

## COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET  
SACRAMENTO 95814

(916) 445-0176



September 15, 1980

NO. 80-8104

TO: All Individuals and Groups Interested in the Activities  
of the Commission for Teacher Preparation and Licensing

FROM: *Dick Mastain*  
Dick Mastain, Acting Associate Executive Secretary

SUBJECT: Proposed California Administrative Code, Title 5  
Regulations, Sections 80070.1 - 80070.8, for the  
Resource Specialist Certificate of Competence

This is a follow-up to coded correspondence 79-8059, dated August 5, 1980. As indicated on the cover memo to that correspondence, there will be a public hearing on Title 5 Regulations related to the Resource Specialist on Friday, October 3, 1980. Draft copies of those regulations were distributed to the field, with notification that the Commission could adopt the regulations on an emergency basis on September 5, 1980.

The Commission did adopt the regulations on an emergency basis on September 5, in an amended form. The changes that were made in the original draft copy are indicated below. A revised copy, with changes, is attached. It includes the original cover memo. The revised copy will be the text used in the October 3 public hearing.

<u>Revisions</u>	<u>Section</u>	<u>Page</u>
add "teaching or"	80070.1(c) (3,4,5,6)	4
delete definition of "Special Education Service Region"	80070.1(d)	4
add definition of "Local Plan"	80070.1(d)	4
delete requirement for the 3 years of teaching experience requiring both Special Education and regular classroom teaching	80070.3(a) (2)	6

<u>Revisions</u>	<u>Section</u>	<u>Page</u>
substitute "Local Plans" pursuant to Education Code section 56362 for Special Education programs under the terms of the California Master Plan for Special Education	80070.3(a)(3)	6
delete "of intent submitted three months prior to the submission of the program document"	80070.5(a)	8
substitute "a school district, county office, or special education service region with a comprehensive local plan" for "a special education service region".	80070.6	10
	80070.6(3)	10
	80080.7	11
	80070.7(a)(c) (d)(e)	11
add "such procedures as"	80070.7(d)(1)	11
substitute "or" for "and"	80070.7(d)(1)	11
delete "oral interview"	80070.7(d) (4)(5)(6)	11-12

Since the passage of SB 1870, there have been many questions regarding the application of the law and Title 5 Regulations to school districts at various stages of integration into the Master Plan. All such questions should be directed to the State Department of Education - Hotline on SB 1870. The number is (916) 445-7427.

Additionally, questions on credentials or approved teacher preparation programs should be directed to Mr. Lee Huddy (telephone (916) 445-0233) at the Commission offices.

## COMMISSION FOR TEACHER PREPARATION AND LICENSING

OFFICE OF THE EXECUTIVE SECRETARY

1020 O STREET

SACRAMENTO, CALIFORNIA 95814

(916)445-0176



August 5, 1980

79-8059

TO: All Individuals and Groups Interested in the Activities  
of the Commission for Teacher Preparation and Licensing

FROM: Peter L. LoPresti, Executive Secretary *[Signature]*

SUBJECT: Proposed California Administrative Code, Title 5  
Regulations, Sections 80070.1 - 80070.8, for the  
Resource Specialist Certificate of Competence

In accordance with Commission policy, the above-cited Title 5 Regulations are being distributed prior to a public hearing. The public hearing to adopt permanent regulations on the Resource Specialist Certificate of Competence has been scheduled as follows:

Friday, October 3, 1980  
10:30 a.m.  
Holiday Inn, North  
1900 Canterbury Road  
Sacramento, California

If these regulations are approved on an emergency basis at the September Commission meeting, they will take effect on September 5, 1980, and a regular public hearing on permanent regulations will take place on October 3, 1980.

Senate Bill 1870 is designed to complete the statewide implementation of the Master Plan for Special Education. Section 56362.5 of SB 1870 directs the Commission for Teacher Preparation and Licensing to adopt, by September 1, 1980, rules and regulations for a Resource Specialist Certificate of Competence. Said rules and regulations are to provide all of the following:

- (a) Definition of the competencies required of a resource specialist (see proposed Title 5 Regulation, Section 80070.8).
- (b) Provisions for a system of direct application for individuals who have a Special Education Credential and have served successfully as a resource specialist for two years prior to September 1, 1980 (see proposed Title 5 Regulations, Sections 80070.1 and 80070.2).
- (c) Provisions for the issuance, for up to three years, of a preliminary, non-renewable, Resource Specialist Certificate of Competence (see proposed Title 5 Regulations, Sections 80070.1 and 80070.3).

- (d) Establishment of a system for verification of competencies through both of the following:
  - (1) Commission-approved institution of higher education Resource Specialist Certificate of Competence program (see proposed Title 5 Regulations, Sections 80070.4 and 80070.5).
  - (2) Commission-approved competency assessment panels (see proposed Title 5 Regulations, Sections 80070.6 and 80070.7).
- (e) Cooperation with the State Department of Education in implementing these provisions (see proposed Title 5 Regulations, Section 80070.7(b)).

The proposed Title 5 Regulations are separated into eight sections. All individuals, agencies and special education related organizations will be interested in proposed Title 5 Sections 80070.1 (definitions) and 80070.8 (competencies). Personnel directors and others responsible for hiring and assignment will be concerned with proposed Title 5 Regulations, Sections 80070.2, 80070.3, 80070.4 and 80070.6. Directors of Special Education Service Regions (SESR) will be particularly interested in proposed Title 5 Regulation, Section 80070.7 which establishes requirements for SESR to assess and recommend for the Resource Specialist Certificate of Competence. Directors and faculty of special education programs in institutions of higher education will be most interested in proposed Title 5 Regulation, Section 80070.6 which establishes requirements for developing, evaluating and approving professional preparation programs for the Resource Specialist Certificate of Competence.

It is important to note that two ad hoc committees (the Personnel Development Committee of the Advisory Commission on Special Education and a Committee formed by the Commission for Teacher Preparation and Licensing), representative of the various special education constituents, have been meeting during the past year and a half to develop a set of competencies needed by individuals who function as a Resource Specialist, and to recommend statute language for "grandfathering", for a preliminary non-renewable certificate and means by which competencies could be verified.

The set of competencies and the recommendations of the two committees had been reviewed and approved by the Commission, the Advisory Commission on Special Education and the State Board of Education in time for inclusion in Senate Bill 1870. I think the members of these two committees did a fine job on a difficult, complex and important task.

Please feel free to duplicate and distribute these proposed Title 5 Regulations to anyone you believe might be interested in responding. If you wish to make a presentation regarding the above to the Commission, please bring 30 copies of your material for distribution to the Commissioners and staff. If you can provide your statement to the Commission Office 15 days before the public hearing, sufficient copies of the material will be duplicated and distributed for Commission and staff use. We would also appreciate a call to the Commission Office if you plan to make a presentation in order to schedule sufficient time on the agenda for people who wish to address the Commission.

80070.1 The Resource Specialist Certificate of Competence:  
Definition and Terms

- (a) "Resource Specialist" as used in Section 80070.2(a)(2) means a person who, immediately prior to the operative date of Senate Bill 1870, was a credentialed special education teacher with three or more years of full-time teaching experience and whose instruction and services included:
- (1) Providing instruction and services for pupils whose needs were identified in a written individualized education program developed by a school appraisal team or an educational assessment service and who were assigned to regular classroom teachers for a majority of a school day.
  - (2) Providing information and assistance to individuals with exceptional needs and their parents.
  - (3) Providing consultation, resource information, and material regarding individuals with exceptional needs to their parents and to regular staff members.
  - (4) Coordinating the special education services provided each individual with exceptional needs served through the resource specialist program.
  - (5) Assessing pupil progress on a regular basis and revising individualized education programs, as appropriate, and referring pupils who did not indicate appropriate progress to the educational assessment service.
- (b) "Special Education Credential" means a credential that specifically authorizes the teaching of pupils with exceptional needs, including, but not limited to, the communicatively handicapped, physically handicapped, learning handicapped, severely handicapped, visually handicapped, and orthopedically handicapped.
- (c) "Three or more years of teaching experience, including both regular and special education teaching experience" means full-time experience in one of the combinations as follows:
- (1) One year of regular classroom teaching experience and two years of special education classroom teaching experience, or
  - (2) One year of special education classroom teaching experience and two years of regular classroom teaching experience, or

- (3) Two and one-half years of regular classroom teaching experience and one semester or two quarters of full-time special education classroom teaching or student teaching, or
  - (4) Two and one-half years of special education classroom teaching experience and one semester or two quarters of full-time regular classroom teaching or student teaching, or
  - (5) Two years of regular classroom teaching experience and two semesters or three quarters of full-time special education classroom teaching or student teaching, or
  - (6) Two years of special education classroom teaching experience and two semesters or three quarters of full-time regular classroom teaching or student teaching.
- (d) ~~"Special-Education-Services-Region"-means-the-school districts-organized-within-a-geographic-area-in accordance-with-subdivision-(b)-of-Education-Code Section-56170-to-coordinate-the-administration-and delivery-of-special-education-services.~~
- (d) "Local plan" means a plan which meets the requirements of Chapter 3 (commencing with Education Code Section 56300) and which is submitted by a school district, special education services region, or county office.

Note: Authority Cited: Section 44225, Education Code  
Reference: Sections 56170, 56362, 56362.5,  
56027, Education Code

80070.2 The Clear Resource Specialist Certificate of Competence  
on Direct Application

(a) Requirements

- (1) Possession of a valid special education credential other than an emergency credential.
- (2) Verification of two years of successful full-time experience as a Resource Specialist in either (a) a district which operated a special education program under the California Master Plan for Special Education (Commencing with Education Code Section 56330) as it read immediately prior to the operative date of Senate Bill 1870 or (b) an innovative program established by a district or county office under the provisions of Education Code Section 56020 as it read immediately prior to June 30, 1980.

Experience shall be verified, on forms provided by the Commission, by the appropriate administrative official of the district, special education services region or county office.

- (3) Submission of a completed credential application form; verification of experience; and the fee as specified in Section 80487.

(b) Authorization

- (1) Provide instruction and services for pupils whose needs have been identified in an individualized education program developed by the individualized education program team and who are assigned to regular classroom teachers for a majority of a school day.
- (2) Provide information and assistance to individuals with exceptional needs and their parents.
- (3) Provide consultation, resource information, and material regarding individuals with exceptional needs to their parents and to regular staff members.
- (4) Coordinate special education services with the regular school programs for each individual with exceptional needs enrolled in the resource specialist program.
- (5) Monitor pupil progress on a regular basis, participate in the review and revision of individualized education programs, as appropriate, and refer pupils who do not demonstrate appropriate progress to the individualized education program team.
- (6) Emphasize, at the secondary school level, academic achievement, career and vocational development, and preparation for adult life.

(c) Term

A clear Resource Specialist Certificate of Competence authorizes service only if a valid special education credential, other than an emergency credential, is held concurrently.

Note: Authority Cited: Section 44225, Education Code  
Reference: Section 56362.5, Education Code

80070.3 The Preliminary Resource Specialist Certificate of Competence on Direct Application

(a) Requirements

(1) Possession of a valid Special Education Credential other than an Emergency Credential.

(2) Verification of three or more years of teaching experience. ~~including-both-regular-and-special-education-teaching-experience-~~

Experience shall be verified by the appropriate administrative official of the district, special education services region, or county office at which the experience took place.

(3) A written statement verifying that the candidate, if granted the Preliminary Resource Specialist Certificate of Competence, will be employed as a Resource Specialist.

The written statement of employment shall be completed and signed by the appropriate administrative official of the employing district, special education services region, or county office operating "local plans" pursuant to Education Code Section 56362. ~~special-education-programs under-the-terms-of-the-California-Master-Plan for-Special-Education-~~

(4) Submission of a completed credential application form verification of experience; statement of employment; and the fee as specified in Section 80487.

(b) Authorization

The Preliminary Resource Specialist Certificate of Competence shall authorize the same services as the Clear Resource Specialist Certificate of Competence, as specified in Section 80070,2(b). Such services shall be restricted to the employing district, special education services region, or county office.

(c) Term and Renewal

The Preliminary Resource Specialist Certificate of Competence shall be issued only until the date of expiration of the valid special education credential, but for not more than three years.

The Preliminary Resource Specialist Certificate of Competence is not renewable.

Note: Authority Cited: Section 44225, Education Code  
Reference: Section 56362.5, Education Code



80070.4 The clear Resource Specialist Certificate of Competence issued on the recommendation of an institution of higher education with a Commission-approved resource specialist certificate of competence program.

(a) Requirements

(1) Possession of a valid Special Education Credential as defined in Section 80070.1(b).

(2) Verification of three or more years of teaching experience, including both regular and special education teaching experience, as defined in Section 80070.1(c)

Experience shall be verified by the appropriate administrative official of the district, special education services region, or county office in which the experience took place.

(3) Completion of a Commission-approved Resource Specialist Certificate of Competence program as specified in Section 80070.5.

(4) Submission of a completed application form, including recommendation by the institution; verification of experience; and the fee as specified in Section 80487.

(b) Authorization: The Clear Resource Specialist Certificate of Competence authorizes the service specified in Section 80070.2(b).

(c) Term: A Clear Resource Specialist Certificate of Competence authorizes service only if a valid Special Education Credential, other than an Emergency Credential, is held concurrently.

Note: Authority Cited: Section 44225, Education Code  
Reference: Section 56362, Education Code

80070.5 Requirements for Developing, Evaluating and approving professional preparation programs for the Resource Specialist Certificate of Competence.

Institutions of higher education will submit the following information for the review and approval of a professional preparation program for the Resource Specialist Certificate of Competence.

- (a) A statement of intent submitted three months prior to the submission of the program document signed by the dean or department chairperson verifying that the institution has an approved program for one or more special education specialist authorizations, and listing the contact person responsible for the program and the expected date of initiation of the program.
- (b) A statement from the chief administrative officer of the institution, indicating that the program has full institutional support and approval and identification of all sites, including the main campus where the program will be operated.
- (c) Verification by the dean of the school of education of the following:
  - (1) Designation of the faculty member with assigned responsibility for the program.
  - (2) Budgeting and other resources allocated to the program in accordance with normal institutional procedures for such allocation.
  - (3) Involvement in the development of the program by constituents, to include but not be limited to, practitioners in special education and non-educator members of the public, including representatives from the minority communities served by the institution.
  - (4) A statement from practitioners in special education attesting to the approval of the program's objectives.
  - (5) That the requirements for admission to the program are equivalent to requirements for other areas of professional study at the institution.
  - (6) That the program will include field study, with special education and regular classroom pupils.
  - (7) That the institution shall continually update and upgrade the program, as necessary, to insure that graduates will have the skills and knowledge necessary for entry into the field.

- (8) That the institution will collect and analyze, on an annual basis, data related to employment of graduates, including any programmatic implications, obtained from the following:
  - (1) Number of new students enrolled in the program.
  - (2) Number of continuing students.
  - (3) Number of graduates.
  - (4) Number of graduates employed in the credential area.
- (9) That the institution will survey, on an annual basis, school districts and other agencies or groups expected to utilize the services of graduates of the program to determine what skills and knowledge and performance competencies are deemed necessary to function effectively as a Resource Specialist.
- (d) Verification by the dean of the school of education or the faculty member with assigned responsibility, that the program is designed to develop the skills, knowledge and performance competencies as described in Section 80070.8, and that such skills, knowledge and performance competencies can be readily validated by practitioners, based on the requirements for service in the credential area.
- (e) A description of the process by which candidates shall be determined to have met the requirements of the Commission and the objectives and requirements of the program itself. Such specification shall include, but not be limited to, the following:
  - (1) A description of the evaluation system, including sample instruments and criteria.
  - (2) Identification of who will conduct the candidate's final evaluation.
  - (3) Identification as to the person(s) making the final determination as to whether the candidate is or is not to be recommended for the credential.
- (f) A description of the process to determine the ability of graduates to effectively demonstrate the competencies listed in Section 80070.8. Such description shall include, but not be limited to, the following:
  - (1) Assurance that graduates will be surveyed at least one year after leaving the program.

- (2) The identification of the job function of those to be included in the follow-up evaluations.
- (3) The identification of those faculty, practitioners, graduates and employers who will participate in the review and interpretation of the data.
- (4) Samples of instruments to be used.
- (5) The process by which the results of the follow-up evaluation is fed back into the program for possible modification in the program's objectives and processes.

Note: Authority Cited: Section 44225, Education Code  
Reference: Sections 56362 and 56362.5, Education Code

80070.6 The Clear Resource Specialist Certificate of Competence Issued on Recommendation of a ~~Special-Education-Service Region~~ a school district, county office, or special education service region with a comprehensive "local plan".

(a) Requirements

- (1) Possession of a valid Special Education Credential as defined in Section 80070.1(b).
- (2) Verification of three or more years of teaching experience, including both regular and special education teaching experience, as defined in Section 80070.1(c).
- (3) Verification by the director of the ~~Special Education-Service-Region~~ school district, county office, or special education service region with a comprehensive "local plan" that the applicant has successfully demonstrated all competencies described in Section 80070.8.
- (4) Submission of a completed application form; written verification that the candidate has successfully demonstrated all competencies described in Section 80070.8; verification of experience; and the fee as specified in Section 80487.

Note: Authority Cited: Section 44225, Education Code  
Reference: Sections 56362 and 56362.5, Education Code

80070.7 Requirements for Special-Education-Service-Regions a school district, county office, or special education service region with a comprehensive "local plan" to Assess and Recommend for the Resource Specialist Certificate of Competence.

- (a) The Commission will review assessment plans submitted by the-Special-Education-Service-Regions a school district, county office, or special education service region with a comprehensive "local plan" and will reserve the right to approve; to not approve; or to solicit additional information or clarification relating to those plans.
- (b) The Commission will reserve the right to monitor, in cooperation with the State Department of Education, the implementation of those plans and to withdraw approval whenever evidence indicates that the plan is not being implemented as proposed
- (c) To the extent possible, the Commission will consolidate efforts initiated under Sections 80070.7(a) and (b), with existing state application processes and program monitoring plans.
- (e) (d) Each assessment plan submitted by a Special-Education Service-Region school district, county office, or special education service region with a comprehensive "local plan", shall include, but not be limited to, all of the following components:
  - (1) A brief description of the process that will be used to assess the competencies listed in Section 80070.8 through such procedures as observation of performance, written examination and or oral interview by an assessor panel.
  - (2) A copy of the form that will be used and a description of the procedures that will be followed in assessing some or all of the competencies listed in Section 80070.8 on the basis of the candidate's performance.
  - (3) A copy of the written examination that will be used in assessing some or all of the competencies listed in Section 80070.8.
  - (4) A listing of prospective oral-interview panel members that include representation from the following constituents, with a majority of the panel members being external to the service-region school district, county office, or special education service region with a comprehensive "local plan"
    - (A) A college or university education faculty member.

- (B) A Resource Specialist
  - (C) A Program Specialist or Special Education Program Director/Coordinator
  - (D) A regular classroom teacher.
  - (E) A parent of a special education child
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- (5) A copy of the forms and materials that will be used by the ~~oral-interview~~ panel to assess some of all of the competencies listed in Section 80070.8.
  - (6) A description of the training that will be provided all ~~oral-interview~~ panel members prior to the assessment of candidates.
  - (7) A description of the procedures and criteria that will be used to provide each candidate with a diagnostic report of the assessment which clearly identifies strength and/or weakness in the candidate's competencies in the functions listed in Section 80070.8.
  - (8) A description of the length of time proposed for each individual assessment, the frequency of administration proposed, and the charge to the candidate.
  - (9) A description of the process for informing candidates of the procedure for appeal.
  - (10) A description of the system that will be utilized to gather, analyze and store data pertaining to the implementation of the assessment plan.
  - (11) A description of the follow-up process to determine the ability of persons assessed and recommended to effectively demonstrate the competencies listed in Section 80070.8 as they function as a Resource Specialist.

Note: Authority Cited: Section 44225, Education Code  
Reference: Sections 56362 and 56362.5, Education Code

80070.8 The Candidate for the Resource Specialist Certificate Shall Demonstrate the Skills, Knowledge and Performance Competencies Identified for Each of the Following Functions:

(a) The Consulting Function

- (1) Provide consultant services to regular classroom teachers in the identification and assessment of learning and behavioral patterns in pupils.
- (2) Consultation and assistance in the utilization of evaluation data for the modification of instruction and curriculum.
- (3) Provide consultation services in the application of classroom management techniques.
- (4) Provide consultant services as to resources (appropriate to individuals with exceptional needs) to regular staff members, parents and guardians.
- (5) Consult in the development of pre-vocational and/or vocational plans for individuals with exceptional needs.
- (6) Consult with regular classroom teachers and students as to their acceptance of students with exceptional needs.

(b) The Coordination Function

- (1) Coordinate referral and assessment procedures.
- (2) Assist in the coordination of School Appraisal Team meeting.
- (3) Coordinate instructional planning; i.e., the development and implementation of Individualized Educational Programs for individuals with exceptional needs.
- (4) Coordinate the implementation of special education services provided individuals with exceptional needs.
- (5) Assist in the coordination of Designated Instruction and Services.
- (6) Coordinate the collection of relevant information for those students referred to the School Appraisal Team.

(b) (continued)

- (7) Coordinate the organization and distribution of media and materials for both resource and regular classrooms.
- (8) Coordinate individualized instruction and activities of the Resource Specialist Program with regular classroom curriculum.
- (9) Coordinate inservice workshops and workshops for staff and/or parents.
- (10) Coordinate follow-up activities to insure service delivery to all individuals with exceptional needs.

(c) Functions Related to the Implementation of Laws, Regulations and Other Compliance Requirements

- (1) Schedule and monitor School Appraisal Team Referral Procedures in accordance with legal requirements.
- (2) Monitor the development of Individualized Educational Programs, and conduct review meetings in accordance with legal requirements.
- (3) Process all information leading to approval of services by child's parent or guardian.
- (4) Provide leadership for assuring full compliance with legal requirements.

(d) Staff Development and Inservice Education Function

- (1) The utilization of systematic observations for referral to School Appraisal Teams.
- (2) The understanding and interpretation of appropriate assessment tools.
- (3) The selection and modification of appropriate instructional methods and materials.
- (4) The application of classroom environment and behavior management techniques.
- (5) The enhancement of social and emotional development of exceptional individuals within the educational environment of the regular classroom.



80070.8 (continued)

(e) Skills Related to the Parent Education Function

- (1) Provide parents with basic knowledge of assessment procedures and instrumentations, and how to utilize the information.
- (2) Provide parents with basic understanding of remedial methods and techniques as they relate to their own child's program.
- (3) Provide parents with basic home enrichment and home management techniques designed to meet the needs of their child.
- (4) Counsel parents in areas related to their child's abilities, including strengths and weaknesses; as well as to the child's needs and goals, including career and vocational planning alternatives.
- (5) Provide parents with information as to effective utilization of community resources.
- (6) Assist in planning of parent education workshops.

Note: Authority Cited: Section 44225, Education Code  
Reference: Sections 56362 and 56362.5, Education Code