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Action

Educator Preparation Committee

Consideration of the Need to Extend Specific Flexibilities Due to the COVID-19 Pandemic

Executive Summary: This agenda item presents information for the Commission to determine whether to extend specific measures related to licensure examinations due to the continuing impact of the COVID-19 pandemic.

Recommended Action: That the Commission review and discuss the recommendations to guide staff on appropriate next steps.

Presenters: Cheryl Hickey and Cara Mendoza, Administrators, 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.

Consideration of the Need to Extend Specific Flexibilities Due to the COVID-19 Pandemic

Introduction

This agenda item provides information about the current state of the COVID-19 pandemic and its impact on the ability of candidates to complete required assessments and asks the Commission to determine whether to extend specific flexibilities from December 31, 2021, to June 30, 2022.

Background

Commission staff continues to work closely with the field to monitor the impact of COVID-19 on the pipeline of professional educators in California schools. Previous agenda items have described the quickly changing challenges resulting from this pandemic that have made it difficult for candidates to fulfill credential requirements, such as clinical practice hours and assessment requirements. A series of temporary flexibilities have been afforded to educator preparation programs and their candidates since March 2020 to ensure that prospective educators can continue to progress in their preparation programs and achieve their licensure goals, and to avoid exacerbating the state's teacher shortage. Some of these flexibilities represent actions taken by and under the purview of the Commission, while others were the result of legislative and/or gubernatorial action. Tables with some of the current flexibilities are included as [Appendix A](#).

Flexibility Provisions in California State Budget (Chap. 44, Stats. 2021)

AB 130 (Chap. 44, Stats. 2021) contained several provisions of educator preparation flexibilities for candidates and credential holders. In particular, the law addressed the following:

- **Teaching Performance Assessment (TPA)** – AB 130 deferred the requirement to complete the TPA prior to earning a Preliminary Credential if the candidate is unable to complete it during the 2021-22 school year (by August 31, 2022). The law specifies four conditions that must be met in order for a deferral to be allowed for a particular candidate (see below). Candidates that are able to take advantage of this flexibility must complete the requirement prior to earning a Clear Credential.
- **California Administrator Performance Assessment (CalAPA)** – AB 130 deferred the requirement for a candidate to complete the APA prior to earning a Preliminary Administrative Services Credential if the candidate is unable to complete it during the 2021-22 school year (by August 31, 2022). The law specifies four conditions that must be met in order for a deferral to be allowed for a particular candidate (see below). Candidates that are able to take advantage of this flexibility must complete the requirement prior to earning a Clear Credential.

The four conditions that must all be met in order for a candidate to be eligible for a performance assessment deferral are as follows:

- 1) The candidate was placed or employed at a local education agency impacted by school site closures related to COVID-19;
 - 2) The candidate was in the process of completing the TPA or APA at the time of the school closure;
 - 3) The candidate was unable to complete the performance assessment due solely to school closures; and,
 - 4) The candidate successfully completed all other preliminary credential requirements.
- **Reading Instruction Competence Assessment (RICA)** – AB 130 extended the flexibility deferring the requirement to complete the RICA prior to earning a Preliminary Credential if the candidate is unable to complete it between March 19, 2020, and December 31, 2021, due to testing center closures related to COVID-19. Candidates must complete the requirement prior to earning a Clear Credential. Further, AB 130 provided the Commission with the authority to extend the deferral of this requirement to a date no later than June 30, 2022, if it determines that credential candidates are unable to complete a reading instruction competence assessment due to testing center closures or capacity issues related to COVID-19.
 - **California Basic Educational Skills Test (CBEST)** – AB 130 extended the flexibility deferring the requirement to complete the basic skills proficiency test (CBEST exam) prior to enrollment in a teacher preparation program if the candidate is unable to complete the CBEST between March 19, 2020, and December 31, 2021, due to testing center closures related to COVID-19. Candidates must complete the requirement through any of the allowable options prior to earning a Preliminary Credential. Further, AB 130 provided the Commission with the authority to extend the deferral of this requirement to June 30, 2022, if necessary, due to testing center closures or capacity issues related to COVID-19.
 - **California Subject Examination for Teachers (Interns)** – AB 130 extended the flexibility deferring the requirement to complete a subject matter examination (CSET exam) for Interns if the candidate was unable to complete the CSET between March 19, 2020, and December 31, 2021, due to testing center closures related to COVID-19. Candidates must complete the requirement prior to earning a Preliminary Credential. Further, AB 130 provided the Commission with the authority to extend the deferral of this requirement to June 30, 2022, if necessary, due to testing center closures or capacity issues related to COVID-19.

Context for Consideration

The Commission may consider whether the current conditions warrant further extension of the deferrals for RICA, CBEST, and CSET through June 30, 2022. The law explicitly states that the decision must be due to testing center closures or capacity issues related to COVID -19.

Commission staff continue to work closely with the field, in particular with a collaborative work group that includes a broad base of stakeholders to continually assess how COVID-19 is impacting candidates in their ability to complete their intended program and earn their credential. A number of developments have taken place since the stay-at-home order was first put in place in March 2020 when the progress of nearly all candidates was jeopardized by school and testing center closures due to the pandemic. The following information is provided to the Commission for consideration in determining whether to extend the opportunity to defer testing and assessment requirements.

Current Status of Availability of Testing Centers and Capacity Issues

According to the Commission's assessment contractor, Evaluations Systems group of Pearson, of the 130 testing center sites in California, 102 are now open and serving candidates. Twenty-eight (28) sites, spread across 12 regions of the state, are not yet open due to COVID-19. According to Evaluation Systems staff, in a review of the 19 regions of the state, all regions except two have multiple time slots available between the drafting of this agenda item and February 2022. The two geographical areas of most concern at the current time are Fresno and Oakland.

Staff contacted Fresno State University to investigate whether candidates were continuing to experience difficulties in signing up for and taking licensure examinations. Fresno State personnel reported that while most of their candidates have been able to register for examinations successfully and that the situation with test center access has improved, candidates are still experiencing limited test center access in the Central Valley, especially with Saturday test administrations. They also reported that some candidates have had to drive 3-6 hours to Sacramento, the Bay Area, or even Los Angeles to take examinations at times where there is both testing center and the candidate's availability. Some candidates who work part time have had to give up a shift, and some interns have had to use substitutes, which are in short supply, in order to take the examination during a school day because that was when testing times were available.

Commission staff has received only a few candidate complaints on this topic in recent months. The members of the collaborative group report that they are hearing far fewer complaints than previously from candidates who are attempting to sign up for exam administrations and that generally, candidates have been able to do so successfully. The representative from Stanford University offered the following insight, and many members of the collaborative work group agreed, "While it seems true that candidates are finding more testing centers open than during the height of the crisis, the availability still seems far from ideal. Our candidates report long wait times for center availability and limited availability in geographically desirable locations. This adds financial and timing challenges and will be especially burdensome for students who may require more than one sitting to pass a particular exam."

Expanded Testing Opportunities

Over the past year, new testing opportunities have been implemented to help expand the availability of examination administrations to candidates. Perhaps the most significant change

in expanding flexibility for candidates is the implementation of online proctoring for some of the examinations. Online proctoring allows candidates to take the examination from their home or work at a day or time convenient for them. Currently, this option is available 24 hours per day for one week each month.

Beginning in April 2021, Evaluation Systems of Pearson began phasing in online proctoring for CBEST, select CSET tests, CTEL, and the RICA Written exams. The following tests are currently available for online proctoring:

- CBEST (all 3 subtests)
- CSET
 - English (I-IV),
 - Multiple Subject (Subtest I and III),
 - Social Science (Subtest I-III)
 - Writing Skills – available since August 23, 2021
 - World Language (Subtest IV) – available since October 18, 2021
 - Spanish (Subtest V) - available since November 15, 2021
- RICA Written – available since August 16, 2021

CTEL was added in August 2021, and since then there have been two online proctoring periods (August and November 2021)

Exams that will be available for online proctoring soon are as follows:

- CSET
 - Physical Education (Subtest II), 12/13/2022
 - Spanish (Subtest I and II), 1/10/2022
 - Health Science (Subtest I, II, and III), 4/4/2022

As indicated above, some of these exams have only recently been available through an online proctoring option. Knowledge of these new options may still be reaching the field and candidates. However, data from the initial rollout of the online proctoring suggests that this new approach has been highly successful thus far in allowing candidates more opportunities to take and pass examinations at times and places that are convenient to them. It is important to note for the purpose of this item that the CSET examination is not available for all examinations. In some cases, it is because the examination has not yet been phased in. In other cases, such as mathematics, the test requirements include the use of certain equipment or other criteria that are not currently allowed for an online proctoring option. Options for the future are being explored in these areas.

Policy Changes Regarding Basic Skills and Subject Matter

In addition to reopening of testing centers and new ways for candidates to be able to take the required licensure examinations, new long-term policy changes to both the Basic Skills Requirement and the Subject Matter Competence Requirement were enacted in AB 130 (Chap. 44, Stats. 2021). AB 130 allows candidates to satisfy the Basic Skills Requirement by having taken and passed, with a B or better, coursework from a regionally accredited institution of

higher education in mathematics, reading, and writing. It also allows the Basic Skills Requirement to be met through a combination of applicable courses and qualifying examinations.

AB 130 also expanded options for meeting the Subject Matter Requirement. Three new options include completion of an academic degree major from a regionally accredited institution of higher education that matches the credential area being sought, coursework from a regionally accredited institution of higher education that is aligned to the Subject Matter Requirements (SMRs) for the credential being sought, or a combination of coursework aligned to the SMRs and qualifying examinations.

It is anticipated that these new options for candidates to demonstrate that they meet the Basic Skills Requirement and/or the Subject Matter Requirement will reduce the number of candidates who need to take the examinations. The collaborative work group notes that although these new options will provide new opportunities for many prospective candidates, it is taking institutions time to establish policies and procedures for implementing these new options. This, combined with adding the necessary transcript and coursework review, is resulting in some delays to candidates in knowing what their testing obligations are. These implementation issues are likely to be resolved in the coming months and the delays minimized, but at this time challenges in implementation exist due to the recent nature of the new options.

It is important to note that with respect to non-interns, the Education Code requires that teacher candidates complete the Subject Matter Requirement prior to application for a preliminary credential. The Commission's policy, in the form of program preconditions, requires that teacher candidates complete the Subject Matter Requirement prior to daily, whole class instruction. This precondition has already been suspended by previous Commission action for non-intern candidates in programs for the 2022-23 academic year. No further action is needed at this time with respect to non-intern candidates for the remainder of this academic year. Therefore, the proposed action in this agenda item to extend the deferral of the CSET pursuant to AB 130 would be for interns only.

Additional Feedback from the Educator Preparation Community

Staff have heard concerns from the field about current candidates who began enrollment last academic year who are continuing in their program at this time. Many candidates had placements postponed last year or had to delay taking exams at that time due to the conditions caused by the pandemic. The impact of the pandemic they experienced last year continues to affect their progress this year in that they are now trying to play "catch up" for the delays and barriers they experienced in completing various aspects of their program and requirements.

Concern about New Winter Surge

Although vaccines are readily available and California has allowed booster shots to be available to any Californian who wishes to receive one, there is growing concern about another wave of COVID-19 for the upcoming winter. As of the writing of this agenda item, 17 states have seen

recent upticks in COVID cases among their residents. Recent reports indicate that while COVID-19 cases, hospitalizations, and deaths are not anticipated to be in the same disastrous range as last winter, schools, colleges, and individuals may still experience interruptions that may impact candidates' ability to complete all program requirements.

Impact on Induction and Concerns for the Future

Members of the collaborative group and many members of the educator preparation field in general have serious concerns about the impact of the pandemic on induction programs. Induction programs have had to assume responsibility in providing support for candidates to not only complete their induction experience but also some of their preliminary program requirements such as RICA and a performance assessment. There is widespread concern about the ability of induction programs to sustain this level of support over a long period of time. Concerns also exist around the availability and willingness of veteran teachers to serve as mentors when they themselves are stretched thin, the financial impact on induction programs that have had to find or redirect other resources to support the additional needs of candidates that have been impacted by COVID-19, and the sincere concern about candidates who, for a variety of reasons, are unable to complete these requirements during the two-year period of induction, after which there will be no direct and individualized support for them.

The flexibilities provided thus far by the Governor, the Legislature, and the Commission have allowed candidates to progress toward program completion and enter the workforce during the pandemic. These measures have not only assisted individual candidates, but they have also helped by not contributing to an already significant teacher shortage in California. Efforts will continue to be needed to ensure that those candidates who earned a credential during this time under the flexibilities and are currently in the workforce will be able to complete their requirements as quickly as possible.

While the law is clear that any extension of these examination flexibilities for RICA, CBEST, and CSET needs to be tied to testing center closures and capacity issues, all program personnel seem to agree that the crisis continues. One collaborative group member notes, "Our students continue to be stretched and suffer from long-term emergency circumstances. The level of stress, challenge, burden is a huge barrier to their success, especially our non-traditional students. We should be doing as much as we can to support our students to thrive. Some system flexibility around testing requirements, for those who need it most, seems especially important for equity, access, and inclusion."

Questions for Consideration

In addition to determining whether to extend the flexibilities around CBEST, CSET, and RICA through June 30, 2022 as allowed for in AB 130, there is a need to ensure that clear guidance is provided to the field around these end dates for these flexibilities as well as for the previous action taken by the Commission to waive the precondition that requires candidates to demonstrate subject matter prior to daily whole class instruction, action taken in [April 2021](#), for the academic year 2021-22.

Questions for the Commission's consideration:

1. Do the current conditions and limitations around testing availability warrant an extension of the flexibility to: (a) defer the completion of the RICA examination requirement for preliminary candidates to the Clear Credential; (b) defer the requirement for candidates to complete the basic skills test (CBEST exam) prior to enrollment in a teacher preparation program, and (c) defer the requirement for interns to complete the subject matter examination prior to enrollment in a program? (Any extension of Basic Skills and Subject Matter would still require candidates to meet these requirements prior to recommendation for a preliminary credential.)
2. If the Commission decides to extend current flexibilities, staff proposes the following implementation schedule. The relevant statutory language for each of these flexibilities is included in [Appendix C](#) for reference.

For RICA

The following candidates would be eligible for the suspension through June 30, 2022:

Any Multiple Subject or Education Specialist candidate **enrolled** in a program on or prior to June 30, 2022, who cannot take the RICA examination due to testing center closures or capacity issues during the period between March 19, 2020, and June 30, 2022. For these candidates, this flexibility may follow them through the completion of their program even if that is after June 30, 2022.

Any individual who was **admitted, but not yet enrolled** by June 30, 2022 would NOT be eligible for the suspension.

CBEST

The following individuals would be eligible for the suspension through June 30, 2022:

Any individual who applied to a credential program on or before June 30, 2022, and who was unable to complete the basic skills proficiency test due to testing center closures related to COVID-19 between March 19, 2020, and June 30, 2022.

Any individual who applies to a credential program after June 30, 2022 would NOT be eligible for the extension.

This proposed cutoff date would likely lead to different requirements for candidates in the 2022-23 academic year depending on when they are actually admitted.

CSET for Interns

The following individuals would be eligible for the suspension:

Individuals who have applied for an intern document by June 30, 2022, and who are not able to take the CSET exam during the period between March 19, 2020, and June 30, 2022, due to testing center closures or capacity issues. This flexibility would follow them through the end of their program, even if beyond June 30, 2022. They would need to meet the subject matter requirement in order to receive their preliminary credential.

Any applicant for an intern document after June 30, 2022 would NOT be eligible for the suspension.

Suspension of Precondition 6 (Multiple and Single Subject) and Precondition 3 (Education Specialist) requiring that candidates demonstrate subject matter competence prior to daily whole class instruction ([Commission Action Taken in April 2021](#)). This flexibility was extended through academic year 2021-2022. [Appendix D](#) contains the relevant precondition language for candidates in Preliminary Multiple and Single Subject programs and in Preliminary Education Specialist programs.

The following candidates would be eligible for this flexibility:

Any enrolled candidate in the 2021-22 academic year. Any candidate who was enrolled in 2021-22 under this flexibility will be able to continue their program into the future under this flexibility. They must demonstrate subject matter competence prior to receiving the preliminary credential.

Who is not eligible for this flexibility?

Currently, it is unclear whether the Commission's action included applicants to programs starting in the next academic year. Many programs admit candidates in the spring (academic year 2021-22) for the next academic year (2022-23). The Commission's precondition requirement is that candidates demonstrate subject matter competence prior to daily whole class instruction. The determination as to when daily whole class instruction begins is a program decision based on their program design. Some institutions have historically gone beyond the Commission's requirement such as the CSU system which requires demonstration of subject matter prior to admission. To respond to the pandemic, CSU has suspended their requirement for applicants for admittance through fall 2022.

Some program personnel have requested that the Commission consider allowing any individual who has applied for and been accepted for admission in 2022-23 be allowed to have this flexibility follow them through their program. This would allow these candidates to begin student teaching but hold them to the requirement in the Education Code for demonstration of completion of subject matter competence prior to issuance of their preliminary credential.

Recommendation

Staff recommends that the Commission review the information provided in this agenda item and take action to determine whether to extend the existing flexibilities provided in AB 130 for the RICA, CSET, and CBEST for candidates through June 30, 2022. Additionally, staff asks the Commission to provide guidance on the application of the end dates of flexibilities included in this agenda item.

Next Steps

If the Commission determines the conditions support extending the current flexibilities related to CBEST, CSET, and RICA through June 30, 2022, staff will issue a Program Sponsor Alert to notify programs of this extension. Staff will continue to work with the collaborative group and the larger education and educator preparation communities to monitor the impact of the pandemic on programs and candidates and to seek solutions where appropriate.

Appendix A

COVID Flexibilities (as of June 2021)

	Summary of Flexibility	Eligible for Use	Authority and Conditions
TPA/APA	Move performance assessment requirement (TPA/APA) to the Clear Credential if impacted by COVID. The performance assessment must be passed prior to recommendation for the clear credential.	March 19, 2020-August 31, 2022	Authority: EO N-66-20 and SB 820 (Chap. 110, Stats. 2020) Extended with AB 130 (Chap. 44, Stats.2021) Conditions: Enrolled in program, met all requirements other than the performance assessment, COVID prevents completion
RICA	Move RICA requirement to the Clear Credential if impacted by COVID. The assessment must be passed prior to recommendation for the clear credential.	March 19, 2020-December 31, 2021	Authority: EO N-66-20 and SB 820 (Chap. 110, Stats. 2020) Extended with AB 130 (Chap. 44, Stats.2021) Conditions: Unable to take RICA due to COVID
CBEST	Suspends requirement of CBEST for Program Entry and the requirements for programs to use the CBEST data to support candidates. Basic Skills must be met prior to recommendation for the credential.	March 19, 2020-December 31, 2021	Authority: EO N-66-20 and SB 820 (Chap. 110, Stats. 2020) Extended with AB 130 (Chap. 44, Stats.2021) Conditions: For prospective candidates unable to take the exam

	Summary of Flexibility	Eligible for Use	Authority and Conditions
Subject Matter - Interns	Suspends Subject Matter Requirement for Interns to enter the Intern program. The subject matter requirement must meet be met prior to recommendation for the preliminary credential.	March 19, 2020-December 31, 2021	Authority: EO N-66-20 and SB 820 (Chap. 110, Stats. 2020) , Extended with AB 130 (Chap. 44, Stats.2021) Conditions: Unable to take CSET due to COVID
Subject Matter - Student teaching	Waive Subject Matter Requirement prior to Daily Whole Class Instruction. All candidates must satisfy the subject matter requirement prior to recommendation for the preliminary credential.	2021-22 school year	Authority: Commission action, April 2021, Agenda item 4H Conditions: Unable to take CSET due to COVID

Appendix B

Collaborative Work Group on COVID-19 Impact on Educator Preparation

Segment	Member	Role and Institution
Teacher Induction	Constance Best	Executive Director, Yolo/Solano Center for Teacher Credentialing (Davis Joint Unified)
CTA	Danette Brown	Teacher, LaHabra City School District
CSU	Ernest Black	Statewide Director, Cal State TEACH
Employer	Paul Deal	Manager, Solano County Office of Education
AICCU	Deborah Erickson	Dean, Point Loma Nazarene University
ACSA	Doug Gephart	ACSA Liaison to the Commission
Teacher Induction	Melissa Meetze-Hall	Administrator, Center for Teacher Innovation (Riverside County Office of Education)
AICCU	Michael Hillis	Dean, California Lutheran University
Employer	Bryan Johnson	Director, Certificated Workforce Management, Los Angeles Unified School District
AICCU	Ira Lit	Associate Professor, Stanford University
LEA	Linda Liebert	Director, Sacramento County Office of Education
UC	Virginia Panish	Director of Teacher Education, UC Irvine
Employer	Denise Payne	Manager, Human Resources, San Bernardino Superintendent of Schools
LEA	Patricia Pernin	Administrative Coordinator, Los Angeles Unified School District
UC	Elisa Salasin	Director, UC Berkeley
Teacher Induction	Jacquelyn Sanborn	Coordinator, Orange County Department of Education
Credential Analysts	Amanda Shoffner	San Bernardino County Superintendent of Schools
CSU	Pia Wong	Associate Dean, CSU Sacramento
Commission Liaison	David Simmons	Assistant Superintendent, Goleta Union School District

Appendix C

Relevant Education Code References AB 130 (Chap 44, Stats. 2021)

RICA

(c) (1) The requirements in Sections 44283 and 44283.2 of the Education Code and paragraph (5) of subdivision (a) of Section 80048.3 of, paragraph (5) of subdivision (a) of Section 80048.8 of, Section 80071.5 of, and paragraph (4) of subdivision (a) of Section 80413 of Title 5 of the California Code of Regulations for preliminary multiple subject credential candidates and Level 1 or preliminary education specialist credential candidates to complete a reading instruction competence assessment are suspended for candidates who, between March 19, 2020, and December 31, 2021, are unable to complete a reading instruction competence assessment due to testing center closures related to COVID-19. The Commission on Teacher Credentialing may extend the suspension of this requirement to a date no later than June 31, 2022, if it determines that credential candidates are unable to complete a reading instruction competence assessment due to testing center closures or capacity issues related to COVID-19.

CBEST

(d) (1) The requirement in paragraph (1) of subdivision (f) of Section 44252 of the Education Code and any accompanying regulations for credential program applicants to complete the basic skills proficiency test before admission to a credential program approved by the Commission on Teacher Credentialing is suspended for applicants who, between March 19, 2020, and December 31, 2021, are unable to complete the basic skills proficiency test due to testing center closures related to COVID-19. The Commission on Teacher Credentialing may extend the suspension of this requirement to a date no later than June 31, 2022, if it determines that credential candidates are unable to complete the basic skills proficiency test due to testing center closures or capacity issues related to COVID-19.

(2) An applicant for whom the basic skills proficiency test requirement is suspended pursuant to paragraph (1) shall complete the basic skills proficiency test during the credential program before recommendation for a preliminary credential. Any use of an applicant's basic skills proficiency test scores by a credential program shall be consistent with subdivision (f) of Section 44252 of the Education Code.

CSET for Interns

(e) (1) The requirement in subdivision (a) of Section 44453 of the Education Code and any accompanying regulations for applicants for a university intern credential program to complete a subject matter examination before admission to a university intern credential program, and the requirement in paragraph (3) of subdivision (c) of Section 44325 of the Education Code and any accompanying regulations for applicants for a university or district intern credential to complete a subject matter examination, are suspended for applicants who, between March 19, 2020, and December 31, 2021, are unable to complete a subject matter examination due to testing center closures related to COVID-19. The Commission on Teacher Credentialing may extend the suspension of this requirement to a date no later than June 31, 2022, if it determines that credential candidates are unable to complete a subject matter examination due to testing center closures or capacity issues related to COVID-19.

Appendix D

Precondition 6

Multiple and Single Subject Programs

(6) Subject Matter Proficiency. The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school. Reference: Education Code Sections 44259 (b) (5).

- For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

Precondition 3

Education Specialist Programs

(3) Subject Matter Proficiency. The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to solo teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Section 44227.

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall:

1. Pass the Commission-approved Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or
2. Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or Preliminary Education Specialist 2 Preconditions For integrated undergraduate programs only, the candidate must be monitored for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.
3. Hold a California general education teaching credential in any subject.