~(i)~~ (i) Limited Specialized Preparation Credential-Mentally Retarded

~~(j)~~ (j) Special Secondary Credential-Mentally Retarded

~~(k)~~ (k) Exceptional Children Credential-Mentally Retarded

~~(l)~~ (l) Special Education Specialist Instruction Credential for the Physically Handicapped

~~(m)~~ (m) Standard Teaching Credential with the Minor-Orthopedically Handicapped, including Cerebral Palsied

~~(n)~~ (n) Restricted Special Education Credential-Orthopedically Handicapped, including the Cerebral Palsied

~~(m)~~ (o) Limited Specialized Preparation Credential-Orthopedically Handicapped, including the Cerebral Palsied

~~(n)~~ (p) Exceptional Children Credential-Orthopedically Handicapped, including the Cerebral Palsied

~~(e)~~ (q) Holders of the Education Specialist Instruction Credential: Language and Academic Development are authorized to teach students who fall within the disability categories in this section with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas
Note: Authority: Section 44225, Education Code. Reference: Sections 44265 and 44343, Education Code; 34 C.F.R. 300.8(c)(7); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§ 80047.4. Credentials, Certificates, and Authorizations to Provide Instructional Services to Students with ~~Primary Disability:~~ Autism.

~~(a)~~ Holders of the listed credentials, certificates, and authorizations are authorized to teach students with ~~disabilities in which the primary disability is~~ support needs related to “autism” as defined in subsection 300.8(c)(1) (autistic) of Title 34 Code of Federal Regulations, Subpart A.

(a) Education Specialist Instruction Credential: Mild to Moderate Support Needs

(b) Education Specialist Instruction Credential: Extensive Support Needs

~~(1)~~ (c) Education Specialist Instruction Credential: Moderate/Severe Disabilities

~~(2)~~ (d) Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, with Special Class Authorization

~~(3)~~ (e) Special Education Specialist Instruction Credential for the Severely Handicapped

~~(4)~~ (f) Special Education Specialist Instruction Credential for the Communication Handicapped provided the following conditions have been met:

~~(A)~~ (1) The holder has taught full-time for at least one year prior to September 1, 1991 in a special day class in which the primary disability was autism, and has received a favorable evaluation or recommendation to teach a special day class with the primary disability of autism by the local employing agency.

~~(B)~~ (2) An individual who has been assigned on the basis of (a)(f)(1) prior to July 1, 2010, shall be authorized to continue in such assignment. Effective July 1, 2010, no new individuals shall qualify under the provisions of (a)(f)(1).

~~(5)~~ (g) Education Specialist Instruction Credential, Certificate, and Added Authorization: Early Childhood Special Education

~~(6)~~ (h) Education Specialist Instruction Credential: Deaf and Hard-of-Hearing, Mild/Moderate Disabilities, Physical and Health Impairments, and Visual Impairments if the individual has completed the autism content found in section 80048.6(b)(8)

~~(7)~~ (i) Autism Spectrum Disorders Added Authorization in Special Education

~~(8)~~ (j) Holders of the Education Specialist Instruction Credential: Language and Academic Development are authorized to teach students who fall within the disability categories in this section with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44265, 44265.3, 44268, and 44343, Education Code; 34 C.F.R. 300.8(c)(1); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§ 80048.3.1. Specific Requirements for ~~Level I~~ Preliminary and Clear ~~or Level II~~ Education Specialist Instruction Credential for Out-of-State Credentialed Teachers.

(a) The following pertains to individuals who have two years of appropriate teaching experience earned in a state or U.S. territory other than California.

(1) The minimum requirements for the five-year Preliminary ~~Level I~~ Education Specialist Instruction Credential are all of the following, (A) through (G).

(A) Two years of full-time special education teaching experience earned in a state or U.S. territory other than California.

(B) Satisfactory performance evaluations.

(C) A professional level special education teaching credential from another state or U.S. territory. Individuals with generic special education authorizations as defined in subdivision (c) may apply for the five-year Preliminary ~~Level I~~ credential in ~~Mild/Moderate Disabilities, Moderate/Severe Disabilities, Mild to Moderate Support needs, Extensive Support Needs, or Early Childhood Special Education~~ and shall be required to verify completion of an equivalent ~~Level I or preliminary program as specified in subdivision (c)(2) prior to issuance of the clear credential.~~

(D) Completion of a teacher preparation program in special education taken at a regionally accredited institution of higher education or a state-approved teacher preparation program offered by a local educational agency.

(E) A baccalaureate or higher degree from a regionally accredited institution of higher education.

(F) Submission of an application form as defined in §80001; the processing fee as specified in §80487; and fingerprint clearance pursuant to Education Code §44340.

(G) Meet the basic skills requirement as described in Education Code §44252. Individuals who meet the requirements in subdivisions (a)(1)(A) through (a)(1)(F) may be issued a five-year Level I Preliminary credential, but must satisfy the basic skills requirement within one year of the date the credential is issued or the credential shall become invalid.

(2) The following are the minimum requirements for the clear Education Specialist Instruction Credential for an individual who meets the requirements specified in (a)(1)(A) through (a)(1)(G):

(A) Possession of a California English learner authorization issued pursuant to the requirements specified in Education Code §44253.3.

~~(B) Completion of either of the following:~~

~~1. A master's degree or higher in a field related to the credential, or the equivalent number of graduate-level semester units, earned at a regionally accredited institution of higher education and verified by official transcript; or~~

~~2. Completion of 150 clock hours of activities addressing one or more of the six California Standards for the Teaching Profession (CSTP).~~

~~(C) (B)~~ An individual applying for the clear credential on initial application for California certification who has not previously been issued a Level I Preliminary credential must satisfy the

basic skills requirement as described in Education Code §44252. If all requirements specified in subdivisions (a)(1) and (a)(2) are met, other than the basic skills requirement, the individual will be issued a five-year ~~Level I~~ Preliminary credential as described in (a)(1)(G).

~~(D)~~ (C) Submission of an application form as defined in §80001 and the processing fee as specified in §80487.

(b) The following pertains to individuals who have less than two years of appropriate teaching experience earned in a state or U.S. territory other than California.

(1) The minimum requirements for the five-year ~~Level I~~ Preliminary Education Specialist Instruction Credential are all of the following, (A) through (E).

(A) A professional level special education teaching credential from another state or U.S. territory. Individuals with generic special education authorizations as defined in subdivision (c) may apply for the five-year ~~Level I~~ Preliminary credential in Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education before January 1, 2023; or the Mild to Moderate Support Needs, Severe Support Needs, or Early Childhood Special Education if applied for on or after January 1, 2023 and shall be required to verify completion of an equivalent Level I or preliminary program as specified in subdivision (c)(2) prior to issuance of the Level II or clear credential.

(B) Completion of a teacher preparation program in special education taken at a regionally accredited institution of higher education or a state-approved teacher preparation program offered by a local educational agency.

(C) A baccalaureate or higher degree from a regionally accredited institution of higher education.

(D) Submission of an application form as defined in §80001; the processing fee as specified in §80487; and fingerprint clearance pursuant to Education Code §44340.

(E) Meet the basic skills requirement as described in Education Code §44252. Individuals who meet the requirements in subdivisions (b)(1)(A) through (b)(1)(D) may be issued a five-year ~~Level I~~ Preliminary credential, but must satisfy the basic skills requirement within one year of the date the credential is issued or the credential shall become invalid.

(2) The following are the minimum requirements for the ~~Level II or Clear~~ Education Specialist Instruction Credential for an individual who meets the requirements specified in (b)(1)(A) through (b)(1)(E):

(A) A five-year ~~Level I~~ Preliminary Education Specialist Instruction Credential issued pursuant to subdivision (b)(1).

(B) Possession of a California English learner authorization issued pursuant to the requirements specified in Education Code §44253.3.

(C) ~~One of the following:~~

~~1. For the Level II credential, completion of the requirements specified in §§80048.4(a)(4) and (a)(5); or~~

~~2. For the clear credential, completion of the requirements—~~Completion of an approved Induction Program as specified in §80048.8.1.

(D) Recommendation from a Commission-approved Induction ~~Level II or Clear Education Specialist Instruction Credential~~ program as specified in Education Code §44227(b).

(E) Submission of an application form as defined in §80001 and the processing fee as specified in §80487.

(c) The following definitions apply to terms used in this section.

(1) Full-Time Teaching Experience: This is defined as teaching a minimum of 4 hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time or combination of teaching with other school employment will be accepted. All experience must be gained in public or regionally-accredited private schools in states or U.S. territories other than California while serving on a valid teaching credential. Experience may be gained in more than one state or U.S. territory other than California. This experience must be verified on the official letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed. Experience from outside of the United States will not be considered.

(2) Generic Special Education Authorizations: This is defined as a teaching credential issued by another state or U.S. territory ~~in a specialty area that is not comparable to an available California special education specialty area~~ limited to specific Federal Disability Categories. ~~An individual with a generic special education authorization may verify completion of an equivalent program for Mild/Moderate Disabilities, Moderate/Severe Disabilities, Mild to Moderate Support Needs, Severe Support Needs, or Early Childhood Special Education by one of the following:~~

~~(A) Provide a letter from the out-of-state program sponsor verifying completion of student teaching in the specialty area sought; or~~

~~(B) Provide a letter verifying two or more years of full-time teaching experience in the specialty area sought earned at a public or regionally-accredited private school located in another state or U.S. territory; or~~

~~(C) Complete the equivalent of a Commission-approved Level I program as specified in §80048.3(a)(2) or a Commission-approved preliminary program as specified in §80048.3(a)(2) in the specialty area sought.~~

(3) Satisfactory Performance Evaluations:

(A) The teaching effectiveness areas on the performance evaluations may include, but are not limited to, all of the areas, 1. through 4., below. If these areas are not included in the evaluations, the individual may submit a supplemental letter, on district letterhead, signed by the individual's principal or personnel officer in the district in which the evaluations took place.

1. The use of teaching strategies that motivates all students to engage in the learning process.

2. The ability to establish and maintain high standards for student behavior.

3. A demonstration of deep knowledge of the subject being taught and the use of appropriate instructional strategies that promote student understanding.

4. An ability to plan and implement a sequence of appropriate instructional activities.

(B) Evaluations of the teacher's performance for at least two of the years of teaching experience from a state or U.S. territory other than California must be submitted. If evaluations or a supplemental letter cannot be obtained, the individual will not qualify under section (a).

(C) Evaluation ratings must be satisfactory or better.

~~(4) California Standards for the Teaching Profession (CSTP): The 150 clock hours of CSTP activities may be satisfied by staff development, college course work or other activities related to the CSTP. When applying for the clear credential, a written list of the activities including a~~

justification stating how each of the activities relates to the CSTP must be attached. The following are the six CSTP areas:

- ~~(A) Engaging and supporting all students in learning.~~
- ~~(B) Creating and maintaining effective environments for student learning.~~
- ~~(C) Understanding and organizing subject matter for student learning.~~
- ~~(D) Planning instruction and designing learning experiences for all students.~~
- ~~(E) Assessing students for learning.~~
- ~~(F) Developing as a professional educator.~~

~~(5)~~ (4) Professional Level Special Education Teaching Credential. This is defined as a special education teaching credential issued by another state or U.S. territory that is, at a minimum, comparable to a California five-year ~~Level I~~ or preliminary Education Specialist Instruction Credential.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44252, 44253.3, 44265, 44274.2, 44339, 44340 and 44341, Education Code.

§ 80048.3.2. Specific Requirements for ~~Level I~~ Preliminary and Clear ~~or Level II~~ Education Specialist Instruction Credential for Out-of-Country Credentialed Teachers.

(a) The minimum requirements for the five-year ~~Level I~~ Preliminary Education Specialist Instruction Credential for individuals who complete special education programs outside the United States are:

- (1) A baccalaureate or higher degree from a regionally accredited institution of higher education or the equivalent as specified in §80457(c) if completed outside the United States.
- (2) Completion of a special education teacher preparation program, including student teaching, determined to be equivalent to a program completed at a regionally accredited institution of higher education in the United States as specified in §80457(c) and approved by the appropriate agency in the country where the program was completed at one of the following two levels:

(A) Comparable program: This is defined as 24 semester units of special education course work with at least 12 of the 24 semester units, including student teaching, in the specialty area sought; or

(B) Generic program: This is defined as 24 semester units of special education course work, including student teaching, that lacks focus in a specific specialty area. An individual with a generic program may apply for the ~~Level I~~ Preliminary credential in Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education before January 1, 2023; or the Mild to Moderate Support Needs, Severe Support Needs, or Early Childhood Special Education if applied for on or after January 1, 2023 ~~but shall be required to verify completion of an equivalent Level I program as specified in §80048.3(a)(2) or preliminary program as specified in §80048.8(a)(2) prior to issuance of the Level II or clear credential.~~

(3) Submission of an application form as defined in §80001; the processing fee as specified in §80487; and fingerprint clearance pursuant to Education Code §44340.

(4) Meet the basic skills requirement as described in Education Code §44252. Individuals who meet the requirements in subdivisions (a)(1) through (a)(3) may be issued a five-year Level I

credential, but must satisfy the basic skills requirement within one year of the date the credential is issued or the credential shall become invalid.

(b) The minimum requirements for the five-year Clear ~~or Level II~~ Education Specialist Instruction Credential for an individual who meets the requirements specified in (a)(1) through (a)(4) are:

(1) Subject-matter competence as specified in Education Code §§44280, 44281, 44282, and 44310. Candidates for the specialty area of Early Childhood Special Education are exempt from this subject-matter competence requirement.

(2) Methods of teaching reading course as specified in Education Code §44259(b)(4) or examination as specified in Education Code §44283.

(3) Verification of knowledge of the Constitution of the United States, as specified in Education Code §44335, by one of the means described in §80415.

(4) The study of health education as specified in Education Code ~~§44259(c)(4)(A)~~ 44259(b)(3)(B)(i).

(5) The study of computer-based technology that includes the uses of technology in educational settings as specified in Education Code §44275.4(d)(6).

(6) Two semester or three quarter unit non-special education pedagogy course.

(7) Supervised field experience in general education. This requirement may be satisfied by official transcript verifying one semester unit of general education student teaching or a letter verifying 45 clock hours of supervised field experience in a general education classroom.

(8) ~~One of the following:~~

~~(A) For the Level II credential, completion of the requirements specified in §§80048.4(a)(4), (a)(5), and (a)(6); or~~

~~(B) For the clear credential, completion~~ Completion of the requirements specified in §80048.8.1.

(9) Recommendation from a Commission-approved ~~Level II or~~ clear Education Specialist Instruction Credential program as specified in Education Code §44227(b).

(10) Submission of an application form as defined in §80001 and the processing fee as specified in §80487.

§ 80048.5. Early Childhood Special Education Added Authorization: Requirements and Period of Validity.

(a) Requirements for the Early Childhood Special Education Added Authorization include both of the following:

(1) A preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential as listed in 80047 through 80047.9; and

(2) Completion of a Commission-approved professional preparation program in the education specialist added authorization category for early childhood special education, based on the Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/19) ~~Education Specialist Teaching and Other Related Services Credentials Program Standards (rev. 3/11)~~ available on the Commission's website and hereby incorporated by reference, including successful completion of supervised field study.

(b) Period of Validity. The Early Childhood Special Education Added Authorization remains valid as long as the appropriate prerequisite credential required in 80048.5(a)(1) remains valid.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44225, 44265 and 44373, Education Code.

§ 80048.6. Authorizations for Education Specialist Instruction Credentials and Special Education Added Authorization.

(a) The following definitions apply to authorizations for Education Specialist Instruction Credentials and Special Education Added Authorizations:

(1) "Service across the continuum of program options available"; Pursuant to Education Code Sections 56031, 56360, and 56361, the continuum includes resource rooms or services; special education settings; general education settings; special schools; home/hospital settings; state hospitals; development centers; correctional facilities; non-public, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms.

(2) "Developmental delay": Student who needs special education and related services by experiencing a delay in one or more of the following: physical development, cognitive development, communication development, social or emotional development or adaptive development.

(3) "Hard-of-hearing or hearing loss includes unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy": Hearing impairment or hearing loss, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness but may include problems involving the cochlea, the sensory organ of hearing.

(4) "Educational Assessment": Assessment of students in a comprehensive manner within the authorization of the teaching credential or added authorization using multiple sources of information and a variety of strategies that directly measure a student's performance to meet goals in areas of grade-level academic curriculum and/or functional goals designed to meet the Individualized Education Program (IEP), Individualized Family Service Program, and/or Individualized Transition Plan goals and objectives regarding eligibility and services that directly result from the student's disability according to state and federal accountability systems. The assessment process may include both formal and informal assessments to evaluate students' educational instruction needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.

(5) "Special Education Support": Support includes participation in the IEP, Individualized Family Service Program, and/or Individualized Transition Plan process including planning and implementation of the student's IEP, Individualized Family Service Program, and/or Individualized Transition Plan; providing consultative, collaborative, and coordinating specially designed instruction with students, parents, teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative to and within the authorization of the credential or added authorization. Special education support does not include providing language, speech and hearing therapy, orientation and mobility, or audiology services.

(b) The following authorizations ~~refer to the disabilities defined in Title 34 Code of Federal Regulations~~ are issued by the Commission:

(1) The Education Specialist Instruction Credential: Mild/Moderate Disabilities authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals 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.

(2) The Education Specialist Instruction Credential: Moderate/Severe Disabilities authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of autism, moderate/severe intellectual disabilities, deaf-blind, emotional disturbance, and multiple disabilities, to students in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.

(3) The Education Specialist Instruction Credential: Mild to Moderate Support Needs 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.

(4) The Education Specialist Instruction Credential: Extensive Support Needs 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.

~~(3)~~ (5) The Education Specialist Instruction Credential: Deaf and Hard-of-Hearing authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary or secondary disability of deaf or hard-of-hearing or deaf-blind, and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.

(A) Holders of Education Specialist Credentials in Deaf and Hard-of Hearing and previously issued credentials authorizing deaf and hard-of-hearing instructional services who were employed prior to July 1, 2010 to provide instructional services in American Sign Language (ASL) to general education students may continue to provide instructional services in the area of ASL.

Effective July 1, 2010, no new special education credential holders may qualify using this provision.

~~(4) The Education Specialist Instruction Credential: Physical and Health Impairments authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of orthopedic impairment, other health impairment, multiple disabilities, and traumatic brain injury, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.~~

~~(5)~~ (6) The Education Specialist Instruction Credential: Visual Impairments authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of visual impairment including blind and deaf-blind, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.

~~(6)~~ (7) Before January 1, 2023, the Education Specialist Instruction Credential: Early Childhood Special Education 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.

(8) For candidates prepared on the basis of the Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/19), or credentials issued pursuant to 80048.3.1 or 80048.3.2, the Education Specialist Instruction Credential: 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. This authorization shall not be issued prior to January 1, 2023.

~~(7)~~ (9) 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.

(10) For candidates prepared on the basis of the Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/19), or credentials issued pursuant to 80048.3.1 or 80048.3.2, 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. This authorization shall not be issued prior to January 1, 2023.

~~(8) The Education Specialist Instruction Credential: Language and Academic Development authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals as defined in subsections 300.8(c)(1) through (10), (12), and (13) and to students with expressive or receptive language disorders within subsection 300.8(c)(11) of Title 34 Code of Federal Regulations, Subpart A, with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas, in preschool, kindergarten, in grades 1–12 through age 22, and classes organized primarily for adults in services across the continuum of program options available. The Education Specialist Instruction Credential: Language and Academic Development authorizes the holder to provide instructional services to students with academic communication and language needs but does not take the place of speech and language services as defined in Education Code Section 56333.~~

~~(9) (11) Individuals enrolled in an education specialist teacher preparation program on or after January 1, 2010 who complete content in autism spectrum disorders are authorized to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of autism as defined in subsection 300.8(c)(1) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels within the specialty area(s) of the education specialist credential held.~~

~~(10) (12) An Education Specialist Instruction Credential also authorizes the holder to provide one of the following:~~

~~(A) Individuals enrolled in an education specialist teacher preparation program that includes content for teaching English learners as described in Education Code Section 44259.5 on or before December 31, 2013 who remain continuously enrolled, as defined in Education Code Section 44252.1(b)(2), until program completion are authorized to provide instruction to limited-English proficient pupils as specified in Education Code Section 44253.3(a).~~

(i) The final initial issuance date for a preliminary Education Specialist credential pursuant to this subsection shall be December 31, 2016 for individuals enrolled in traditional, blended or integrated, and university intern programs.

(ii) The final initial issuance date for a preliminary Education Specialist credential pursuant to this subsection shall be December 31, 2017 for individuals enrolled in district intern programs.

(B) Individuals enrolled in an education specialist teacher preparation program that includes content for teaching English learners as described in Education Code Section 44259.5(a) after December 31, 2013 are authorized to provide instruction for English language development as defined in Education Code Section 44253.2(a) and specially designed content instruction delivered in English as defined in Education Code Section 44253.2(b) within the specialty area(s) and grade/age level authorization of the Education Specialist credential.

(13) The Education Specialist Bridge Authorization: Mild to Moderate Support Needs authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Mild to Moderate Support Needs under (b)(1) that are not otherwise authorized by their existing Mild/Moderate Education Specialist Credential.

(14) The Education Specialist Bridge Authorization: Extensive Support Needs authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Extensive Support Needs under (b)(2) that are not otherwise authorized by their existing Moderate/Severe Education Specialist Credential.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 16191, 44252.1, 44253.2(a), 44253.2(b), 44259.5, 44265, 44265.5, 56031, 56360, 56361, 56365, and 56366, Education Code; 34 C.F.R. 300.8 (a), (b) and (c) and 300.39(a)(1)(i); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§ 80048.7. Added Authorizations in Special Education.

(a) Requirements for the Added Authorization in Special Education include all of the following:

(1) Possession of an internship, preliminary, professional clear, clear, or life special education teaching credential or a services credential with a special class authorization listed in sections 80047 through 80047.9;

(2) Completion of a Commission-approved professional preparation program in the education specialist specialty area requested, including successful completion of supervised field study;

(3) The applicant submits a completed Application for Credential Authorizing Public School Service (form 41-4, rev. ~~9/08~~ 7/19) available on the Commission's website and hereby incorporated by reference, together with its related Instruction and Information Sheet (rev. ~~9/08~~ 10/19) and ~~Form 41-ECC (Explanation of Criminal Conviction or Pending Criminal Charge) (rev. 7/08)~~ Professional Fitness Explanation Form (Form OA-EF, rev. 9/13).

(4) The fee as specified in Section 80487(a)(1).

(5) Verification of completion from a Commission-approved program accredited by the Committee on Accreditation in the authorization sought, as provided in Education Code Sections 44373(c) and 44259(b)(3).

(b) The added authorizations may be issued in the areas of autism spectrum disorders, deaf-blind, emotional disturbance, orthopedically impaired, other health impaired, and traumatic brain injury.

(c) If an individual holds an authorization to provide instructional services in an added authorization specialty area, the added authorization in special education cannot be issued.

(d) Authorization.

(1) The autism spectrum disorders added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of autism as defined in subsection 300.8(c)(1) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).

(2) The deaf-blind added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of deaf-blind as defined in subsection 300.8(c)(2) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).

(3) The emotional disturbance added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of emotional disturbance as defined in subsection 300.8(c)(4) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).

(4) The orthopedic impairment added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of orthopedic impairment as defined in subsection 300.8(c)(8) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).

(5) The other health impairment added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of other health impairment as defined in subsection 300.8(c)(9) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).

(6) The traumatic brain injury added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of traumatic brain injury as defined in subsection 300.8(c)(12) of Title 34 Code of Federal Regulations, Subpart A, across the continuum of special education program options at the grade and age levels authorized by the prerequisite credential required in (a)(1).

(e) Period of Validity. The Added Authorization in Special Education shall remain valid as long as the appropriate prerequisite credential required in subsection (a)(1) remains valid.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44225(b), 44225(e), 44253, 44265 and 44373, Education Code; 34 C.F.R. Part 300.8; and 20 U.S.C. 1401(3) and 1401(30).

§ 80048.8. Specific Requirements for the Preliminary Education Specialist Instruction Credential.

(a) The minimum requirements for the five-year preliminary Education Specialist Instruction Credential includes (1) through (10):

- (1) a baccalaureate or higher degree from a regionally accredited institution of higher education;
- (2) the completion of a Commission-approved preliminary Education Specialist program of professional preparation, as appropriate to the specialty area(s) sought; as provided in Education Code Section 44373(c).
- (3) meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statute;
- (4) subject-matter knowledge by one of the following:
 - (A) passage of examination(s) as provided in Education Code Sections 44280, 44281, and 44282 as appropriate for the multiple subject credential, or for the single subject credential in the areas of art, English, foreign language, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science; or
 - (B) by completion of a subject matter program as provided in Education Code Section 44310 as appropriate for the multiple subject credential, or for the single subject credential in the areas of art, English, foreign language, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science.
 - (C) holders of a California clear, professional clear, preliminary, Level I, or life teaching credential requiring a baccalaureate or higher degree, verification of subject-matter competence, and a program of professional preparation, including student teaching, are exempt from the subject matter knowledge requirement.
 - (D) candidates for the education specialist credential in Early Childhood Special Education are exempt from the subject matter knowledge requirement.
- (5) demonstration of the study of alternative methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4) and passage of the reading instruction competence assessment as provided in Education Code Section 44283;
- (6) knowledge of the Constitution of the United States, as specified in Education Code Section 44335;
- (7) completion of the study of health education, as described in Education Code Section ~~44259(c)(4)(A)~~ 44259(b)(3)(B)(i);
- (8) completion of the study of computer based technology, including the uses of technology in educational settings, as described in Education Code Section 44259(c)(4)(C);
- (9) completion of the study of English learners as described in Education Code Section 44259.5(c); and
- (10) The preliminary Education Specialist preparation program must develop a Transition Plan for each candidate prior to the completion of the preliminary program that will assist the developers of the Individual Learning Plan (ILP).

(b) Period of Validity.

(1) A preliminary Education Specialist Instruction Credential issued on the basis of the completion of the requirements in subsection (a) is valid for five years.

(c) Definition.

(1) "Transition Plan": The preliminary education specialist preparation program will develop a Transition Plan for each candidate prior to the completion of the preliminary program that will

assist the developers of the ILP defined in Section 80048.8.1(e)(1). The Plan includes the individual's strengths and areas of need that can be addressed in the clear credential preparation program. The Plan facilitates the individual's transition from initial teacher preparation to a clear education specialist credential preparation program by building upon and providing opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential preparation program.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44227(a), 44251, 44252, 44259, 44259.5, 44265, 44274.2, 44280, 44281, 44283, 44310, 44335 and 44373, Education Code.

80048.10 Education Specialist Bridge Authorization

An individual who possesses a preliminary or clear Mild/Moderate Education Specialist credential, a preliminary or clear Moderate/Severe Education Specialist credential, a preliminary or clear Early Childhood Education Specialist credential, or their equivalent, may, at their sole discretion, apply for an Education Specialist Bridge Authorization. This authorization shall not be issued prior to January 1, 2023.

(a) The requirements for an Education Specialist Bridge Authorization: Mild to Moderate Support Needs include both of the following:

(1) Possession of either a preliminary or clear Mild/Moderate Education Specialist Credential, or their equivalent, and

(2) Completion of the additional content identified in the Mild to Moderate Support Needs Teaching Performance Expectations that represent the content not covered during the credential holder's initial preparation as outlined in (f)(1). Additional content may be verified by one or more of the following options:

(A) Completion of coursework through a Commission-approved preliminary special education program sponsor.

(B) Completion of professional development courses.

(C) Confirmation of prior knowledge and experience via observational data, a portfolio submission, video demonstration, a performance assessment, or another means to show demonstrated competence.

(b) The requirements for an Education Specialist Bridge Authorization: Extensive Support Needs include both of the following:

(1) Possession of either a preliminary or clear Moderate/Severe Education Specialist Credential, or their equivalent, and

(2) Completion of the additional content identified in the Extensive Support Needs Teaching Performance Expectations that represent the content not covered during the credential holder's initial preparation as outlined in (f)(2). Additional content may be verified by one or more of the following options:

(A) Completion of coursework through a Commission-approved preliminary special education program sponsor.

(B) Completion of professional development courses.

(C) Confirmation of prior knowledge and experience via observational data, a portfolio submission, video demonstration, a performance assessment, or another means to show demonstrated competence.

(c) The requirements for a Bridge Authorization: Early Childhood Education Specialist include both of the following:

(1) Possession of either a preliminary or clear Early Childhood Education Specialist Credential, or their equivalent, and

(2) Completion of the additional content identified in the Early Childhood Education Specialist Teaching Performance Expectations that represent the content not covered during the credential holder's initial preparation as outlined in (f)(3). Additional content may be verified by one or more of the following options:

(A) Completion of coursework through a Commission-approved preliminary special education program sponsor.

(B) Completion of professional development courses.

(C) Confirmation of prior knowledge and experience via observational data, a portfolio submission, video demonstration, a performance assessment, or another means to show demonstrated competence.

(c) Completion of the additional content for the Bridge Authorization may be verified by the following:

(1) Completion of coursework aligned with the identified Teaching Performance Expectations that represent the additional content not covered during the credential holder's initial preparation may be verified by an approved preliminary education specialist preparation program.

(2) Completion of a course of professional development aligned with the identified Teaching Performance Expectations that represent the additional content not covered during the credential holder's initial preparation may be verified by an approved preliminary education specialist preparation program, an employing local educational agency, a Special Education Local Planning Area, or state educational agencies that adopt an appropriate curriculum for this purpose.

(3) Demonstration of prior knowledge and experience aligned with the identified Teaching Performance Expectations that represent the additional content not covered during the credential holder's initial preparation may be verified by an employing local educational agency.

(d) The following shall be required when applying for a Bridge Authorization:

(1) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1).

(2) Verification that the applicant has completed the additional content identified by the Teaching Performance Expectations specific to their credential. This may be submitted by the verifying entity or the applicant. If submitted by the applicant, the verification must be an original document signed by a representative of the verifying entity.

(e) Period of Validity. The Bridge Authorization shall remain valid as long as the appropriate prerequisite credentials required in (a)(1) or (b)(1) remain valid.

(f) All references to Teaching Performance Expectations in this section are based on the Preliminary Education Specialist Teaching Credential Program Standards and Teaching

Performance Expectations (adopted 8/19), available on the Commission’s website and hereby incorporated by reference.

(1) To complete the requirements of paragraph (a)(2), educators must complete the content addressed in Mild Moderate Support Needs elements 2.2, 2.3, 2.11, 3.3, 4.5, 5.2, and 6.6.

(2) To complete the requirements of paragraph (b)(2), educators must complete the content addressed in Extensive Support Needs elements 2.6, 2.7, 2.14, 3.5, 4.6, 5.3, and 6.7.

(3) To complete the requirements of paragraph (c)(2), educators must complete the content addressed in Early Childhood Special Education elements 2.5, 3.1, 4.2, 4.3, 4.6, 6.4, 6.6, and 6.8.

Staff Recommendation

Staff recommends that the Commission adopt the proposed regulations.

Next Steps

If approved by the Commission, staff will begin the formal rulemaking process.