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# 2C

## Action

### *General Session*

### Approval of the April 2022 Consent Calendar

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**Executive Summary:** The Commission will review and approve the April 2022 Consent Calendar.

**Recommended Action:** That the Commission approve the April 2022 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

**Presenter:** None

### Strategic Plan Goal

#### *III. Communication and Engagement*

- b) Maintain effective communication and coordination between Commissioners and staff in carrying out the Commission's duties, roles and responsibilities.

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# Consent Calendar

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## Division of Professional Practices Action Items

For your adoption, the following items have been placed on the Consent Calendar for the April 7-8, 2022 meeting of the California Commission on Teacher Credentialing:

### RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time.

1. **BENNETT, Deborah L.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

2. **BERRIEL, Alfonso**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.

3. **BETTENCOURT, Manuel**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

4. **BRENCIUS, Mel**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

5. **CARTER, Jill M.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code section 44421.

6. **GITLIN, Tomas A.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

7. **LANGE, Christopher D.**  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period three hundred sixty-four (364) days** as a result of misconduct pursuant to Education Code section 44421.
8. **MCINTOSH, Kathryn H.**  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ten (10) days** as a result of misconduct pursuant to Education Code section 44420.
9. **MENDOZA, Amanda L.**  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.
10. **MORALES, Lidia**  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.
11. **MORGAN, Jarius R.**  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.
12. **NUNEZ, Blanca E.**  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred (100) days** as a result of misconduct pursuant to Education Code section 44421 and the pending application is **granted**.
13. **PEREZ, Carmelo A.**  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.
14. **ROBERTS, Deverron D.**  
The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.
15. **SANCHEZ, Henry N.**  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.

16. **STAPLES, Jane M.**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

17. **SUGDEN JR., Ray A.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code section 44421.

18. **SWAN, Stacey H.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

19. **WEBBER, Jerome A.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

20. **WILLIAMS, Jinelle R.**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

21. **WRIGHT, Karolyn**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

**PRIVATE ADMONITION(S)**

Pursuant to Education Code section 44438, the Committee of Credentials recommends **one (1)** private admonition(s) for the Commission's approval.

**CONSENT DETERMINATIONS**

The following consent determinations have been recommended by the Committee of Credentials pursuant to Title 5, California Code of Regulations section 80320, which allows the Committee of Credentials to recommend to the Commission a settlement upon terms which protect the public, schoolchildren, and the profession.

22. **CARBONE, Daniel M.**

The Attorney General's Consent Determination stipulates that the pending application is **granted**.

23. **DANZE, Melissa R.**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of seventy-five (75) days** as a result of misconduct pursuant to Education Code section 44421.

24. **DAVIS, Duchante R.**

The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423, and stipulates that any subsequent applications submitted will be rejected.

25. **GALLARDO, Richard T.**

The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423, and stipulates that any subsequent applications submitted will be rejected.

26. **MILLER, Colleen M.**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, and she is **placed on probation for a period of five (5) years, effective April 15, 2022 through April 15, 2027**, as a result of misconduct pursuant to Education Code section 44421, and the pending application is **granted**.

27. **RANKIN, Lara K.**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, and she is **placed on probation for a period of six (6) years, effective April 15, 2022 through April 15, 2028**, as a result of misconduct pursuant to Education Code section 44421.

28. **ROBINSON, Megan K.**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, her certification documents are **suspended for a period of one hundred (100) days**, and she is **placed on probation for a period of five (5) years, effective April 15, 2022 through April 15, 2027**, as a result of misconduct pursuant to Education Code section 44421, and the pending application is **granted**.

29. **SKIPPER, Courtney N.**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of one hundred twenty (120) days** as a result of misconduct pursuant to Education Code section 44421.

### PROPOSED DECISIONS FOR ADOPTION

An Administrative Law Judge has prepared the following Proposed Decisions for the Commission's adoption, which is equivalent to the recommendation of the Committee of Credentials:

**30. SMITH, Anthony M.**

The Administrative Law Judge's Proposed Decision **revokes** all certification documents pursuant to Education Code section 44421.

**31. WOOD, Matthew F.**

The Administrative Law Judge's Proposed Decision reflects the Committee of Credentials' recommendation to **deny** the pending application as a result of misconduct pursuant to Education Code section 44345.

### DEFAULT DECISION AND ORDER FOR ADOPTION

A Deputy Attorney General has prepared the following Default Decision and Order for the Commission's adoption:

**32. DYES, Joeli L.**

In accordance with the default provisions of Government Code section 11520, her certification documents are **revoked**.

### Division of Professional Practices Information Items

For your information, the following items have been placed on the Consent Calendar for the April 7-8, 2022 meeting of the California Commission on Teacher Credentialing:

### TERMINATION OF PROBATION

The following individuals have successfully completed probation:

**33. BUMPASS-RUSSO, Danielle C.**

Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission on December 7, 2018, the stay order is made permanent and her credential is restored.

**34. ORTIZ, Kara L.**

Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission on January 17, 2017, the stay order is made permanent and her credentials are restored.

**35. SEGLER, Rachel B.**

Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission on January 17, 2017, the stay order is made permanent and her credentials are restored.

**36. YOUNG, Allen V.**

Having successfully complied with the terms and conditions of probation contained in the Administrative Law Judge's Proposed Decision, which was adopted by the Commission on January 6, 2019 the stay order is made permanent and his credential is restored.

**MANDATORY ACTIONS**

All certification documents were mandatorily revoked or denied by operation of law.

**37. CORNISH, David H.**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288(c)(1) (lewd act with a child 14/15 years), for which he is required to register as a sex offender pursuant to Penal Code section 290.

**38. DE LORIMIER, John B.**

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating Title 18, United States Code section 2252(a)(4)(B) and (b)(2) (possession of child pornography); for which, as a term of probation, his ability to associate with minors is limited and pursuant to Education Code section 44346, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following his felony conviction for violating Title 18, United States Code section 2252(a)(4)(B) and (b)(2) (possession of child pornography); for which he is required to register as a sex offender pursuant to section 290 of the Penal Code.

**39. EVANS, Grant S.**

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his misdemeanor conviction for violating California Penal Code section 647(a) (solicit lewd conduct); for which, as a term of probation, his ability to associate with minors is limited.

**40. FARRIS, J. S.**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288a(b)(1) (oral copulation of person under 18 years).

**41. GOULART, Matthew J.**

Pursuant to Education Code sections 44425 and 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 311.11(c)(1) (possession or control of any matter depicting sexual conduct of person under 18 years); for

which he is required to register as a sex offender pursuant to Penal Code section 290 and, as a term of probation, his ability to associate with minors is limited.

**42. HERNANDEZ, Susie D.**

Pursuant to Education Code section 44346.1, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following her misdemeanor conviction for violating California Penal Code section 503 (embezzlement).

**43. HOUG, Joseph B.**

Pursuant to Education Code sections 44425 and 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his conviction for felony violations of California Penal Code sections 288(a) (lewd or lascivious act on a child under 14 years) (7 counts), 288(b)(1) (lewd or lascivious act on a child by force, violence, duress, menace, and fear) (3 counts), and a misdemeanor violation of 647.6(a)(1) (annoy/molest a child) (3 counts); for which he is required to register as a sex offender pursuant to Penal Code section 290 and, as a term of probation, he was ordered to resign from Los Gatos Schools.

**44. LEPORE, Anthony J.**

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 289(h) (sexual penetration, victim under 18 years); for which, as a term of probation, his ability to associate with minors is limited.

**45. LOWRY, Lauren A.**

Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating California Penal Code section 273a(a) (child abuse).

**46. MANCILLAS, Ricardo**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288.3 (contact minor with intent to commit sexual offense), for which he is required to register as a sex offender pursuant to Penal Code section 290.

**47. MARTIN, Albert K.**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 311.11(a) (possession or control of child pornography).



**48. MEISSER, Erick W.**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 311.11(c)(1) (possession or control of child pornography).

**49. MEYER, Brittany L.**

Pursuant to Education Code section 44346.1, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following her felony conviction for violating California Penal Code section 459 (first degree residential burglary; person present) a serious and violent felony.

**50. RODRIGUEZ, Leticia M.**

Pursuant to Education Code section 44346.1, all applications for certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following her felony conviction for violating California Penal Code section 487(a) (grand theft).

**51. SMITH, Jacob E.**

Pursuant to Education Code sections 44425 and 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288(c)(1) (lewd act with a child 14/15 years) (3 counts); for which he is required to register as a sex offender pursuant to Penal Code section 290 and, as a term of probation, his ability to associate with minors is limited.

**52. WALKER, Robert A.**

Pursuant to Education Code section 44346.1, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following his felony conviction for violating California Penal Code section 211 (second degree robbery) a serious and violent felony.

**53. WATKINS, Shana M.**

Pursuant to Education Code section 44346.1, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following her misdemeanor conviction for violating California Penal Code section 245(a)(1) (force/assault deadly weapon not firearm: great bodily injury likely).

**AUTOMATIC SUSPENSIONS**

All certification documents held by the following individuals were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d).

54. **DAVIDSON, John R.**
55. **DARR II, Roy D.**
56. **FARWELL, Steven R.**
57. **DODD, Michael A.**
58. **HUBBLE, Amanda M.**
59. **HUFF, Damian D.**
60. **MELCHOR PEREZ, Jesus A.**
61. **MIRAVETE, Rafael**
62. **PRIMES, Andrew J.**
63. **RALPH, Jerome W.**

## Validation of Service Rendered Without A Credential

**The service rendered by the following persons is approved pursuant to the provisions of Education Code section 45036**

<b>Name</b>	<b>School District/Charter</b>	<b>County</b>	<b>Period of Services</b>
Janine Andersen	Fresno Unified	Fresno	12/02/2021-02/02/2022
Andy Becker	Ocean View	Orange	02/01/2022-02/12/2022
Evie Bell	Fresno Unified	Fresno	08/02/2021-12/12/2021
Lance Bessey	Fresno Unified	Fresno	08/02/2021-02/01/2022
Juliana Bonilla	Fresno Unified	Fresno	08/02/2021-12/12/2021
Jacqueline Bonis	Los Alamitos Unified	Orange	02/02/2022-02/14/2022
Kevin Brown	Palmdale	Los Angeles	02/02/2022-02/07/2022
Angelina Bustos	Fresno Unified	Fresno	08/02/2021-12/12/2021
Cecilia Chavez	Santa Ana Unified	Orange	02/02/2022-02/07/2022
Tammy Conant	Hemet Unified	Riverside	02/01/2022-02/17/2022
Stephen Cox	Fresno Unified	Fresno	08/02/2021-12/12/2021
Shawna Crozier	Fresno Unified	Fresno	12/01/2021-12/19/2021
Scott Davis	Santa Ana Unified	Orange	11/02/2021-12/15/2021
Holly Davison	Palmdale	Los Angeles	02/02/2022-02/07/2022
Jayne Day	Fresno Unified	Fresno	08/02/2021-12/12/2021
Bethany Dorin	Wildflower Open Classroom	Butte	08/18/2021-09/15/2021
*Bradford Edmunds	Central Unified	Fresno	01/01/2022-01/25/2022
Luis Estrella	Banning Unified	Riverside	08/01/2021-08/06/2021
Maureen Fernandes	Hemet Unified	Riverside	02/01/2022-02/17/2022
Esmeralda Gamino	Fresno Unified	Fresno	08/02/2021-12/12/2021
Mark Gradoville	Fresno Unified	Fresno	11/02/2021-11/22/2021
Kenneth Hotaling	San Luis Coastal Unified	San Luis Obispo	02/02/2022-02/23/2022
Jennifer Hughes	Ocean View	Orange	02/01/2022-02/12/2022
Amy Kenny	Hemet Unified	Riverside	02/01/2022-02/17/2022
Susan Kim	Moorpark Unified	Ventura	01/04/2022-01/12/2022
Brandy Knapp	Kerman Unified	Fresno	08/09/2021-10/12/2021
Tanya Leontieff	Coronado Unified	San Diego	12/01/2021-12/13/2021
Michael Lopez	Montebello Unified	Los Angeles	10/02/2021-10/28/2021
Joseph Loverde	Shasta Union High	Shasta	11/02/2021-11/29/2021
Melanie Lucio	Visalia Unified	Tulare	01/02/2022-01/20/2022
Stacey Martin	Garden Grove Unified	Orange	02/01/2022-02/15/2022
Teresa McPherson	Oceanside Unified	San Diego	10/01/2021-10/10/2021
Brenda Montenegro	El Centro Elementary	Imperial	01/04/2022-01/12/2022
Susan Moretti	Chico Unified	Butte	08/12/2021-02/02/2022
Charles Oliver	Fresno Unified	Fresno	08/02/2021-12/12/2021
Charlie Orta	Fresno Unified	Fresno	10/02/2021-02/03/2022
Edgardo Pacheco-Resto	Fresno Unified	Fresno	12/02/2021-02/17/2022

<b>Name</b>	<b>School District/Charter</b>	<b>County</b>	<b>Period of Services</b>
Shelly Parrish	Fresno Unified	Fresno	08/02/2021-12/12/2021
Erin Peters	Yuba City Unified	Sutter	01/01/2022-01/11/2022
*Katrina Pleshe	Fresno Unified	Fresno	11/02/2021-11/29/2021
Monique Prieto	Moorpark Unified	Ventura	01/04/2022-01/12/2022
Jamal Oquinn	Palmdale	Los Angeles	02/02/2022-02/07/2022
Roberto Ramirez	Santa Paula Unified	Ventura	01/01/2022-01/18/2022
Susan Rappas	Riverside Unified	Riverside	01/01/2022-01/23/2022
Victoria Riano	Selma Unified	Fresno	12/02/2021-12/14/2021
Jenny Roberts	Riverside Unified	Riverside	01/01/2022-01/23/2022
Kate Roberts	Hillsborough City	San Mateo	02/01/2022-02/15/2022
Brenda Robinson	Redwood City	San Mateo	02/01/2022-02/14/2022
Constance Roe	Placentia-Yorba Linda Unified	Orange	02/01/2022-02/15/2022
Keith Rollins	Chico Unified	Butte	08/12/2021-02/02/2022
Sandra Ruiz	Alvord Unified	Riverside	09/02/2021-09/23/2021
Gabriela Sanchez	Parlier Unified	Fresno	02/02/2022-02/14/2022
Michael Santoyo	Riverside Unified	Riverside	01/01/2022-01/23/2022
Sonia Saucedo	Ventura Unified	Ventura	02/02/2022-02/02/2022
*Mary Schillinger	Ventura Unified	Ventura	08/31/2021-09/26/2021
Casson Scowcroft	Chico Unified	Butte	08/12/2021-02/02/2022
Janet Sewell	Riverside Unified	Riverside	01/01/2022-01/23/2022
Annachristi Shand-Betts	Buena Park	Orange	02/02/2022-02/14/2022
Mary Sheaffer	Ventura Unified	Ventura	02/02/2022-02/06/2022
Gretchen Speer	Santa Paula Unified	Ventura	11/01/2021-11/04/2021
Alessa Suraci	Fresno Unified	Fresno	08/02/2021-12/12/2021
Ryan Tacchino	Fresno Unified	Fresno	11/02/2021-02/13/2022
Kelly Taminich	Pleasant Valley	Ventura	01/01/2022-01/04/2022
Patrick Tromborg	Fresno Unified	Fresno	08/02/2021-12/14/2021
Cynthia Tuttrup	Selma Unified	Fresno	12/02/2021-12/03/2021
Andrea Vague-Porn	River Springs	Riverside	12/01/2021-12/10/2021
Yeng Vang	Fresno Unified	Fresno	11/02/2021-01/08/2022
Mark Vanta	Riverside Unified	Riverside	01/01/2022-01/09/2022
April Velasco	Alvord Unified	Riverside	02/02/2022-02/10/2022
Mai Vue	Fresno Unified	Fresno	12/02/2021-02/02/2022
Gretchen Walter	Soulsbyville	Tuolumne	02/02/2022-02/14/2022
Kevin Watson	Riverside Unified	Riverside	01/01/2022-01/23/2022
Michael Weiss	Hemet Unified	Riverside	02/01/2022-02/17/2022
Gabrielle Williams Ballesteros	Calexico Unified	Imperial	01/04/2022-01/05/2022
Christina Winn	San Dieguito Unified High	San Diego	01/01/2022-01/17/2022
Jaimie Woodward	Hemet Unified	Riverside	02/01/2022-02/17/2022

\*Holds more than one credential

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# **Proposed Regulatory Amendments to Require Local Employing Agencies to Submit Applications for Emergency Permits via the Commission’s Online Application System**

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## **Introduction**

This agenda item proposes amendments to Title 5 of the California Code of Regulations (CCR), §80021, §80021.1, §80022, §80023.2, §80026.6, §80027, and §80027.1 to require employer-requested permits such as Emergency Permits, Short-Term Staff Permits (STSP), Provisional Internship Permits (PIP), Teaching Permits for Statutory Leave (TPSL), and Limited Assignment Permits to be submitted through the Commission’s online application system.

## **Background**

All types of Commission-issued emergency permits require that an application be submitted by an employing agency as a requirement for submission. In April 2019, the Commission allowed interested charter schools, districts, and county offices the option of submitting applications for Short-Term Staff Permits (STSP) and Provisional Internship Permits (PIP) through the online application system. Likewise, in March 2020, the Commission took further steps to allow Limited Assignment Permits to be submitted online. The Commission currently allows employing agencies to submit applications for emergency permits, including Short-Term Staff Permits (STSP), Provisional Internship Permits (PIP), English Learner Permits, and Limited Assignment Permits either electronically via the online application system or via a paper application by mail. Staff is currently in the process of adding the Teaching Permit for Statutory Leave (TPSL), Emergency Resource Specialist Permit, and Emergency Teacher Librarian Permit to the online system as well. This work should be completed by June of 2022.

## **Proposed Regulation Amendments**

The regulatory changes proposed in this item would require employing agencies to submit emergency permit applications through the online system, eliminating the option to submit paper applications via mail. This requirement would parallel the current requirements for Commission-approved program sponsors to submit recommendations for program completers online. Additionally, requiring the online submission of these applications will significantly reduce issues with improperly filled out paper applications, payments, database entries, and mailing delays. This would cut down on the overall time that it takes for processing applications that have errors or issues with the application form. Additionally, it will improve the communication process in instances where additional information is required from an applicant or employer to complete processing.

The change in regulations would include the addition of the following statement, “Beginning January 1, 2023, employing agencies shall be required to submit applications requesting (type of permit) through the Commission’s online application system.” The entire texts for §80021,

§80021.1, §80022, §80023.2, §80026.6, §80027, and §80027.1 with the addition of this language is provided in the [Appendix](#). The effective date of January 1, 2023 would allow the Commission the appropriate time to prepare the CTC Online system for submission of these documents online, add new employing agencies as approved recommenders, and to communicate this change and give interested parties time to submit a request to have this access granted, if they have not already received such access. This implementation date would also allow employing agencies time to shift their internal processes to the CTC Online system.

### **Staff Recommendation**

Staff recommends approval of the proposed amendments to Title 5 of the CCR to require employing agencies to submit applications for employer-requested permits through the Commission's online application system as it will increase efficiency, would reduce issues with improperly filled out paper applications, payment issues, mailing delays, and it will improve communication if additional information is required to complete processing.

### **Next Steps**

If approved, staff will begin to prepare the rulemaking packet for submission to the Office of Administrative Law.

## Appendix

The Commission on Teacher Credentialing has illustrated changes to the original text in the following manner: text originally proposed to be added is underlined; text proposed to be deleted is displayed in ~~strikeout~~.

CALIFORNIA CODE OF REGULATIONS  
TITLE 5. EDUCATION  
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING

§ 80021. Multiple Subject, Single Subject or Education Specialist Short-Term Staff Permit

Employing agencies shall request the Multiple Subject, Single Subject or Education Specialist Short-Term Staff Permit when there is an acute staffing need. Beginning January 1, 2023, employing agencies shall be required to submit applications requesting Short Term Staff Permits through the Commission's online application system.

(a) The employing agencies shall demonstrate that applicants for the Short-Term Staff Permit have completed all of the following requirements:

(1) Possession of a baccalaureate or higher degree from a regionally accredited college or university.

(2) Meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statutes or regulations.

(3) Successful completion of the specified number of semester units, or equivalent quarter units, of appropriate non-remedial course work taken at a regionally accredited college or university with a grade of "C" or higher, "Pass", or "Credit" as found in (A), (B) and (C) below. Non-remedial coursework for the purposes of this section shall be defined as coursework that is applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university.

(A) For the Single Subject Short-Term Staff Permit, at least 18 semester units of course work in the subject to be listed.

(B) For the Multiple Subject Short-Term Staff Permit, at least 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three subject areas and an additional 10 semester units of course work in a combination of two of the remaining subject areas. The subject areas are as follows: language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science and human development.

(C) For the Education Specialist Short-Term Staff Permit either (A) or (B) above or verify a minimum of three years of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students or verify a minimum of nine semester units of course work in special education or in a combination of special education and regular education that are appropriate to special education or regular education teaching credential.

(4) Multiple Subject, Single Subject, and Education Specialist Short-Term Staff Permits shall be issued with an English learner authorization unless the employing agency requests and the

applicant verifies target language proficiency for a bilingual authorization by one of the following:

(A) Passage in the target language of the listening and speaking sections of Test 6 of the BCLAD Examinations or passage of Test II or III of the CSET: LOTE Examinations depending on the specific language as detailed in Section 80015.3(c)(3), or

(B) Passage in the target language of an assessment covering the integrated communication skills of listening, speaking, reading, and writing, administered by a California college or university as a part of its Commission accredited bilingual authorization program, or

(C) Passage in the target language for which the Commission has no BCLAD Test 6 or CSET: LOTE II or III of an assessment covering the integrated communication skills of listening, speaking, reading, and writing, performed by an approved organization pursuant to Education Code Section 44253.5(a), or

(D) Possession of a three-year or higher degree from a foreign institution in which all instruction was delivered in the target language. The foreign institution must be equivalent in status to a regionally accredited institution of higher education in the United States.

(5) The employing agency shall verify or submit the following to the Commission:

(A) That it has conducted a local recruitment for the Short-Term Staff Permit being requested.

(B) That it has provided permit holders with orientation to the curriculum and to techniques of instruction and classroom management and assigned a mentor teacher for the term of the Short-Term Staff Permit.

(C) Written justification for the Short-Term Staff Permit signed by the employing agency's Superintendent or designee. In the case of a state certified non-public school, the director of the school must sign the justification.

(b) The Short-Term Staff Permit shall be issued for no more than one-year, provided that it shall expire at the end of the employing agency's school year and shall not be issued more than once to an individual. The end of the school year shall be no later than July 1 unless the Short-Term Staff Permit is being used for a summer school assignment whereby the end of the school year shall be no later than September 1.

(c) Individuals who were issued an emergency permit pursuant to Education Code Section 44300 that was reissued four times do not qualify for the Short-Term Staff permit.

(d) Use of the Short-Term Staff Permit shall be restricted to the employing agency requesting the permit.

(e) The Short-Term Staff Permit shall authorize the following:

(1) A Multiple Subject Short-Term Staff Permit with an English learner authorization authorizes the same service as a Multiple Subject Teaching Credential with an English learner authorization.

(2) A Multiple Subject Short-Term Staff Permit with a bilingual authorization authorizes the same service as a Multiple Subject Teaching Credential with a bilingual authorization.

(3) A Single Subject Short-Term Staff Permit with an English learner authorization authorizes the same service as a Single Subject Teaching Credential with an English learner authorization.

(4) A Single Subject Short-Term Staff Permit with a bilingual authorization authorizes the same service as a Single Subject Teaching Credential with a bilingual authorization.



(5) An Education Specialist Short-Term Staff Permit with an English learner authorization authorizes the same service as an Education Specialist Instruction Credential with an English learner authorization.

(6) An Education Specialist Short-Term Staff Permit with a bilingual authorization authorizes the same service as an Education Specialist Instruction Credential with a bilingual authorization.

(f) Definitions:

(1) The term “employing agencies” as used in this section shall mean:

(A) Public school districts in California.

(B) County offices of education or county superintendents of schools in California.

(C) Schools that operate under the direction of a California state agency.

(D) Nonpublic, nonsectarian schools and agencies as defined in Education Code Sections 56365 and 56366.

(E) Charter Schools as established in Education Code Section 47605.

(2) The term “acute staffing” as used in this section shall mean when an employing agency needs to fill a classroom immediately based on an unforeseen need including but not limited to:

(A) individual needs additional time to complete pre-service requirements for enrollment into a Commission-approved internship program.

(B) enrollment adjustments require the addition of another teacher.

(C) individual is unable to enroll in a Commission-approved internship program due to timelines or lack of space in the program.

(D) unavailability of a third-year extension or withdrawal from an internship program.

(E) teacher of record is unable to finish the school year due to approved leave/illness.

Note: Authority cited: Section 44225(a), Education Code. Reference: Sections 44225(b), 44225(d) and 44225(l), Education Code.

#### § 80021.1. Multiple Subject, Single Subject or Education Specialist Provisional Internship Permit

Employing agencies shall request the Multiple Subject, Single Subject or Education Specialist Provisional Internship Permit when a suitable credentialed teacher cannot be found after a diligent search. Beginning January 1, 2023, employing agencies shall be required to submit applications requesting Provisional Internship Permits through the Commission’s online application system.

(a) The employing agencies shall demonstrate that applicants for a Provisional Internship Permit have completed the following requirements:

(1) Possession of a baccalaureate or higher degree from a regionally accredited college or university.

(2) Meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statutes or regulations.

(3) Successful completion of the specified number of semester units, or equivalent quarter units, of appropriate non-remedial course work taken at a regionally accredited college or university with a grade of “C” or higher, “Pass”, or “Credit” as found in (A), (B) and (C) below. Non-remedial coursework for the purposes of this section shall be defined as coursework that is applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university.

- (A) For the Single Subject Provisional Internship Permit, at least 18 semester units of course work in the subject to be listed: or
- (B) For the Multiple Subject Provisional Internship Permit, at least 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three subject areas and an additional 10 semester units of course work in a combination of two of the remaining subject areas. The subject areas are as follows: language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science and human development.
- (C) For the Education Specialist Provisional Internship Permit, either (A) or (B) above or verify a minimum of three years of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students or verify a minimum of nine semester units of course work in special education or in a combination of special education and regular education that are appropriate to special education or regular education teaching credential.
- (4) Multiple Subject, Single Subject, and Education Specialist Provisional Internship Permits shall be issued with an English learner authorization unless the employing agency requests and the applicant verifies target language proficiency for a bilingual authorization by one of the following:
- (A) Passage in the target language of the listening and speaking sections of Test 6 of the BCLAD Examinations or passage of Test II or III of the CSET: LOTE Examinations depending on the specific language as detailed in Section 80015.3(c)(3), or
- (B) Passage in the target language of an assessment covering the integrated communication skills of listening, speaking, reading, and writing, administered by a California college or university as a part of its Commission accredited bilingual authorization program, or
- (C) Passage in the target language for which the Commission has no BCLAD Test 6 or CSET: LOTE II or III of an assessment covering the integrated communication skills of listening, speaking, reading, and writing, performed by an approved organization pursuant to Education Code Section 44253.5(a), or
- (D) Possession of a three-year or higher degree from a foreign institution in which all instruction was delivered in the target language. The foreign institution must be equivalent in status to a regionally accredited institution of higher education in the United States.
- (5) The employing agencies shall verify or submit all of the following to the Commission with each request:
- (A) That a diligent search has been conducted for a suitable credentialed teacher or suitable qualified internship teacher as evidenced by documentation of that search.
- (B) That orientation, guidance and assistance to permit holders, as specified in Section 80026.5, will be provided.
- (C) That the employing agency will assist the permit holder in developing a personalized plan through an agency defined assessment that would lead to subject matter competence that is related to the Provisional Internship Permit.
- (D) That the employing agency will assist the permit holder to seek and enroll in subject-matter training, such as workshop or seminar formats and site-based courses along with training in test-taking strategies and will assist permit holders in meeting the credential subject-matter competence requirement that is related to the Provisional Internship Permit.

(E) Verification that a notice of intent to employ the applicant in the identified position has been made public as follows:

(i) If the permit is being submitted by a public school district, it must include a copy of the agenda item presented to the governing board of the district in a public meeting with a signed statement from the superintendent, or his or her designee, that the item was acted upon favorably. The agenda item must state the name of the applicant, the assignment in which the applicant will be employed including the name of the school, subject(s) and grade level(s) that he or she will be teaching and that the applicant will be employed on the basis of a Provisional Internship Permit.

(ii) If the permit is being submitted by a county office of education, state operated school, or nonpublic, nonsectarian school or agency, it must include a dated copy of the notice that was posted at least 72 hours before the position was filled and a signed statement from the superintendent or administrator or his or her designee that there were no objections to the permit. The notice must state the name of the applicant, the assignment in which the applicant will be employed including the subject(s) and grade level(s) that he or she will be teaching and that the applicant will be employed on the basis of a Provisional Internship Permit.

(F) Verification that the candidate has been apprised of steps to earn a credential and enroll in an internship program.

(b) The Provisional Internship Permit shall be issued for one-calendar year and may not be renewed.

(c) Individuals who were issued an emergency permit pursuant to Education Code section 44300 that was reissued four times do not qualify for a Provisional Internship Permit.

(d) Use of the Provisional Internship Permit shall be restricted to the employing agency requesting the permit.

(e) The Provisional Internship Permit shall authorize the following:

(1) A Multiple Subject Provisional Internship Permit with an English learner authorization authorizes the same service as a Multiple Subject Teaching Credential with an English learner authorization.

(2) A Multiple Subject Provisional Internship Permit with a bilingual authorization authorizes the same service as a Multiple Subject Teaching Credential with a bilingual authorization.

(3) A Single Subject Provisional Internship Permit with an English learner authorization authorizes the same service as a Single Subject Teaching Credential with an English learner authorization.

(4) A Single Subject Provisional Internship Permit with a bilingual authorization authorizes the same service as a Single Subject Teaching Credential with a bilingual authorization.

(5) An Education Specialist Provisional Internship Permit with an English learner authorization authorizes the same service as an Education Specialist Instruction Credential with an English learner authorization.

(6) An Education Specialist Provisional Internship Permit with a bilingual authorization authorizes the same service as an Education Specialist Instruction Credential with a bilingual authorization.

(f) Definitions:

(1) The term "Employing agencies" as used in this section shall mean:

(A) Public school districts in California.

- (B) County offices of education or county superintendents of schools in California.
  - (C) Schools that operate under the direction of a California state agency.
  - (D) Nonpublic, nonsectarian schools and agencies as defined in Education Code Sections 56365 and 56366.
  - (E) Charter Schools as established in Education Code Section 47605.
- (2) The term “diligent search” as used in this section shall include, but is not limited to, distributing job announcements, contacting college and university placement centers, and advertising in print or electronic media.
- Note: Authority cited: Section 44225(a), Education Code. Reference: Sections 44225(b), 44225(d) and 44225(l), Education Code.

### § 80022. Teaching Permit for Statutory Leave

Local employing agencies may request the Teaching Permit for Statutory Leave to be used when a teacher of record is unable to provide services due to a statutory leave.

(a) If a local employing agency elects to request a Teaching Permit for Statutory Leave, the following shall be required for the initial issuance:

(1) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1); and fingerprint clearance as specified in §80442. Beginning January 1, 2023, employing agencies shall be required to submit applications requesting Teaching Permits for Statutory Leave through the Commission’s online application system.

(2) Possession of a baccalaureate or higher degree from a regionally accredited college or university.

(3) Meet the basic skills requirement as described in Education Code section 44252, unless exempt by statutes or regulations.

(4) Successful completion of the subject-matter requirement for the authorization(s) requested as found in (A), (B) or (C):

(A) For any single subject authorization, completion of one of the following:

1. 18 semester units (or 9 upper division units), or equivalent quarter units, of appropriate non-remedial course work taken at a regionally accredited college or university with a grade of “C” or higher, “Pass”, or “Credit” in a single subject or subsumed subject area as defined in §80005.
2. A degree major in a statutory single subject or subsumed subject area as defined in §80005.
3. Passage of the appropriate subject-matter examination(s) in the single subject area as provided in Education Code Sections 44280, 44281, and 44282.

(B) For the multiple subject authorization, completion of one of the following:

1. At least 10 semester units of non-remedial course work taken at a regionally accredited college or university with a grade of “C” or higher, “Pass”, or “Credit” in each of at least four of the following subject areas or at least 10 semester units of course work in each of three subject areas and an additional 10 semester units of course work in a combination of two of the remaining subject areas. The subject areas are as follows: language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science and human development.
2. A degree major in liberal studies.

3. Passage of the appropriate multiple subject subject-matter examination(s) as provided in Education Code Sections 44280, 44281, and 44282.

(C) For the special education authorization, completion of one of the requirements in either (A) or (B), or one of the following:

1. Verify a minimum of one year of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students.
2. Verify a minimum of 9 semester units of course work in special education or in a combination of special education and regular education that are appropriate to a special education or regular education teaching credential.

(5) The local employing agency shall submit to the Commission verification of completion of 45 hours of pre-service preparation that shall include, but is not limited to, the following:

(A) Foundational level content covering Curriculum and Instruction.

(B) Foundational level content covering Reading and Language Arts.

(C) Foundational level content covering Pedagogy.

(D) Foundational level content covering Human Development.

(E) Foundational level content covering Teaching English Learners.

(F) Foundational level content covering Best Practices in Instruction and Individualized Education Programs.

(G) Foundational, intermediate, and proficient level content for Health, Safety and Hygiene.

(H) Foundational, intermediate, and proficient level content for Ethics.

(I) Foundational, intermediate, and proficient level content for Local Context.

(J) Foundational level content covering Classroom Management and the Learning Environment.

(6) The local employing agency shall submit to the Commission verification of orientation, mentoring, and accountability.

(b) The Teaching Permit for Statutory Leave shall be valid for no less than one year and expires one calendar year from the first day of the month immediately following the date of issuance.

(c) Use of the Teaching Permit for Statutory Leave for statutory leave assignments shall be restricted to the local employing agency(ies) requesting the permit.

(d) If a local employing agency elects to request the reissuance of the Teaching Permit for Statutory Leave, the following shall be required:

(1) For the first reissuance:

(A) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1); and fingerprint clearance as specified in §80442. Beginning January 1, 2023, employing agencies shall be required to submit applications requesting Teaching Permits for Statutory Leave through the Commission's online application system.

(B) The local employing agency shall submit to the Commission verification of continued mentoring and accountability.

(C) The local employing agency shall submit to the Commission verification of completion of an additional 45 hours of preparation that shall include, but is not limited to, the following:

1. Intermediate level content covering Curriculum and Instruction.
2. Intermediate level content covering Reading and Language Arts.
3. Foundational level content covering Relationships Between Theory and Practice.
4. Intermediate level content covering Pedagogy.
5. Intermediate level content covering Teaching English Learners.

6. Foundational and intermediate level content covering Using Technology in the Classroom.
  7. Intermediate level content covering Best Practices in Instruction and Individualized Education Programs.
  8. Foundational, intermediate, and proficient level content for Local Context.
  9. Intermediate level content covering Classroom Management and the Learning Environment.
- (2) For the second reissuance:
- (A) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1); and fingerprint clearance as specified in §80442. Beginning January 1, 2023, employing agencies shall be required to submit applications requesting Teaching Permits for Statutory Leave through the Commission's online application system.
  - (B) The local employing agency shall submit to the Commission verification of continued mentoring and accountability.
  - (C) The local employing agency shall submit to the Commission verification of completion of an additional 45 hours of preparation that shall include, but is not limited to, the following:
    1. Proficient level content covering Curriculum and Instruction.
    2. Proficient level content covering Reading and Language Arts.
    3. Intermediate and proficient level content covering Relationships Between Theory and Practice.
    4. Proficient level content covering Pedagogy.
    5. Intermediate and proficient level content covering Human Development.
    6. Proficient level content covering Teaching English Learners.
    7. Proficient level content covering Using Technology in the Classroom.
    8. Proficient level content covering Best Practices in Instruction and Individualized Education Programs.
    9. Foundational, intermediate, and proficient level content for Local Context.
    10. Proficient level content covering Classroom Management and the Learning Environment.
- (3) For the third and all subsequent reissuances:
- (A) Submission of an application form as defined in §80001; the processing fee as specified in §80487(a)(1); and fingerprint clearance as specified in §80442. Beginning January 1, 2023, employing agencies shall be required to submit applications requesting Teaching Permits for Statutory Leave through the Commission's online application system.
  - (B) The local employing agency shall submit to the Commission verification of continued mentoring and accountability.
  - (C) The local employing agency shall submit to the Commission verification of completion of professional learning activities that are offered to the local employing agency's regular teaching staff.
  - (e) The Teaching Permit for Statutory Leave may be issued with one or more of the following authorizations:
    - (1) A multiple subject authorization that shall authorize instructional service as the interim teacher of record to students in a self-contained setting as defined for the Multiple Subject Teaching Credential in §80003.
    - (2) A specific single subject authorization that shall authorize instructional service as the interim teacher of record to students in a departmentalized setting as defined for the Single Subject Teaching Credential in §80004.

(3) A special education authorization that shall authorize instructional service as the interim teacher of record to students with any disability area as is authorized by an Education Specialist Instruction Credential in §80048.6.

(f) Definitions:

(1) The term “accountability” as used in this section shall mean the following:

(A) That the local employing agency has made reasonable efforts in hiring a substitute with a full teaching credential that matches the setting and/or subject for the statutory leave position and that no such candidate is available, and

(B) That documentation verifying the appropriate use of each permit holder's assignment shall be kept on file with the local employing agency and that data on the assignments of the permit holder shall be reported to the local county office of education annually as part of the assignment monitoring specified under Education Code section 44258.9. Documentation verifying the appropriate use of each permit shall include:

1. name of the permit holder serving in the assignment,
2. teacher of record,
3. specific statutory leave section that justifies use of the TPSL permit,
4. school site of assignment,
5. setting, subject, and grade level of statutory leave assignment,
6. name of mentor assigned to TPSL permit holder, and
7. number of cumulative days the TPSL holder served in specific statutory leave assignment.

(2) The term “Best Practices in Instruction and Individualized Education Programs” as used in this section shall mean the following: federal disability category definitions and specific best practices; basic explanation of individualized education programs and other special education acronyms; how to interpret an individualized education program goal and collect data; how to interpret and implement a behavior plan; differentiated instruction and universal design for learning including visual supports, applied behavior analysis and positive behavioral interventions and supports; communication with parents; working with related service providers and paraeducators.

(3) The term “Classroom Management and the Learning Environment” as used in this section shall mean the following: research-based strategies for creating and maintaining effective learning environments; classroom organization; behavior management plans that support student engagement and learning; positive behavior supports; and local context (e.g., school-wide behavior management systems, Positive Behavioral Interventions and Support (PBIS), Multi-Tier Systems of Support (MTSS), Response to Instruction and Intervention (RTI2), Restorative Justice Approach).

(4) The term “Curriculum and Instruction” as used in this section shall mean the following: preparation in developing, implementing, adapting, modifying, and evaluating a variety of pedagogical approaches to instruction; using and developing instructional sequences and lesson plans that provide all students with equitable access to the content and experiences found in the state-approved core curriculum.

(5) The term “employing agency” as used in this section shall mean any of the following: public school districts in California; county offices of education or county superintendents of schools in California; schools that operate under the direction of a California state agency; nonpublic,

nonsectarian schools and agencies as defined in Education Code sections 56365 and 56366; charter schools as established in Education Code section 47605.

(6) The term “Ethics” as used in this section shall mean the following: confidentiality regarding student information; mandated reporting and child abuse prevention; Americans with Disabilities Act of 1990 (ADA); Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1973; non-discrimination; universal access, designing and implementing equitable and inclusive learning environments for all students.

(7) The term “foundational” as used in this section shall mean the most basic or introductory level.

(8) The term “Health, Safety and Hygiene” as used in this section shall mean the following: emergency behavior interventions and de-escalation strategies; establishing a physically, socially, and emotionally safe classroom environment; specialized health care procedures; injury and illness prevention; lifting, carrying, and use of mechanical lifts and equipment; general and specialized ergonomics; blood-borne pathogens and universal precautions.

(9) The term “Human Development” as used in this section shall mean the following: comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood; knowledge of developmental stages and development associated with various disabilities and risk conditions (e.g., visual impairment, autism spectrum disorders, cerebral palsy); resilience and protective factors (e.g., attachment, temperament) and their implications for learning.

(10) The term “intermediate” as used in this section shall mean that which is in advance of or builds upon the foundational level.

(11) The term “Local Context” as used in this section shall mean the following: employer-specific software or programs used for attendance, grading, and individualized education program tracking; school expectations; local educational programs.

(12) The term “mentoring” as used in this section shall mean that for each statutory leave assignment the local employing agency shall provide an average of two hours of mentoring, support, and/or coaching per week through a system of support coordinated and/or provided by a mentor who possesses a valid life or clear credential that would also authorize service in the statutory leave assignment, and that within this system of support the TPSL holder shall be provided lesson plans for the first four weeks of the assignment as well as continued assistance in the development of curriculum, lesson planning, and Individualized Education Programs (IEPs).

(13) The term “orientation” as used in this section shall mean that the local employing agency shall provide early orientation to the assignment before or during the first month of service in the statutory leave assignment.

(14) The term “Pedagogy” as used in this section shall mean the following: introductory coursework in planning and delivering content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks; knowledge of the full range of the service delivery system, including special and general education, diversity of grades/ages, and federal disability categories.

(15) The term “professional learning activities” as used in this section shall mean activities that are offered to the local employing agency's regular teaching staff.

(16) The term “proficient” as used in this section shall mean the complete or skilled level.



(17) The term “Reading and Language Arts” as used in this section shall mean the following: systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework that meets the needs of the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.

(18) The term “Relationships Between Theory and Practice” as used in this section shall mean the following: exposure to the relationships between foundational issues, theories, and professional practice in relation to the principles of human learning and development, pedagogical strategies, curriculum, instruction, assessment, student accomplishments, attitudes, and conduct.

(19) The term “statutory leave” as used in this section shall mean when an employing agency must temporarily fill a position belonging to a teacher of record whose absence is authorized by any leave as defined in Education Code section 44977, Education Code section 44978, Education Code section 44984, Government Code section 12945, Government Code section 12945.2, 29 U.S.C. Chapter 28, Education Code section 44800, Military and Veterans Code sections 395, 395.01, 395.02, 395.05, 395.1, 395.2, 395.9, 38 U.S.C. Chapter 43, and Administrative Leave pursuant to collective bargaining agreements outlined in Government Code section 3543.2 that is related to procedures outlined in Education Code sections 44934 to 44951.

(20) The term “Teaching English Learners” as used in this section shall mean the following: principles of linguistic development; language acquisition; assessment of language proficiency; academic delivery and building strategies for English language learners; knowledge of educational equity, diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students.

(21) The term “Using Technology in the Classroom” as used in this section shall mean the following: knowledge in the basic principles of operation of computer hardware and software; use of technology to facilitate the teaching and learning process; legal and ethical issues related to the use of technology; best practices and research on the use of technology to deliver lessons that enhance student learning; integration of technology-related tools into the educational experience.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b), 44225(d), 44225(e), 44225(l), 44252, 44258.9, 44280, 44281, 44282, 44300(i), 44977, 44978, 44984, 47605, 56365 and 56366, Education Code.

#### § 80023.2. General Requirements for the Initial Issuance of Emergency Permits

The following requirements apply to the initial issuance of all emergency permits specified in Section 80023.

(a) The applicant must possess a baccalaureate or higher degree from a regionally accredited college or university.

(b) The applicant must meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statutes or regulations.

- (c) The applicant must satisfy the requirements for the permit being requested as specified in Sections 80024.3.1 and 80024.6 through 80024.8.
- (d) The employing agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.
- (e) If the applicant does not already have fingerprint clearance on file with the Commission, the permit application must include verification of completion of livescan. No permit will be issued until the clearance process is completed.
- (f) Issuance of an emergency permit also requires the submission of a complete application packet, including a completed Application for Credential Authorizing Public School Service as specified in Section 80001, payment of the fee(s) required by Section 80487, and other documents required by the Commission to verify completion of all requirements for the emergency permit.
- (g) Beginning January 1, 2023, employing agencies shall be required to submit applications requesting emergency permits through the Commission's online application system.
- Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(d), 44225(g) and 44300, Education Code.

#### § 80026.6. Requirements for the Reissuance of Emergency Permits

- (a) The reissuance requirements for an emergency permit identified in Section 80023 shall include all of the following:
- (1) A completed Application for Credential Authorizing Public School Service (form 41-4, rev 4-94). Beginning January 1, 2023, employing agencies shall be required to submit applications requesting emergency permits through the Commission's online application system.
  - (2) Payment of the fee(s) required by Section 80487.
  - (3) Prior submission of a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.
  - (4) Verification that orientation, guidance and assistance have been provided as required in Section 80026.5.
  - (5) For the first reissuance only, an evaluation by a Commission-accredited professional preparation institution identifying requirements the emergency permit holder must complete to be eligible for the related credential.
  - (6) Completion of at least six semester units (or the equivalent quarter units) of approved coursework in a Commission-accredited professional preparation program required for issuance of the related credential, unless exceptions for reissuance are listed under the specific requirements for the type of emergency permit for which application is being made.
- Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(d), 44225(g) and 44300, Education Code.

#### § 80027. General Education Limited Assignment Multiple or Single Subject Teaching Permit

- (a) Requirements for the initial issuance of General Education Limited Assignment Multiple or Single Subject Teaching Permits include all of the following:

- (1) If an employing agency elects to request a General Education Limited Assignment Teaching Permit, the employing agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.
- (2) Applicant is currently employed by the local governing board requesting such assignment.
- (3) Applicant holds a valid California general education teaching credential based on a baccalaureate degree and a professional teacher preparation program, including student teaching or the equivalent.
- (4) If an employing agency elects to assign an applicant who has not obtained permanent status as defined in Education Code 44929.21 or 44929.22 or 44929.23, the employing agency shall assign an experienced educator in the subject area of the General Education Limited Assignment Multiple or Single Subject Teaching Permit who has completed 3 years of full-time general education elementary or secondary classroom teaching experience in the subject area(s) requested. If more than one subject area is requested, the experienced educator(s) must have a minimum of three years of teaching experience in each area requested. The local employing agency may assign more than one experienced educator to the permit holder to meet this requirement.
- (5) The General Education Limited Assignment Single Subject Teaching Permit may be issued in the subject areas listed in Education Code Section 44257 and the General Education Limited Assignment Multiple Subject Teaching Permit may be issued in the subject area of General Subjects.
- (6) If an employing agency elects to request a General Education Limited Assignment Teaching Permit, the employing agency must keep on file a written statement verifying consent of the teacher to serve on the General Education Limited Assignment Multiple or Single Subject Teaching Permit.
- (7) For initial issuance of a General Education Limited Assignment Multiple or Single Subject Permit, the employing agency may assist the applicant in submitting the following to the Commission:
  - (A) A completed Application for Credential Authorizing Public School Service (form 41-4, rev. 9/08) available on the Commission's website and hereby incorporated by reference, together with its related Instruction and Information Sheet (rev. 9/08) and Form 41-ECC (Explanation of Criminal Conviction or Pending Criminal Charge) (rev. 7/08), and
  - (B) The fee as specified in Section 80487(a)(1).
  - (C) Beginning January 1, 2023, employing agencies shall be required to submit applications requesting General Education Limited Assignment Permits through the Commission's online application system.
- (b) Requirements for the renewal of General Education Limited Assignment Multiple or Single Subject Teaching Permit if an employing agency elects to request the renewal of the permit.
  - (1) Applicant is currently employed by the local governing board requesting such assignment.
  - (2) Applicant holds a valid California general education teaching credential based on a baccalaureate degree and a professional teacher preparation program, including student teaching or the equivalent.
  - (3) For the renewal of a General Education Limited Assignment Multiple or Single Subject Teaching Permit, the employing agency may assist the applicant in submitting the following to the Commission:

(A) A completed Application for Credential Authorizing Public School Service (form 41-4, rev. 9/08) available on the Commission's website and hereby incorporated by reference, together with its related Instruction and Information Sheet (rev. 9/08) and Form 41-ECC (Explanation of Criminal Conviction or Pending Criminal Charge) (rev. 7/08).

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

(C) Beginning January 1, 2023, employing agencies shall be required to submit applications requesting General Education Limited Assignment Permits through the Commission's online application system.

(D) Verification of the completion of one of the following:

1. At least six semester units, or the equivalent quarter units, of course work required for issuance of the related credential or

2. Take all sections of the examination appropriate to the type of permit requested, multiple or single subject, as provided in Education Code sections 44280, 44281 and 44282 and pass two sections. If one or more sections have been previously passed, the individual must pass the one or two sections of the examination, as appropriate.

(4) If an employing agency elects to request a General Education Limited Assignment Teaching Permit, the employing agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.

(5) An individual may renew a General Education Limited Assignment Multiple or Single Subject Teaching Permit in any one specific subject only twice during his or her lifetime.

(6) If an employing agency elects to request a General Education Limited Assignment Teaching Permit, the employing agency must keep on file a written statement verifying consent of the teacher to serve on the General Education Limited Assignment Multiple or Single Subject Teaching Permit.

(c) Authorization:

(1) A General Education Limited Assignment Multiple Subject Teaching Permit authorizes the same service as a Multiple Subject Teaching Credential in the authorized field listed on the permit.

(2) A General Education Limited Assignment Single Subject Teaching Permit authorizes the same service as a Single Subject Teaching Credential in the authorized field(s) listed on the permit.

(d) The General Education Limited Assignment Multiple or Single Subject Teaching Permit is valid for one calendar year from the first day of the month immediately following the date of issuance but is limited to the expiration date of the prerequisite teaching credential held.

(1) A permit issued for less than one calendar year may be extended for the remainder of the calendar year as long as the prerequisite teaching credential has been renewed. An application and fee as found in (b)(3)(A) and (B) must be submitted. Verification of requirements as found in (b)(3)(C) are not required to extend the permit for the remainder of the calendar year.

Note: Authority cited: Sections 44225(d), 44225(g), 44225(q) and 44300, Education Code.

Reference: Sections 44280, 44281, 44282 and 44300, Education Code.

§ 80027.1. Special Education Limited Assignment Teaching Permit

(a) Requirements for the initial issuance of a Special Education Limited Assignment Teaching Permit include all of the following if an employing agency elects to request the permit:

(1) If an employing agency elects to request a Special Education Limited Assignment Teaching Permit, the employing agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.

(2) Applicant is currently employed by the local governing board requesting such assignment.

(3) Applicant holds a valid California special education teaching credential based on a baccalaureate degree and a professional preparation program, including student teaching or the equivalent or a services credential with a special class authorization listed in sections 80047 through 80047.9.

(4) If an employing agency elects to assign an applicant who has not obtained permanent status as defined in Education Code 44929.21 or 44929.22 or 44929.23 the employing agency shall assign an experienced educator in the subject area of the Special Education Limited Assignment Teaching Permit who has completed three years of full-time special education teaching experience in the special education specialty area(s) requested. If more than one specialty area is requested for the permit, the experienced educator(s) must have a minimum of three years of teaching experience in each area requested. The local employing agency may assign more than one experienced educator to the permit holder to meet this requirement.

(5) The Special Education Limited Assignment Teaching Permit may be issued in the special education specialty area aligned with the preliminary and clear Education Specialist Instruction Credentials.

(6) If an employing agency elects to request a Special Education Limited Assignment Teaching Permit, the employing agency must keep on file a written statement verifying consent of the teacher to serve on the Special Education Limited Assignment Teaching Permit.

(7) For initial issuance of a Special Education Limited Assignment Teaching Permit, the employing agency may assist the applicant in submitting the following to the Commission:

(A) A completed Application for Credential Authorizing Public School Service (form 41-4, rev. 9/08) available on the Commission's website and hereby incorporated by reference, together with its related Instruction and Information Sheet (rev. 9/08) and Form 41-ECC (Explanation of Criminal Conviction or Pending Criminal Charge) (rev. 7/08).

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

(C) Beginning January 1, 2023, employing agencies shall be required to submit applications requesting Special Education Limited Assignment Teaching Permits through the Commission's online application system.

(C) One of the following:

1. Three semester, or the equivalent quarter, units of course work in each special education specialty area requested, or

2. One year of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students in each of the special education specialty area requested and has received a favorable evaluation or recommendation by the local employing agency.

(b) Requirements for the renewal of a Special Education Limited Assignment Teaching Permit if an employing agency elects to request the permit.

(1) Applicant is currently employed by the local governing board requesting such assignment.

(2) Applicant holds a valid California special education teaching credential based on a baccalaureate degree and a professional preparation program, including student teaching or the equivalent or a services credentials with a special class authorization listed in sections 80047 through 80047.9.

(3) For renewal of a Special Education Limited Assignment Teaching Permit, the employing agency may assist the applicant in submitting the following to the Commission:

(A) A completed Application for Credential Authorizing Public School Service (form 41-4, rev. 9/08) available on the Commission's website and hereby incorporated by reference, together with its related Instruction and Information Sheet (rev. 9/08) and Form 41-ECC (Explanation of Criminal Conviction or Pending Criminal Charge) (rev. 7/08).

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

(C) Beginning January 1, 2023, employing agencies shall be required to submit applications requesting Special Education Limited Assignment Teaching Permits through the Commission's online application system.

(D) Verification of the completion of at least six semester units, or the equivalent quarter units, of course work required for issuance of the related credential.

(4) If an employing agency elects to request a Special Education Limited Assignment Teaching Permit, the employing agency must submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.

(5) An individual may renew a Special Education Limited Assignment Teaching Permit in any one special education specialty area only twice during his or her lifetime.

(6) If an employing agency elects to request a Special Education Limited Assignment Teaching Permit, the employing agency must keep on file a written statement verifying consent of the teacher to serve on the Special Education Limited Assignment Teaching Permit.

(c) Authorization:

(1) A Special Education Limited Assignment Teaching Permit authorizes the same service as an Education Specialist Teaching Instruction Credential.

(d) The Special Education Limited Assignment Teaching Permit shall be valid for one calendar year and expires one calendar year from the first day of the month immediately following the date of issuance but is limited to the expiration date of the prerequisite credential held.

(1) A permit issued for less than one calendar year may be extended for the remainder of the calendar year as long as the prerequisite credential has been renewed. An application and fee as found in (b)(3)(A) and (B) must be submitted. Verification of requirements as found in (b)(3)(C) are not required to extend the permit for the remainder of the calendar year.

Note: Authority cited: Sections 44225(d), 44225(g), 44225(l), 44225(q) and 44300, Education Code. Reference: Sections 44225(b), 44225(e) and 44300, Education Code.

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# Program Approval

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## **Introduction**

This agenda item presents one Single Subject Matter program submitted by an institution of higher education for approval.

## **Background**

The Commission regularly receives recommendations for program approval from subject matter review panels. The content specific subject matter standards are closely aligned to the K-12 academic content standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, the two programs may be completed concurrently.

## **Subject Matter Program Review Procedures**

Subject matter educators review the submitting institution's response to the preconditions. The preconditions are based on both state laws and Commission policies and address the minimum unit and content area requirements. The institution's responses to the Commission's subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the Subject Matter Requirements (SMRs). The SMRs are the content knowledge required to be covered in the program and are aligned to the K-12 content standards that the candidate will be expected to know. If the program does not meet the standards, the institution is given an explanation of the findings. The institution may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program is recommended to the Commission for approval. After subject matter program approval is granted by the Commission, the institution may admit candidates to the approved subject matter program. Graduates of a Commission-approved subject matter preparation program meet the Commission's SMRs and are not required to take the subject matter examination (California Subject Examinations for Teachers).

## **Summary of Information on the Proposed Single Subject Matter Program**

### **California State University, San Bernardino**

The California State University – San Bernardino (CSUSB) subject matter program for Theatre (Teaching Secondary Theatre concentration) will prepare students for California's brand new Theatre credential. CSUSB's program provides training in all of the Theatre Arts, including acting, directing, devising, technical theatre, and theatre design, with additional rigorous coursework in methods of teaching Theatre. The program will enable students to develop inclusive subject matter knowledge for teaching Theatre as a subject across Secondary grade levels, as well as providing all of the necessary hands-on skills for running a Theatre production program. Students will complete courses comprehensively aligned with the content, concepts,

and skills detailed in the Theatre section of the California Visual and Performing Arts Framework.

CSUSB's program was created in collaboration with the California Educational Theatre Association (CETA) which advocates for standards-based excellence in Theatre education. CETA is passionate about making sure that future High School Theatre teachers are prepared to be excellent teachers as well as produce live theatre for their communities. CSUSB's program includes advanced study and application of methods of producing work appropriate for, reflective of, and accessible to young people, best practices for building a network of community stakeholders, and developing inclusive, student-centered pedagogy.

The program will be housed in the Department of Theatre Arts with a degreed specialist in Theatre Education serving as Theatre Waiver Coordinator. This coordinator will be the primary contact for CSUSB's network of local High School Theatre teacher partners.

**Staff Recommendation**

Staff recommends that the Commission approve the subject matter program shown below: California State University, San Bernardino: Theatre



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# Proposed Title 5 Regulation Pertaining to Teaching Performance Assessment

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## Introduction

In accordance with Commission policy adopted in [Agenda Item 3B](#) at the February 2022 Commission meeting, this rulemaking action proposes the following:

- 1) That teacher candidates seeking multiple credentials simultaneously pass one teaching performance assessment (TPA) and consult with their credential programs for advice and assistance to determine the most appropriate TPA based upon field placement and career goals.
- 2) That credentialed teachers holding a Preliminary or Level I credential be required to pass a TPA if one of the following conditions applies: a) the credential was earned in another state or country, or through alternative pathways or b) the credential was earned prior to any TPA requirement.
- 3) That credentialed teachers seeking a subsequent credential type not be required to pass a TPA if one of the following conditions applies: a) the teacher holds a Preliminary and passed a TPA or b) the teacher holds a Clear, Level II or Life credential.

## Background

As a minimum requirement for teaching a preliminary multiple or single subject teaching credential, [section 44259 of the Education Code](#) establishes the passage of the teaching performance assessment (TPA). [AB 320](#) (Chap. 663, Stats. 2021) added the passage of a teaching performance assessment to the requirements for education specialist credentials. This raised the question amongst the educator preparation community whether candidates and teachers seeking both a general education and an education specialist credential or more than one education specialist credential would be required to take and pass a TPA for each credential type.

In June 2021, the Commission on Teacher Credentialing discussed this issue and expressed its intent that, in general, candidates and veteran teachers seeking multiple credentials should only be required to take and pass one teaching performance assessment. In [February 2022](#), Commissioners took action on the single TPA requirement for candidates seeking more than one credential as well as language clarifying TPA requirements for teachers who hold credentials and seek subsequent credential types. The proposed regulation reflects these determinations.

## Summary of Proposed Regulation:

[Appendix A](#) includes the proposed regulatory language that would establish for candidates pursuing two or more credentials simultaneously the ability to consult with their credential programs for advice and assistance to determine which one TPA best aligns with their field

placement and career goals. It also defines TPA requirements for teachers holding a credential and seeking a subsequent credential type.

**Staff Recommendation**

Staff recommends that the Commission adopt the proposed regulations as shown in Appendix A and authorize staff to finalize the rulemaking record, provided there are no substantive public comments.

**Next Steps**

If approved by the Commission, staff will complete the rulemaking packet for submission to the Office of Administrative Law.

## Appendix A

### CALIFORNIA CODE OF REGULATIONS

#### TITLE 5. EDUCATION

#### DIVISION 8. COMMISSION ON TEACHER CREDENTIALING

#### CHAPTER 1. Credential Issued Under the Teacher Preparation and Licensing Law of 1970

#### Article 3. Examinations and Subject Matter

#### 80095. Specific Teaching Performance Assessment Requirements

- (a) Candidates seeking multiple credentials shall only be required to pass one teaching performance assessment. The Commission accredited educator preparation program shall advise and assist the candidate enrolled in the program to determine the one specific teaching performance assessment that best aligns with the field placement and future career goals of the candidate. Notwithstanding subsection (b) credential holders seeking a subsequent credential type shall take and pass a teaching performance assessment if either of the following conditions apply:
- (1) The initial credential was earned through preparation in another state or country, or through alternative pathways that did not require passage of a teaching performance assessment.
  - (2) The initial credential was earned based on California preparation that was completed prior to any teaching performance assessment requirement for the credential earned.
- (b) Credential holders seeking a subsequent credential type are not required to take and pass a teaching performance assessment if any one of the following conditions applies:
- (1) a credential holder holds a valid clear, level II, or life teaching credential.
  - (2) a preliminary credential holder has passed a teaching performance assessment as a requirement of a Commission accredited educator preparation program.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44320, 44320.2 Education Code.

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# Modifications to Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to New Education Specialist Credentials

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## Introduction

The rulemaking packet related to the new Education Specialist Credentials was submitted to the Office of Administrative Law (OAL) following Commission adoption of the proposed regulations and modifications that were approved at the Commission's [December 2020](#) meeting. OAL reviewed the proposed regulations and recommended additional changes for the purpose of clarity and consistency. This item proposes additional amendments to the regulatory text including placing the Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (TPEs) into their own respective section for regulatory adoption and resubmission to the OAL.

## Background

The Office of Administrative Law reviews and approves regulations for the state of California to ensure that the regulations meet the requirements of the Administrative Procedures Act and are legally defensible. After submission of the package following the Commission approval in [December 2020](#), the reviewing attorney at the OAL provided staff with suggestions for improved clarity and consistency. The Commission has withdrawn the regulations to make the improvements recommended. The proposed amendments for adoption are in [Appendix A](#). Additionally, the original packet erroneously included updating the standards for sections 80046.1, 80048.5, 80048.0, 80048.9.4, and 80070.4, however those sections did not need to be updated, as the standards did not change for those sections when the Preliminary Education Specialist Teaching Credential Program Standards were adopted.

At the recommendation of OAL, staff are also proposing to improve the clarity in the organization of the Commission's regulations by taking the standards and TPEs out of the regulations as a "document incorporated by reference" and, instead, placing them into their own sections of regulations. The standards are proposed for adoption in section 80612 and the TPEs are in 80613. It is important to note that the content of the standards remains the same as when originally adopted and no substantive changes are being proposed. Removing the document that was proposed to be incorporated by reference, "*Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (TPEs) adopted 8/18,*" and replacing it with the two new sections in regulation will streamline and provide more flexibility for the process for future updates to standards and related regulations by allowing the Commission to adopt changes to specific sections.

## Summary of Proposed Amendments

Below is a summary of the amendments in this regulation proposal. The proposed regulation text is available in [Appendix A](#) with the new proposed modifications shown in double underline for additions and ~~double strikethrough~~ for deletions. The following modifications are proposed for Commission adoption and resubmission to OAL in order to improve clarity and consistency for resubmission to OAL.

**80033(c)(5)-(6):** Updating language to remove document incorporated by reference and reference proposed sections 80612 and 80613 instead.

**80048.3.1(b)(1)(A):** When the regulations were originally drafted the Commission anticipated that the online credential system would not be ready to transition to the new credential until January 1, 2023, however the Commission is now able to move that date up to July 1, 2022.

**80048.3.2(a)(2)(B):** When the regulations were originally drafted the Commission anticipated that the online credential system would not be ready to transition to the new credential until January 1, 2023, however the Commission is now able to move that date up to July 1, 2022.

**80048.6(b)(5):** Delete terms “primary” and “secondary” because the new credentials are focused on meeting the needs of students across disability categories. Adding “including autism” as a correction because the program standards require autism preparation and to make it clear to employers that teachers with the new credentials are prepared to teach students with autism. Correcting punctuation by adding a comma after “hearing” and removing the comma after “neuropathy.” Removing the hyphen in deafblind, as the related community does not use the hyphen.

**80048.6(b)(6):** Delete term “primary” because the new credentials are focused on meeting the needs of all students and not just those with primary or secondary disabilities. Correcting the “and” to “or and removing the hyphen in deafblind, as the related community does not use the hyphen. Adding “including autism” as a correction because the program standards require autism preparation and to make it clear to employers that teachers with the new credentials are prepared to teach students with autism.

**80048.6(b)(7) and (9) and (10):** When the regulations were originally drafted the Commission anticipated that the online credential system would not be ready to transition to the new credential until January 1, 2023, however the Commission is now able to move that date up to July 1, 2022.

**80048.6(b)(8) and (b)(10):** Updating language to remove document incorporated by reference and reference proposed sections 80612 and 80613 instead.

**80048.6(b)(13) and (15):** Adding in the word “disabilities” to mirror the language of the existing credential.

**80048.7(a)(3):** Correcting revision date on form.

**80048.7(b) and (d)(2):** Removing hyphen in deafblind, as the related community does not use the hyphen.

**80048.8(a):** Fixing number as (a) has 11 sections, not ten. Also fixing the capitalization on “and” in (a)(10).

**80048.8(a)(11):** Adding language to make it clear that the section is based on the standards in sections 80612 and TPEs in 80613.

**80048.10:** When the regulations were originally drafted the Commission anticipated that the online credential system would not be ready to transition to the new credential until January 1, 2023, however the Commission is now able to move that date up to July 1, 2022.

**80048.10(a)(2)(C), (b)(2)(C), and (c)(2)(C):** Adding “approved by a Local Education Agency” to make it clear that a Local Education Agency must be the entity that confirms that the competency has been demonstrated.

**80048.10(g)(1)-(3):** Updating language to remove document incorporated by reference and reference proposed sections 80612 and 80613 instead. Sections (g)(1-3) updated to reflect the section numbers for the required content. The required content has not changed, however the numbering needed to be updated to reflect the addition of 80613.

**Removal of the document incorporated by reference (Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations adopted 8/18) and replacement with section 80612 and 80613:** Placing the standards and TPEs directly into their own regulations sections makes updating regulations that reference those sections easier in the future and leads to a cleaner set of regulations for the Commission. Additionally, The passage of AB 130, effective January 1, 2022, changed Education Code section 44310 and now requires that the commission update program preconditions related to subject matter. This work will not be presented to the Commission until later in 2022 and necessary language will be added to regulations after that time. Further, most of the preconditions are restatement of Education Code sections 44227, 44253.1, 44259(b), 44325(c)(3), and 44283 and would be duplicative to add into regulations. Additionally, section two of document also had literacy TPEs that need to be updated pursuant to SB 488 which was also passed this year and requires the commission to update literacy standards including the TPEs.

**Removal of sections 80046.1, 80048.5, 80048.9, 80048.9.4, 80070.4 from the regulatory packet:** Inclusion of these sections was done in error when the rule making packet was originally composed. The standards incorporated by reference in these sections were not updated, therefore no changes to these sections are needed at this time.

### **Staff Recommendation**

Staff recommends that the Commission adopt the proposed amendments to regulations as shown in [Appendix A](#) and authorize staff to finalize the rulemaking record, provided there are no substantive public comments.

### **Next Steps**

If approved by the Commission, staff will issue a 15-day notice and complete the rulemaking packet for resubmission to the Office of Administrative Law.

## Appendix A: Proposed Text

The Commission on Teacher Credentialing has illustrated changes to the original text in the following manner: text originally proposed to be added is underlined; text proposed to be deleted is displayed in ~~strikeout~~. A 15-day notice was issued in July 2021 with text proposed to be deleted displayed in ~~bold and double strike through~~; text proposed to be added is **underlined and bold**. Text proposed to be deleted in this notice is shown in ~~double strikethrough~~; text proposed to be added is shown in double underline.

CALIFORNIA CODE OF REGULATIONS  
TITLE 5. EDUCATION  
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING

§ 80033. Intern Teaching Credentials

(a) The Commission may issue the following types of multiple subject, single subject, and education specialist instruction intern credentials:

- (1) University intern credentials pursuant to Education Code section 44452.
- (2) District intern credentials pursuant to Education Code section 44325.

(b) Support and Supervision.

(1) Intern programs are a partnership between the Commission approved program sponsor and the California employing agency that elects to employ an individual on the basis of an intern credential. Prior to an intern teacher assuming daily teaching responsibilities, a signed Memorandum of Understanding must be in place between the Commission approved program sponsor and the California employing agency detailing the support and supervision that will be provided.

(2) The Commission approved program sponsor in cooperation with the California employing agency shall counsel the intern candidate and develop a plan to complete the requirements to earn a credential in the content or specialty area(s) of the intern credential. The Commission approved program sponsor, employing agency, and the intern teacher shall concur on the program planned.

(3) Prior to an intern teacher assuming daily teaching responsibilities, the California employing agency must identify a mentor for the intern teacher that possesses a valid, corresponding life or clear teaching credential and a minimum of three years of successful teaching experience.

(4) A minimum of 144 hours of support/mentoring and supervision shall be provided to each intern teacher per school year to coach, model, and demonstrate within the classroom, and to assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining

in the school year. A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days.

(5) The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner authorization or CLAD Certificate issued pursuant to section 80015; or a valid bilingual authorization issued pursuant to section 80015.1:

(A) The Commission approved program sponsor shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.

(B) The California employing agency shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to (b)(3) provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher.

(C) An individual who passes the CTEL examinations specified in section 80015.3(b) prior or subsequent to the issuance of the intern credential may be exempted from the provisions of (b)(5)(A) and (b)(5)(B).

(c) The following are the minimum requirements for a university or district intern credential:

(1) A baccalaureate degree or higher degree, except in professional education, from a regionally accredited institution of higher education.

(2) Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute or regulation.

(3) Demonstration of knowledge of the Constitution of the United States as provided in Education Code section 44335.

(4) Subject-matter knowledge.

(A) Multiple subject intern credential applicants shall meet this requirement as specified in section 80413(a)(5)(A).

(B) Single subject intern credential applicants shall meet this requirement as specified in section 80413(a)(5)(B).

(C) Education specialist instruction intern credential applicants shall meet this requirement as specified in section 80048.8(a)(4).



(5) Enrollment in a Commission approved program as follows:

(A) For the multiple subject and single subject university or district intern credential, a program based on the SB 2042 Multiple Subject and Single Subject Preliminary Credential Program (rev. 2/11/14), available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in Education Code section 44373(c).

(B) For the education specialist instruction university or district intern credential, a program based on the Program Standards in section 80612 and the credential specific Teaching Performance Expectations in section 80613, and which has been Education Specialist Teaching and Other Related Services Credential Program Standards (rev. 5/13) Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/18), available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in Education Code section 44373(c).

(6) Completion of intern preservice preparation provided by a Commission approved program sponsor as detailed in ~~the program standards in the documents incorporated by reference in~~ (c)(5):

(7) Submission of an application form as defined in section 80001; the processing fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442.

(8) Recommendation from a Commission approved intern program as specified in Education Code section 44227(b).

(d) Intern credentials shall be issued with an English learner or bilingual authorization for applicants who meet the conditions specified in either (d)(1) or (d)(2).

(1) An English learner authorization for applicants who do not possess one of the following:

(A) a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction credential;

(B) a valid English learner authorization or CLAD Certificate issued pursuant to section 80015; or

(C) a valid bilingual authorization issued pursuant to section 80015.1.

(2) A bilingual authorization if requested by a Commission approved bilingual authorization program based on the Standards of Quality and Effectiveness for Programs Leading to Bilingual Authorization (rev. 1/13), available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in Education Code section 44373(c).

(e) An intern credential shall be restricted to service with the California employing agency identified by the Commission approved program sponsor.

(f) Term.

(1) An intern credential issued pursuant to this section, except the education specialist instruction district intern credential, shall be initially issued for no more than two years.

(2) The education specialist instruction district intern credential shall be initially issued for no more than three years.

(g) Authorization.

(1) The following shall be listed on each intern credential: "This individual has completed the intern preservice preparation, which included specific instruction on the teaching of English learners, and is participating in a Commission approved intern preparation program. The individual must be supported by both the Commission approved program and the employer in the area(s) listed and in his/her work with English learners, and must make satisfactory progress toward program completion for the duration of the intern credential."

(2) The university intern credential authorizes the following:

(A) A multiple subject university intern credential authorizes the holder to provide the services specified in sections 80003(a) through (d) in grades twelve and below, including preschool, and in classes organized primarily for adults.

(B) A single subject university intern credential authorizes the holder to teach the content area(s) listed on the document in grades twelve and below, including preschool, and in classes organized primarily for adults as specified in sections 80004(a) through (e).

(C) An education specialist instruction university intern credential authorizes the holder to provide instructional services within the specialty area(s) listed as specified in section 80048.6(b).

(D) A university intern credential with an English learner authorization also authorizes the holder 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) as follows:

1. Multiple subject: within the settings and grade levels specified in (g)(2)(A).
2. Single subject: within the content area(s) and grade levels specified in (g)(2)(B).
3. Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

(E) A university intern credential with a bilingual authorization also authorizes the holder to provide instructional services as defined in subsections (a) through (d) of Education Code section 44253.2 as follows:

1. Multiple subject: within the settings and grade levels specified in (g)(2)(A).
2. Single subject: within the content area(s) and grade levels specified in (g)(2)(B).
3. Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

(3) The district intern credential authorizes the following:

(A) A multiple subject district intern credential authorizes the holder to teach self-contained classes in grades kindergarten through eight.

(B) A single subject district intern credential authorizes the holder to teach departmentalized courses within the content area(s) listed on the document in grades six through twelve.

(C) An education specialist instruction district intern credential authorizes the holder to provide instructional services within the specialty area(s) listed as specified in section 80048.6(b).

(D) A district intern credential with an English learner authorization also authorizes the holder 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) as follows:

1. Multiple subject: within the settings and grade levels specified in (g)(3)(A).
2. Single subject: within the content area(s) and grade levels specified in (g)(3)(B).
3. Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

(E) A district intern credential with a bilingual authorization also authorizes the holder to provide instructional services as defined in subsections (a) through (d) of Education Code section 44253.2 as follows:

1. Multiple subject: within the settings and grade levels specified in (g)(3)(A).
2. Single subject: within the content area(s) and grade levels specified in (g)(3)(B).
3. Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b), 44225(d), 44225(e), 44225(g), 44225(l), 44227(b), 44252(b), 44253.2(a), 44253.2(b), 44253.2(c), 44253.2(d), 44325, 44326, 44335, 44373(c), 44452, 44453, 44454, 44455, 44461, 44464 and 44465, Education Code.

§ 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
- ~~(e)~~ (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
- ~~(e)~~ (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) Education Specialist Instruction Credential: Mild to Moderate Support Needs

(b) Education Specialist Instruction Credential: Extensive Support Needs

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

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

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

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

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

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

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

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

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

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

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

~~(l)~~ (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

~~(o)~~ (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

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

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

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

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

~~(1)~~ (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.

~~(2)~~ (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).

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

~~(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)

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

~~(j)~~ (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 July 1, 2022~~January 1, 2023~~; or the Mild to Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education if applied for on or after July 1, 2022~~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 II~~ 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 §80048.8(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 July 1, 2022~~January 1, 2023~~; or the Mild to Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education if applied for on or after July 1, 2022~~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.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44227(b), 44252, 44259, 44265, 44275.4, 44280, 44281, 44282, 44283, 44310, 44335, 44339, 44340 and 44341, 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, including transitional 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, including transitional 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 deafblind deaf blind, including autism, 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 or deafblind and deaf blind, including autism, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.

~~(6)The~~ (7) Before ~~January 1, 2023~~ July 1, 2022, 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 in section 80612 and Teaching Performance Expectations in section 80613 (adopted 8/18), 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 ~~January 1, 2023~~ July 1, 2022.

~~(7)The~~ (9) Before ~~January 1, 2023~~ July 1, 2022, 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 in section 80612 and Teaching Performance Expectations in 80613 (adopted 8/18), 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 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~~ July 1, 2022.

~~(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 Disabilities 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 Disabilities Education Specialist Credential.

(15) The Education Specialist Bridge Authorization: Early Childhood Special Education authorizes the holder to perform all services authorized by the Education Specialist Instruction Credential: Early Childhood Special Education under (b)(8) that are not otherwise authorized by their existing Early Childhood Special Education 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~~ 6/19) available on the Commission's website and hereby incorporated by reference, together with its related Instruction and Information Sheet (rev. ~~9/08~~ 10/19 ~~5/21~~) 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, ~~deafblind 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 ~~deafblind deaf-blind~~ added authorization authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of ~~deafblind 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)~~(11):

- (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) Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the commission in the content area of the credential pursuant to Section 44282, as verified by a commission-approved program of professional preparation.**
  - (D) Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with either a major in one of the subject areas in which the commission credentials candidates or a liberal studies or other major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282.**
  - (E) Demonstration that the candidate, through a combination of the methods described in clauses (A), (B), and (C) in whole or in part, has met or exceeded each of**

**the domains of the subject matter requirements adopted by the commission in the content area of the credential pursuant to Section 44265.**

~~(E)~~ (F) 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)~~ (G) 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). ~~And, and~~

(11) Education Specialist Teaching Credential candidates who enroll in a Commission-approved program of professional preparation based on the Program Standards in section 80612 and the credential specific Teaching Performance Expectations in section 80613, on or after January 1, 2022 shall be required to pass ~~an~~ a Commission-approved education specialist teaching performance assessment in the specialty area to be authorized by their Education Specialist Teaching Credential prior to issuance of the preliminary credential.

(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~~ July 1, 2022.

(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 approved by a Local Education Agency.

(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 approved by a Local Education Agency.

(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 approved by a Local Education Agency.

(d) 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.

(e) 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.

(f) 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.

(g) All references to Teaching Performance Expectations in this section are based on sections 80613, ~~the Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/18), 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 the following provisions of section 80613: (a)(2)(B), (a)(2)(C), (a)(2)(K), (a)(3)(C), (a)(4)(E), (a)(5)(B), and (a)(6)(F). ~~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 the following provisions of section 80613: (b)(2)(F), (b)(2)(G), (b)(2)(N), (b)(3)(E), (b)(4)(F), (b)(5)(C), and (b)(6)(G). ~~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 the following provisions of section 80613: (c)(2)(E), (c)(3)(A), (c)(4)(B), (c)(4)(C), (c)(6)(D), (c)(6)(F), (c)(6)(H). ~~Early Childhood Special Education elements 2.5, 3.1, 4.2, 4.3, 4.6, 6.4, 6.6, and 6.8.~~

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

#### § 80612. Preliminary Education Specialist Credential Program Standards

(a) Standard 1: Program Design and Curriculum. Each program of professional preparation is implemented effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education as well as the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. Programs ensure that candidates are well versed in delivering services in a wide variety of specialized academic instructional settings, including, but not limited to the home, educational settings in hospitals/rehabilitation facilities and treatment centers, and classrooms, as well as provide itinerant instructional delivery and/or consultation in public/nonpublic school programs. The program's organizational structure supports a logical and integrated progression for candidates for the instructional components including coursework and field work provided within the program. The program's design and plan allow candidates multiple points of entry.

The preparation provided to candidates is designed to address the range of candidate performance expectations. Coursework and fieldwork/clinical experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of students with disabilities. Candidate preparation is grounded in the theoretical framework of developmentally, linguistically, and culturally appropriate and bias-free practices for the care



and education of students with disabilities as well as for collaborating effectively with families to support their student's development and learning. These theoretical foundations are reflected in the organization, scope, and sequence of the curriculum provided to candidates. The program prepares candidates to interface with other service providers (school, medical, and agency based) which may include: hospital/clinic based personnel, the school nurse, occupational therapist, speech and language specialist, physical therapist, psychologist, orthopedist, paraprofessional/health care assistance, California Children's Services, Regional Centers, Department of Mental Health, Department of Rehabilitation, and other appropriate service providers. The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics for which the candidate is seeking authorization to teach, and the educational and psychosocial implications of these characteristics for students identified with educational support needs who have an Individualized Education Program (IEP). The program prepares candidates in case management practices and strategies for students with disabilities and for those referred for special education services.

Key elements within the curriculum include: typical and atypical child growth and development from birth through age 22; developmentally, linguistically, and culturally appropriate pedagogy for students in key content areas in alignment with state-adopted content standards and frameworks; understanding the learning trajectories of young children to young adults; designing and implementing developmentally, linguistically, and culturally appropriate curriculum and assessments; instruction in strategies to develop early literacy skills; understanding and analyzing student achievement outcomes to improve learning; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral practices and supports for young children and young adults. The program's curriculum also includes coursework and clinical practice opportunities for candidates to be able to identify the unique characteristics of students with autism spectrum disorders and the core challenges associated with language and communication, social skills, behavior, and processing, and their implications for program planning and service delivery. The program's design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the intended level of certification. (See also Standard 2).

(b) Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs).

The Teaching Performance Expectations for credential candidates describe the set of professional knowledge, skills, and abilities expected of a beginning level practitioner in order to effectively support the growth, development, and learning of all students and to work collaboratively with families to support all students in meeting the state-adopted academic content standards.

The coursework and fieldwork/clinical experiences provide multiple opportunities for candidates to learn, apply, and reflect on each teaching performance expectation. As candidates progress through their preparation scope and sequence, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses all of the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for course-related and other assessments of their competence with respect to both the Universal TPEs and the Education Specialist TPEs. As candidates progress

through the curriculum, faculty and other qualified supervisors assess candidates' performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.

(c) Standard 3: Clinical Practice.

(1) Organization of Clinical Practice Experiences. The program ensures that candidates have planned experiences and/or interactions that reflect the full diversity of grades/ages, federal disability categories, and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization. Experiences are of sufficient duration for the candidate to demonstrate the teaching performance expectations for Education Specialist teachers. The culminating placement may be in any school, agency, or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services. Fieldwork/Clinical experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with students in California's education settings.

Fieldwork provides opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who are dual language learners and who may (a) exhibit typical behavior; (b) exhibit atypical behavior; and (c) have other types of special learning needs. Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for students' academic and socio-emotional growth and development. Candidates are provided with opportunities to review the curriculum and to further develop pedagogical knowledge of high leverage practices in subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts as appropriate. Candidates can observe the administration of a range of assessments. Candidates are also able to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings.

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

education services. Candidates should have experiences with a diverse range of students and families reflective of the demographics of California.

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

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

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

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

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

(3) Criteria for School Placements. Sites selected for candidate experiences should demonstrate commitment to developmentally and culturally appropriate practices as well as to collaborative relationships with families. In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners with disabilities, and offer the opportunity for candidates to interact with different age groups in both general and special education settings reflecting the continuum of placement options. They should also reflect to the extent possible socioeconomic, linguistic, and cultural diversity and permit video capture for

candidate reflection. Sites selected should have a fully qualified master/mentor teacher with an appropriate credential and a fully qualified site administrator.

(4) Criteria for the Selection of District Employed Supervisors (also, may be known as the cooperating teacher, master teacher, or on-site mentor). The program should select district supervisors who hold a Clear Education Specialist Credential and have a minimum of three years of birth through age 22 teaching experience. The district-employed supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district-employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, adult learning theory, and current content-specific pedagogical and instructional practices, as well as to effective supervision approaches such as cognitive coaching. To facilitate district-employed supervisors meeting program expectations, the program ensures that district-employed supervisors remain current in the knowledge and skills necessary for effective candidate supervision.

(d) Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements. Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards meeting and mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' meeting all program requirements.

(e) Standard 5: Implementation of a Teaching Performance Assessment (TPA). The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

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

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

(2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to

affirm that the candidate has followed all applicable video policies for the TPA task requiring a video and maintains records of this affirmation for a full accreditation cycle.

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

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

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

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

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

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

(g) Standard 5B: Candidate Preparation and Support. The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

(1) The program implements as indicated below the following support activities for candidates. These activities constitute required forms of support for candidates within the TPA process:

(A) Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment.

(B) Explaining TPA tasks and scoring rubrics.

(C) Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work).

(D) Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

(2) These activities constitute acceptable, but not required forms of support for candidates within the TPA process:

(A) Guiding discussions about the TPA tasks and scoring rubrics.

(B) Providing support documents such as advice on making good choices about what to use within the assessment responses.

(C) Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring.

(D) Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work.

(E) Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses.

(F) Arranging technical assistance for the video portion of the assessment.

(3) These activities constitute unacceptable forms of support for candidates within the TPA process:

(A) Editing a candidate's official materials prior to submission and/or prior to resubmission (for candidates who are unsuccessful on the assessment).

(B) Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).

(C) Telling candidates which video clips to select for submission.

(D) Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media.

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

(5) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

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

(i) Standard 6: Induction Individual Development Plan. Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear credential program. The plan is a portable document archived by the preliminary program and provided to the candidate for voluntary transmission to the clear/induction program.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44256(c), 44259.7 44265, 44265.5, 44227.7, and 44373, Education Code.

### § 80613. Education Specialist Teaching Performance Expectations (TPEs)

(a) Education Specialist: Mild to Moderate Support Needs Teaching Performance Expectations (TPEs).

(1) TPE 1: Engaging and Supporting All Students in Learning. Mild to Moderate Support Needs Candidates will:

(A) Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

(B) Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

(C) Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

(D) Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

(E) Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

(F) Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

(G) Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

(H) Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

(I) Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEPs), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

(J) Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension and develop appropriate language development goals within the IEPs for those students.

(K) Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g., executive functioning), and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

(L) Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).

(M) Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.

(N) Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.

(O) Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

(2) TPE 2: Creating and Maintaining Effective Environments for Student Learning. Mild to Moderate Support Needs Candidates will:

(A) Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

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

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



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

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

(F) Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

(G) Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students and move them toward effective inclusion in general education settings.

(H) Demonstrate the ability to support the movement, mobility, sensory, and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.

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

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

(K) Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.

(L) Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.

(M) Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services, and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.

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

(O) Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student’s chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.

(P) Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.

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

(3) TPE 3: Understanding and Organizing Subject Matter for Student Learning. Mild to Moderate Support Candidates will:

(A) Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

(B) Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

(C) Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

(D) Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

(E) Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

(F) Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students’ equitable access to the curriculum.

(G) Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

(H) Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

(I) Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).

(J) Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.

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

(4) TPE 4: Planning Instruction and Designing Learning Experiences for All Students. Mild to Moderate Support Needs Candidates will:

(A) Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

(B) Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

(C) Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

(D) Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

(i) appropriate use of instructional technology, including assistive technology.

(ii) applying principles of UDL and MTSS.

(iii) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.

(iv) appropriate modifications for students with disabilities in the general education classroom.

(v) opportunities for students to support each other in learning; and

(vi) use of community resources and services as applicable.

(E) Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

(F) Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

(G) Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

(H) Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

(I) Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment, and materials to facilitate communication, curriculum access, and skills development of students with disabilities.

(J) Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.

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

(L) Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.

(M) Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).

(N) Coordinate, collaborate, co-teach, and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.

(O) Use person-centered/family-centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

(5) TPE 5: Assessing Student Learning. Mild to Moderate Support Needs Candidates will:

(A) Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative,

summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

(B) Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

(C) Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

(D) Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

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

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

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

(H) Use assessment data, including information from students' IEP/IFSP/ITP/504 plans, to establish learning goals and to plan, differentiate, make accommodations, and/or modify instruction.

(I) Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.

(J) Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction, 5) develop communication methods to demonstrate student academic knowledge, and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

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

(L) Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

(M) Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

(N) Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

(6) TPE 6: Developing as a Professional Educator. Mild to Moderate Support Needs  
Candidates will:

(A) Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

(B) Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

(C) Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

(D) Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

(E) Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

(F) Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

(G) Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

(H) Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

(I) Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

(J) Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.

(K) Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

(L) Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

(M) Possess the knowledge that the diminishment or loss of previous abilities (e.g., learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

(b) Education Specialist: Extensive Support Needs Teaching Performance Expectations (TPEs).

(1) TPE 1: Engaging and Supporting All Students in Learning. Extensive Support Needs Candidates will:

(A) Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

(B) Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

(C) Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

(D) Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

(E) Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

(F) Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

(G) Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

(H) Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

(I) Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

(J) Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension and develop appropriate language development goals within the IEPs for those students.

(K) Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g., executive functioning), and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

(L) Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).

(M) Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.

(N) Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.

(O) Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

(2) TPE 2: Creating and Maintaining Effective Environments for Student Learning. Extensive Support Needs Candidates will:

(A) Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

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

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

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



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

(F) Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

(G) Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, as well as AAC procedures to optimize the learning opportunities and outcomes for all students and move them toward effective inclusion in general education settings.

(H) Demonstrate the ability to support the movement, mobility, sensory, and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.

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

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

(K) Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.

(L) Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.

(M) Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services, and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.

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

(O) Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.

(P) Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.

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

(3) TPE 3: Understanding and Organizing Subject Matter for Student Learning. Extensive Support Candidates will:

(A) Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

(B) Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

(C) Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

(D) Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

(E) Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

(F) Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

(G) Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

(H) Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

(I) Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).

(J) Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.

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

(4) TPE 4: Planning Instruction and Designing Learning Experiences for All Students.

Extensive Support Needs Candidates will:

(A) Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

(B) Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

(C) Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

(D) Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

(i) appropriate use of instructional technology, including assistive technology.

(ii) applying principles of UDL and MTSS.

(iii) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.

(iv) appropriate modifications for students with disabilities in the general education classroom.

(v) opportunities for students to support each other in learning; and

(vi) use of community resources and services as applicable.

(E) Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP/IFSP/ITP/504 plans).

(F) Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

(G) Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

(H) Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

(I) Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.

(J) Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.

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

(L) Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum and are systematically adjusted as needed to promote academic achievement within inclusive environments.

(M) Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).

(N) Coordinate, collaborate, co-teach, and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.

(O) Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

(5) TPE 5: Assessing Student Learning. Extensive Support Needs Candidates will:

(A) Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

(B) Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

(C) Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

(D) Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

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

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

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

(H) Use assessment data, including information from students' IEP/IFSP/ITP/504 plans, to establish learning goals and to plan, differentiate, make accommodations, and/or modify instruction.

(I) Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.

(J) Use assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

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

(L) Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

(M) Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

(N) Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

(6) TPE 6: Developing as a Professional Educator. Extensive Support Needs Candidates will:

(A) Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

(B) Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

(C) Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

(D) Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

(E) Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

(F) Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

(G) Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

(H) Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

(I) Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

(J) Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.

(K) Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

(L) Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

(M) Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and

emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

(c) Education Specialist: Early Childhood Special Education Teaching Performance Expectations (TPEs).

(1) TPE 1: Engaging and Supporting Young Children in Learning. Early Childhood Special Education Candidates will:

(A) Demonstrate applied knowledge of typical and atypical child development when planning an individualized program for young children in the early childhood special education setting.

(B) Demonstrate applied knowledge of young children's' cultural and linguistic background, socioeconomic status, prior experiences, interests, social-emotional learning needs, and developmental learning needs within instructional planning, instructional, and intervention activities.

(C) Demonstrate understanding of young children's strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support young children's access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children's ability to participate effectively in instruction and intervention activities.

(D) Demonstrate knowledge of children's language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g., executive functioning), and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

(E) Communicate effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children's learning goals and outcomes.

(F) Promote the child's development across all developmental and curricular domains by observing, interpreting, monitoring, scaffolding, and responding intentionally to the child's behavior and interactions within instructional and other learning opportunities.

(G) Implement, monitor, and adapt instruction and intervention activities to facilitate young children's learning and progress in an ongoing, iterative manner in order to maximize young children's learning and outcomes.

(H) Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting.

(I) Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches.

(J) Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

(K) Facilitate the continuation of young children's learning progress across multiple contexts and transitions including a variety of environments (e.g., home, school, community, and hospital), and people (e.g., peers, service providers, family, and community).

(2) TPE 2: Creating and Maintaining Effective Environments for Young Children's Learning. Early Childhood Special Education Candidates will:

(A) Facilitate positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g., home-based services, community programs, and school-based programs).

(B) Promote children's access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths based, family-centered, and culturally and linguistically responsive.

(C) Organize space, time, and materials in consideration of all children's unique strengths and learning needs within safe, natural, and structured environments, including modifying and adapting the physical, social, and/or temporal environment(s) to promote each child's participation in accessible learning experiences.

(D) Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support.

(E) Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.

(F) Create and foster inclusive environments that provide opportunities for all children to learn across the developmental domains (i.e., cognitive, social-emotional, language and communication, motor, and self-help/adaptive) and curricular domains.

(3) TPE 3: Understanding and Organizing Subject Matter for Young Children's Learning. Early Childhood Special Education Candidates will:

(A) Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning.

(B) Demonstrate sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children

(C) Describe and implement the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context.



(D) Identify key content appropriate for young children as identified in the California Infant/Toddler and Preschool Learning Foundations for planning developmentally appropriate curriculum and learning activities for young children in the special education setting.

(E) Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context.

(F) Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum.

(G) Discuss the strengths and weaknesses of commonly used early childhood curricula and approaches, including their alignment to the California Infant/Toddler and Preschool Learning Foundations and the principles put forth in the California Early Learning and Development System-based curriculum from the California Department of Education.

(H) Individually and through consultation and collaboration with other educators, plan for effective content instruction appropriate for young children in the special education setting and provide multiple ways for young learners to demonstrate their learning development.

(I) Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting.

(4) TPE 4: Planning Instruction and Intervention and Designing Learning Experiences for All Young Children. Early Childhood Special Education Candidates will:

(A) Demonstrate comprehensive knowledge of typical child development (birth through kindergarten) as well as atypical development associated with disabilities, risk conditions, and protective factors (e.g., attachment, temperament) to inform learning experiences for all children in the early childhood special education setting.

(B) Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.

(C) Apply knowledge of early development (birth through kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains.

(D) Use and adapt resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

(E) Identify each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments.

(F) Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.

(G) Use systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, and scaffolding) to promote child engagement and support positive learning experiences across all contexts.

(H) Establishing developmentally and functionally appropriate outcomes and goals for young children in collaboration with team members, including families.

(I) Collaboratively create and implement instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains.

(J) Embed individualized learning goals and outcomes into instructional, intervention, and play activities within different settings (e.g., hospitals, childcare centers, school, other community settings, homes) and across developmental and curricular domains.

(K) Implement services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences.

(L) Provide instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language.

(M) Use coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction, and interventions that promote child learning and development across learning experiences.

(5) TPE 5: Assessing Young Children's Learning and Development. Early Childhood Special Education Candidates will:

(A) Demonstrate knowledge of age and developmentally appropriate purposes, characteristics, and uses of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance).

(B) Choose assessment procedures that will provide appropriate and accurate information to effectively guide the development of individualized goals, identify desired and child and family outcomes, and inform instruction and intervention activities.

(C) Demonstrate knowledge of evidence -and standards-based practices in designing and conducting evaluations and assessments, including selecting and using age, developmentally, linguistically, and culturally appropriate assessments of young children

whose cultural, ethnic, gender, or linguistic differences may potentially be confused with manifestations of a disability.

(D) Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

(E) Modify assessment procedures as acceptable within the normative parameters of the assessment to accommodate or compensate for the impact of the child's disability on the child's ability to perform on the assessment as designed.

(F) Use ongoing assessment data from a variety of sources and settings (e.g., information from children's families/caregivers, records from other service providers progress monitoring and reports from IFSP/IEP team members) to establish meaningful, individualized learning goals and intervention activities.

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

(H) Communicate and use assessment results accurately and effectively so that they are understandable and useful to families and other service providers.

(6) TPE 6: Developing as a Professional Educator. Early Childhood Special Education Candidates will:

(A) Demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence-based practices in the field of Early Intervention and Early Childhood Special Education and related fields and uses this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations, and agencies.

(B) Develop and implement policies, structures, and practices that promote shared decision making with other service providers and families.

(C) Hold and/or participate effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code.

(D) Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).

(E) Promote efficient and coordinated service delivery for children and families by creating and supporting the conditions for service providers from multiple disciplines and the family to work together as a team.

(F) Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.

(G) Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders.

- (H) Facilitate effective collaborative transitions between the stages of schooling and educational setting (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).
- (I) Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers administration, supervisors, and stakeholders.
- (J) Demonstrates characteristics of a life-long learner and teacher leader in a variety of ways such as, for example, seeking out and participating in professional development opportunities, initiating ongoing connections with families and community organizations, or choosing to affiliate with professional organizations related to the field.
- (K) Demonstrate the ability to co-plan and co-teach with teachers and other adults in the early childhood setting.
- (L) Demonstrate how to organize and supervise the work of other adults in the early childhood classroom.
- (M) Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners.
- (N) Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors.
- (O) Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.
- (P) Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession).
- (Q) Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate).

(R) Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors.

(d) Education Specialist: Deaf and Hard of Hearing (DHH) Teaching Performance Expectations (TPEs).

(1) TPE 1: Engaging and Supporting All Students in Learning. DHH Candidates will:

(A) Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a heritage language), research-based bilingual education methodology, translanguaging practices and current effective learning.

(B) Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.

(C) Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.

(D) Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g., executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

(E) Develop and implement the IFSP/IEP/ITP/504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of Assistive Technology and Augmentative and Alternative Communicative Devices as appropriate).

(F) Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.

(G) Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (e.g., auditory, visual, tactile, and gestural.) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities.

(H) Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.

(2) TPE 2: Creating and Maintaining Effective Environments for Student Learning. DHH

Candidates will:

(A) Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.

(B) Design learning environments that maximize opportunities to progress from emerging to a formal language and using translanguaging techniques appropriate to each student to further ASL and/or English competency.

(C) Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.

(D) Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students.

(E) Select, adapt, create, and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.

(F) Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (e.g., visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.

(G) Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources.

(H) Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.

(I) Utilize and embed collaborative discussions surrounding the unique and diverse leadership contributions of positive Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.

(3) TPE 3: Understanding and Organizing Subject Matter for Student Learning. DHH

Candidates will:

(A) Master technical vocabulary and key concepts in content areas of instruction effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.

(B) Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.

(C) Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading, and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).

(D) Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.

(E) Demonstrate knowledge of auditory, tactile, and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.

(F) Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.

(G) Use appropriate multimedia tools to provide language access and support conceptual knowledge.

(H) Use current culturally relevant and appropriate deaf-related materials (e.g., literature, linguistics, culture, anthropology), to foster a healthy positive identity.

(4) TPE 4: Planning Instruction and Designing Learning Experiences for All Students. DHH Candidates will:

(A) Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to age 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards related.

(B) Understand and apply knowledge of typical and atypical language development (e.g., signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.

(C) Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking, and language scaffolding using a variety of resources (e.g., ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.

(D) Plan and design instruction that develops students' self-advocacy skills and learning needs from ages birth to 22.

(E) Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing, and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

(F) Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.

(G) Coordinate, collaborate, co-teach, and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for

instructional planning and planning for successful deaf student transitions.

(5) TPE 5: Assessing Student Learning. DHH Candidates will:

(A) Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring.

(B) Gather relevant information through reading, interpreting, and using informal and formal assessment data from IFSP/IEP/ITP/ 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.

(C) Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress.

(D) Evaluate instructional practices, and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders.

(E) Assess and design measurable and appropriate language (e.g., sign, spoken, and written, as appropriate for each student) and content goals based on assessments of student growth to determine level of proficiency for each deaf student.

(F) Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access, and independence.

(6) TPE 6: Developing as a Professional Educator. DHH Candidates will:

(A) Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.

(B) Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models.

(C) Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.

(D) Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.

(E) Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students.

(F) Demonstrate knowledge of second language development and the distinction



between language disorders, disabilities, and language differences.

(G) Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as a well as a team approach in collaboration with other service providers and community agencies to design assessment and instruction.

(H) Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.

(e) Education Specialist: Visual Impairment Teaching Performance Expectations (TPEs).

(1) TPE 1: Engaging and Supporting Students in Learning. Teaching Visual Impairments

Candidates will:

(A) Accurately read, interpret, and summarize eye reports and serve as liaison to families and other members of the educational team to individualize services.

(B) Select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age (birth to age 22 years old), visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments), and individuals with co-occurring disabilities (including autism and deaf blindness).

(C) Use alternate visual and nonvisual strategies to promote attachment, early communication, and independence to address the effects of visual impairment and unique learning and developmental differences on families and the reciprocal impact on individuals' self-esteem.

(D) Select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth to age 22 years old who have a wide range of abilities and functional vision (including ocular and cerebral visual impairments), possibility of co-occurring disabilities (including individuals with autism and/or deafblindness and other individual characteristics).

(E) Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain-based learning skills (e.g., executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

(F) Instruct and supervise paraprofessionals, families, and other members of the educational team in non-visual strategies that optimize use of all senses, development, and learning, while also promoting independence and autonomy.

(G) Collaborate with assistive technology specialists, assistive technology vendors, instructional technology specialists, and other professionals to support the inclusion of the most appropriate, customized tools into the educational programming and accessibility needs of individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) including learners with co-occurring disabilities (including autism and deafblindness).

(H) Assess and instruct students to use mainstream and assistive technology devices to engage and support student learning in general and expanded core curriculum.

(I) Adapt mainstream technology software/hardware including adjusting visual and auditory output based on individual characteristics.

(J) Counsel families and other members of the educational team about psychosocial and cultural implications of visual impairment as related to congenital and acquired visual impairment.

(2) TPE 2: Creating and Maintaining Effective Environments for Student Learning. Teaching Visual Impairments Candidates will:

(A) Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and deafblindness).

(B) Collaborate with team members including other vision specialists, resource and alternate media specialists, and technology personnel to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials.

(C) Identify unique issues specific to visual impairment for accessing digital multimedia and virtual built environments such as software programs, websites, and virtual classrooms.

(D) Use ergonomics and appropriate technology settings aligned with students' preferred learning media, such as illumination and size control, color and contrast (i.e., visual) settings, speech output (i.e., auditory) settings, braille input/output and other tactual displays, mouse less computing (i.e, tactile) settings, and low-tech strategies to support ubiquitous computing to promote access to the general and expanded core curriculum.

(E) Facilitate incidental learning experiences to address nonvisual access across physical and virtual environments for a full range of learners, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and deafblindness).

(F) Evaluate social interaction skills and design behavior management strategies appropriate for learners with visual impairments to maximize positive social engagement/interaction across all environments.

(G) Teach and support students with visual impairments' skills in using human guide, spatial orientation and self-familiarization within school environments, protective techniques for safe travel across classroom and school campus environments.

(H) Teach students with visual impairment to develop orientation skills using physical and virtual environmental features, identify and advocate for optimal physical and virtual environmental accommodations and modifications, and to request and refuse

assistance as needed.

(I) Teach students with visual impairment nonvisual and alternate strategies for promoting digital citizenship and secure online practices.

(J) Communicate with technology, web, and curriculum developers and information technology (IT) staff on accessibility needs of learners with visual impairments.

(K) Collaborate with vision care facilities/professionals, such as low vision specialists, to identify accommodations and modifications to optimize use of vision and other senses to facilitate access to the general and expanded core curriculum, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and deafblindness).

(L) Structure and supervise the activities of paraprofessionals who support students with visual impairments.

(3) TPE 3: Understanding and Organizing Subject Matter for Student Learning. Teaching Visual Impairments Candidates will:

(A) Demonstrate proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille.

(B) Demonstrate proficiency in reading, writing, proofreading, and interlining braille for mathematics and scientific notation and basic proficiency in using the abacus.

(C) Demonstrate basic proficiency in reading, writing, proofreading, and interlining music, foreign language, and computer braille code.

(D) Produce braille with a manual braille writer, slate and stylus, computer (including use of braille translation software), and electronic braille production methods.

(E) Identify specialized resources unique to visual impairment to address the specific communication needs of students with varied communication abilities, reading levels, science, technology, engineering, art, math (STEAM) abilities, and language proficiency

(F) Develop, collaboratively implement, and continuously monitor communication goals, objectives, and systems for students with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and deafblindness.

(G) Collaborate with team members such as speech/language pathologists, occupational therapists, and classroom staff to modify the presentation of augmentative/alternative communication devices such as switches, tangible symbols, and visual displays for nonvisual or low vision access.

(H) Design, obtain, and organize specialized materials, resources, assistive technology, and curricular programs to optimize sensory efficiency and to implement instructional and individualized education program goals and objectives.

(I) Identify the individual needs of the full range of learners and adapt materials and curricula as appropriate to provide access to the general education and Expanded Core Curriculum (ECC).

(J) Develop, implement, and continuously monitor learning objectives and goals for optimizing sensory use, developing concepts, and accessing the general and ECC across settings.

(K) Identify general education and visual impairment specific curricula for instruction of literacy, STEAM, other academic areas, and the ECC.

(L) Implement consistent, structured, explicit, and differentiated reading instruction for individuals who are learning to read in braille.

(M) Collaborate with the educational team to promote literacy and STEAM development.

(4) TPE 4: Planning Instruction and Designing Learning Experiences for All Students. Teaching Visual Impairments Candidates will:

(A) Develop, coordinate, and implement appropriate programs for infants and young children with visual impairments with a wide range of abilities and functional vision, including ocular and cerebral visual impairments, and including those with co-occurring disabilities including autism and deafblindness, and their families.

(B) Obtain resources for braille codes currently in use.

(C) Use digital resources, hardware, and software to produce and access materials in accessible media including the conversion of print materials into braille, tactile, and/or digital formats.

(D) Use and teach device/software navigation features for efficient and equitable navigation of information.

(E) Use visual, nonvisual, and adaptive methods to teach technologies to students with visual impairments to access information stored online.

(F) Select and use visual, nonvisual, and adaptive methods to teach technologies to achieve individual goals and needs based on sensory skills, learning media, constraints of different types of content, individual keyboarding skills, ability to read and write, listening skills, and ability to access visual information.

(G) Plan and implement explicit instruction in assistive technology that permits students to meet, and advocate for, their own access needs.

(H) Teach students to install and maintain assistive technology, use troubleshooting techniques, and appropriately use connectivity.

(I) Teach students to use visual, nonvisual, and/or adaptive methods to organize their own workspace, manage materials, and gain access to needed resources.

(J) Create, adapt, and format documents, including text, images, graphics, and video to improve accessibility based on individual needs.

(K) Use basic methods to adapt and format inaccessible media, text, images, graphics, and video to improve usability for students with visual impairments.

(L) Provide systematic, explicit braille literacy instruction using balanced instructional approaches for teaching literacy skills to students, embossed materials, and digital technologies to meet individual needs.

(M) Teach the use of the abacus, accessible calculator, tactile graphics, adapted equipment, and appropriate technology for science, technology, engineering, art, math (STEAM) instruction to meet individual needs.

(N) Teach students to access, interpret, and create increasingly complex 3-dimensional, printed, and digital graphics in visual and/or tactile forms, including maps, charts, diagrams, objects, and tables, based on individual needs.

(O) Teach students with low vision to use optical, electronic, and non-optical devices to optimize visual efficiency/independence and independently use dual learning media such as visual and auditory information, or auditory and tactile information.

(P) Promote and reinforce sensorimotor and physical skills, including gross and fine motor, posture, balance, purposeful movement, and strength to meet individual needs unique to visual impairment.

(Q) Teach basic orientation including body image, and spatial, temporal, positional, directional, and physical and virtual environmental concepts based on individual needs to promote motor and spatial skills development, orientation, and mobility in physical and virtual environments, for academic and social inclusion.

(R) Reinforce skills taught by orientation and mobility specialists to support the use of mobility devices, including long cane, adaptive mobility devices, dog guides, electronic travel devices, and other technology for orientation and mobility.

(S) Teach independent living skills using alternate strategies based on individual needs, including skills related to organization, personal hygiene, grooming, clothing care, dressing, time management, eating, cooking, cleaning, other household tasks, telephone use, and money management.

(T) Teach social interaction skills based on individual needs, including skills related to appropriate body language and non-verbal communication, social communication and cooperation, effective conversation patterns, social etiquette, digital citizenship, development and monitoring of relationships and friendships, and knowledge of self, including human sexuality.

(U) Teach skills usually acquired visually to develop and enhance participation in fitness/leisure/recreation activities, hobbies, and team and spectator sports to facilitate inclusion across settings.

(V) Teach career education skills usually acquired visually to facilitate transition of students with visual impairments based on individual needs, including facilitating positive work habits and skills, concepts related to work, exploration of vocational interests, opportunities to work, use of technology to complete tasks in the workplace, and for planning for post-school engagement across settings.

(W) Teach self-determination skills usually acquired visually based on individual needs related to self-knowledge, self-advocacy and empowerment, assertiveness, informed decision making, problem solving, goal setting, and self-directed and self-regulated behavior to facilitate inclusion across settings.

(X) Teach students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and well-being.

(Y) Teach students their legal rights and responsibilities related to being a citizen with a visual impairment.

(Z) Collaborate with families and orientation and mobility specialists to reinforce orientation and mobility skills and other ECC skills across settings.

(AA) Collaborate with families and other team members to plan and implement transitions across the lifespan (birth to age 22 years old) that address needs unique to students with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and deafblindness.

(BB) Instruct paraprofessionals, braille transcribers and/or alternate media, and related resource specialists on the production of accessible media including text, images, and video in collaboration with the educational team and families.

(5) TPE 5: Assessing Student Learning. Teaching Visual Impairments Candidates will:

(A) Interpret medical reports and multiple sources of data, including background information and family history, to plan and implement nondiscriminatory assessments/evaluations to meet individualized needs unique to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and deafblindness.

(B) Use multiple sources of valid information/data, including data from formal/informal assessments such as discrepancy analysis, interview data, checklists, to evaluate the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment for learners with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and deafblindness.

(C) Use results from multiple, valid assessment/evaluation sources and medical reports to determine eligibility for vision specific services, with and without specific visual diagnoses

(D) Use valid and multiple methods in each assessment area to collect functional vision, learning media, assistive technology, and other assessment/evaluation data plus medical reports related to individual characteristics to select appropriate assessment/evaluation measures, procedures, and supports.

(E) Use valid assessment data and knowledge of the potential impact of visual impairment on psychosocial functioning to identify when referral for psychosocial and psychoeducational assessment/evaluations are necessary.

(F) Adapt assessments/evaluations when tests are not validated on individuals with visual impairments, such as provision of appropriate accommodations to ensure students can access evaluation materials and interpret results with caution.

(G) Identify assessment/evaluation items and measures that are biased and make recommendations for learning media, low vision, and/or non-visual accommodations and modifications.

(H) Collaborate with team members and families to plan and implement

assessments/evaluations, including functional behavior assessments.

(I) Interpret assessment/evaluation results on issues specific to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and deafblindness.

(J) Conduct functional vision, learning media, assistive technology (AT), and other core and expanded core curriculum-related assessments/evaluations and relate to student needs in ECC matched to individual needs.

(K) Assess cognitive, motor, social, and language concepts unique to individuals with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and deafblindness.

(L) Use multiple sources of data, including functional vision, learning media, assistive technology assessment/evaluation data, clinical low vision evaluation data, and formal and informal literacy assessment/evaluation, to determine appropriate learning and literacy media (i.e., braille, print, or combination of both) and needed assistive technology, such as video magnification tools, recorded/digital books, and synthesized speech software settings, across a full range of learners.

(M) Interpret assessment/evaluation results to determine individual needs to support acquisition of skills in both the general and expanded core curriculum and interpret how a visual impairment may impact behavior.

(N) Identify and advocate for reasonable accommodations and modifications for standardized assessments/evaluations.

(O) Communicate ocular and cerebral visual impairment needs specific to assessment/evaluation data accurately to the educational team, including families, in comprehensive assessment/evaluation reports that address limitations of standard scores and non-standard data.

(P) Assess unique educational needs of individuals who are visually impaired who are English language learners and/or who are from culturally or linguistically diverse backgrounds.

(Q) Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

(R) Use results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments/evaluations to identify optimal assistive technology devices, software, text adaptations, and settings, such as font size, color and contrast, audio speed.

(S) Collaborate with educational team, including families, on eligibility, placement, specialized services, implementation of appropriate behavior plans, assessment/evaluation planning and implementation, and service delivery issues unique to visual impairment with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and deafblindness.

(6) TPE 6: Developing as a Professional Educator. Teaching Visual Impairments Candidates will:

(A) Develop and maintain professional learning and practice by actively participating in professional organizations and professional development activities within the field of visual impairments including a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and deafblindness.

(B) Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings.

(C) Articulate and advocate for individual needs regarding placement, service delivery models, type and amount of service, and key components of services unique to visual impairment across ages and settings.

(D) Articulate an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings.

(E) Advocate for evidence-based educational policy related to visual impairment and low incidence disabilities.

(F) Articulate a plan for continuous professional development to remain current on all areas of the expanded core curriculum, with particular attention to access technology, most prevalent causes of and medical treatments for severe visual impairment and co-occurring disabilities, and implications on learning and instruction of students with visual impairments including a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and deafblindness.

(G) Conduct internet and library database searches to locate information specific to visual impairment.

(H) Use tools for online engagement in communities of practice.

(I) Evaluate and discern credible and scholarly sources of information about visual impairments, including knowledge of valid and reliable research techniques.

(J) Serve as liaison between medical care providers, families, and other members of the educational team to clarify findings and provide further information regarding functional implications unique to visual impairment.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44256(c), 44259.7 44265, 44265.5, 44227.7, and 44373, Education Code.

The original 45-day notice proposed amendments to the following sections, however, the Commission has since decided not to amend these sections at this time and no changes are proposed.



§ 80046.1. Requirements and Authorization for the Adapted Physical Education Added Authorization

(a) All individuals assigned to teach adapted physical education shall hold an Adapted Physical Education authorization. The requirements for the Adapted Physical Education Added Authorization includes:

(1) One of the following:

(A) A preliminary, clear, professional clear, or life California general education teaching credential based on a baccalaureate degree and a program of professional preparation including student teaching that authorizes the teaching of physical education in any grades K-12; or

(B) A preliminary, professional clear, Level I, Level II, clear or life special education teaching credential or a preliminary, clear, or life special education services credential with a special class authorization as listed in sections 80047 through 80047.9 provided that the individual has completed a minimum of twelve semester units, or the equivalent quarter units, in physical education content courses with a minimum of three- semester units, or the equivalent quarter units, in both kinesiology and motor development,

(2) Completion of a Commission-approved professional program for the Adapted Physical Education Added Authorization, based on the 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 in adapted physical education, and

(3) Verification of completion from a Commission-approved program accredited by the Committee on Accreditation as provided in Education Code Section 44373(c).

(b) Period of Validity. The Adapted Physical Education Added Authorization, the Adapted Physical Education Specialist Credential, and the Adapted Physical Education Emphasis Credential remains valid as long as the appropriate prerequisite credential or authorization required in subsection (a)(1)(A) or (B) remains valid.

(c) Authorization. The Adapted Physical Education Added Authorization, the Adapted Physical Education Specialist Credential, and the Adapted Physical Education Emphasis Credential authorize the holder to conduct Educational Assessments related to student's progress towards meeting instructional physical education goals, provide instruction, and Special Education Support to teach students with special needs who are precluded from participation in the activities of the general physical education program or a specially designed physical education program in a special class, from birth through age 22, including preschool, and in classes organized primarily for adults.

(d) Definitions.

(1) "Educational Assessment": Assessment of students in a comprehensive manner within the authorization of the 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 (IFSP), and/or Individualized Transition Plan (ITP) 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.

(2) "Special Education Support": Support includes participation in the IEP, IFSP, and/or ITP process including planning and implementation of the student's IEP, IFSP, and/or ITP; providing consultative, collaborative, and coordinating instruction with students, parents, teachers including general education teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative and within the authorization of the added authorization. Special Education Support does not include providing speech, language and hearing, orientation and mobility, or audiology services found in Sections 80048.9, 80048.9.1, and 80048.9.2.

Note: Authority cited: Sections 44225 and 44265, Education Code. Reference: Sections 44273, 56363(b)(5) and 56100(f), Education Code.

#### § 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 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.

#### § 80048.9. Speech-Language Pathology Services Credential in Language, Speech and Hearing

(a) The minimum requirements for the preliminary Speech-Language Pathology Services Credential include (1) through (5).

(1) Hold or has been recommended for a master's degree or higher in speech-language pathology from a regionally accredited institution of higher education. The master's degree program must be accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation;

(2) Completion of one of the following:

(A) a Commission-approved specialized and professional preparation program in speech-language pathology in Language, Speech and Hearing based on the Education Specialist Teaching and Other Related Services Credentials Program Standards (rev. 3/11) available on the

Commission's website and hereby incorporated by reference, as provided in Education Code section 44373(c); or

(B) a professional preparation program in speech-language pathology services including successful completion of a supervised field work, or the equivalent, in a program taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed;

(3) Meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statute;

(4) One of the following:

(A) an individual who completes his or her professional preparation program in California as described in (a)(2)(A) must receive a recommendation from a California regionally accredited institution of higher education that has a preliminary Speech-Language Pathology Services program accredited by the Committee on Accreditation, as provided in Education Code section 44373(c); or

(B) an individual who completes his or her professional preparation program outside of California accredited as described in (a)(2)(B), may apply directly to the Commission for the preliminary Speech-Language Pathology Services Credential;

(5) An individual who completes requirements (a)(1) and (2)(B), but has not met the basic skills requirement listed in (a)(3) may apply for a one-year nonrenewable credential through a California employing agency.

(b) A Preliminary Speech-Language Pathology Services Credential in Language, Speech and Hearing issued on the basis of the completion of all the requirements in subsection (a) shall be issued initially for two years.

(c) The minimum requirements for the clear Speech-Language Pathology Services Credential in Language, Speech and Hearing shall include (1) through (3):

(1) Passing score on the Educational Testing Services Praxis II Speech-Language Pathology Test;

(2) Completion of a 36-week, full-time, mentored clinical experience or equivalent supervised practicum, and

(3) The holder of a preliminary credential who has completed the requirements for the clear credential may apply directly to the Commission for a clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing;

(d) An individual who completes the requirements for the preliminary and clear credential may apply as listed below:

(1) for a California-prepared teacher, a recommendation for the clear credential by a Commission-approved program sponsor with a Speech-Language Pathology Services program accredited by the Committee on Accreditation; or

(2) the out-of-state prepared candidate may apply directly to the Commission.

(e) A Clear Speech-Language Pathology Services Credential in Language, Speech and Hearing issued on the basis of the completion of all the requirements in subsection (c) shall be issued initially for five years.

(f) A preliminary or clear Speech-Language Pathology Services Credential in Language, Speech and Hearing authorizes the holder to conduct Language, Speech, and Hearing Assessments and provide Educational Services, provide specific learning disability area services related to speech and language, and special education services to individuals with language and speech

impairments across the special education disability areas, to students from birth through age 22 in services across the continuum of program options available found in Section 80048.9.3.

(g) Definitions.

(1) "Language, Speech, and Hearing Assessments": Assessments includes procedures, techniques, and instrumentation, both formal and informal, used to assess the speech and language status of children and the implications of speech/language disorders in a school or educational setting. The assessment includes the screening, evaluation, and interpretation of test results and referrals for further evaluation for treatment.

(2) "Educational Services": Educational Services include the development of speech and language goals and objectives and the delivery of speech and language services as determined by an Individual Education Program (IEP), Individual Family Service Program (IFSP), and/or Individual Transition Plan (ITP) developed by the educational team that directly result from the student's speech and language disability. The goals and objectives are driven by the specific speech and language disorder needs of the student in accordance with state and federal laws and regulations. Educational services include the use of information and strategies that measure student progress on goals, effectiveness of accommodations/modifications, and the need for any changes in speech and language support and services. Consultation, collaboration, and speech/language academic support with teachers in the student's speech and language-based academic success is included.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44251, 44252, 44265.3, 44273, 56301, 56320, 56322, 56333 and 56341, Education Code.

#### § 80048.9.4. Special Class Authorization

(a) The minimum requirements for the Special Class Authorization include the following:

(1) A valid preliminary, professional clear, clear, or life Clinical or Rehabilitative Services or Speech-Language Pathology Services Credential in Language, Speech, and Hearing, Special Secondary Credential in Correction of Speech Defects, Exceptional Children Credential in Speech Correction and Lip Reading, Standard Teaching Credential with Minor in Speech and Hearing Handicapped, Standard Restricted Special Education in Speech and Hearing Therapy, and Standard Limited Specialized Preparation-Speech and Hearing Handicapped;

(2) One of the following:

(A) a Commission-approved Special Class Authorization program of professional preparation, based on the Education Specialist Teaching and Other Related Services Credentials Program Standards (rev. 3/11) available on the Commission's website and hereby incorporated by reference, as provided in Education Code Section 44373(c) or;

(B) a professional preparation program in Special Class Authorization or equivalent content, including successful completion of a supervised field work, or the equivalent, taken outside California that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed;

(3) The basic skills requirement as described in Education Code Section 44252, unless exempt by statute;

(4) For the individual prepared in California, subject-matter knowledge by either 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) completion of a subject matter program as provided in Education Code Section 44310 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

(C) holders of a California preliminary, clear, professional clear, or life teaching credential requiring a baccalaureate or higher degree and a program of professional preparation, including student teaching, are exempt from the subject matter knowledge requirement.

(5) For individuals prepared in California, 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) The study of English learners as described in Education Code Section 44259.5(c);

(b) An individual who completes the requirements for the Special Class Authorization may apply as listed below:

(1) For a California-prepared teacher, verification from a Commission-approved program sponsor with a Special Class Authorization program; or

(2) the out-of-state prepared candidate may apply directly to the Commission.

(c) Period of Validity. The Special Class Authorization shall remain valid as long as the prerequisite credential required in (a)(1) remains valid.

(d) Authorization. The Special Class 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, provide instruction, and Special Education Support to teach students with disabilities in which the primary disability is "speech or language impairment" as defined in subsection 300.8(c)(11) of Title 34 Code of Federal Regulations, Subpart A, as amended on October 30, 2007, to students from birth through age 22 in services across the continuum of program options available found in Section 80048.6(a)(1).

(e) Definitions.

(1) "Educational Assessment": Assessment of students in a comprehensive manner within the authorization of the 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 (IFSP), and/or Individualized Transition Plan (ITP) 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.

(2) "Special Education Support": Support includes participation in the IEP, IFSP, and/or ITP process including planning and implementation of the student's IEP, Individualized Family Service Program, and/or Individualized Transition Plan; providing consultative, collaborative,

and coordinating instruction with students, parents, teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative and within the authorization of the credential or added authorization. Special Education Support does not include providing speech, language and hearing, orientation and mobility, or audiology services.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44251, 44252, 44259, 44273, 44280, 44281, 44282, 44283, 56301, 56320, 56322, 56333 and 56341 Education Code; 34 C.F.R. 300.8(c)(1) and (11); and 20 USC 1401(3) and (30).

§ 80070.4. The Clear Resource Specialist Added Authorization Issued on the Completion of Commission-Approved Resource Specialist Added Authorization Program

(a) Requirements.

(1) A valid prerequisite special education credential or authorization as defined in Section 80070.1(b).

(2) Three or more years of teaching experience, including both general and special education teaching experience, as defined in Section 80070.1(c).

(3) Completion of a Commission-Approved Resource Specialist Added Authorization program, based on the Education Specialist Teaching and Other Related Services Credentials Program Standards (rev. 3/11) available on the Commission's website and hereby incorporated by reference, as provided in Education Code Section 44373(c).

(4) A completed application form as found in section 80001, the fee as specified in Section 80487, and the teaching experience specified in (2).

(b) Period of Validity. A Clear Resource Specialist Added Authorization authorizes service only if a valid prerequisite special education credential or authorization as found in section 80070.1(b), is held concurrently.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44373, 56362 and 56362.5, Education Code.