



CODED CORRESPONDENCE

DATE: July 21, 2010 UPDATED October 6, 2010	NUMBER: 10-12
TO: All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	FROM: Dale A. Janssen Executive Director Commission on Teacher Credentialing
SUBJECT: Approval of Title 5 Regulations Pertaining to Special Education Teaching Credential Requirements	

Summary:

The amendments and additions to Title 5 of the California Code of Regulations pertaining to Special Education Teaching and Services Credentials have been approved by the Office of Administrative Law. This correspondence specifically addresses the changes to *Education Specialist Teaching Credential Requirements*. The teaching credential requirement regulations, starting on page 9, have an effective date of June 26, 2010.

Separate correspondences regarding the regulations concerning Special Education Services Credential and the Education Specialist Teaching Credential authorization and assignment options are being distributed. Links to these correspondences may be found in the References section.

The Commission withdrew two portions from the proposed regulations: the subsection pertaining to the authorization for an Education Specialist Teaching Credential in Communication Development and the section on the Speech-Language Pathology (SLP) Services Credential. The Commission will be proposing new regulations for the Communication Development teaching authorization and the SLP Services Credential following meetings with professional organizations, employers, and other interested parties. The Commission will continue to issue SLP Services Credentials based on provisions in the Education Code.

Key Provisions:

Major Requirement Changes

The special education regulations pertaining to requirements include adding a new method of preparation to earn a clear Education Specialist Teaching Credential, aligning

the subject-matter competence requirements for the teaching credential with No Child Left Behind (NCLB), and adding Autism Spectrum Disorders (ASD) content into all preliminary Education Specialist Teaching Credential programs resulting in an ASD authorization. The changes in the regulations are to allow teachers to assist students with special needs in the public schools in California.

Education Specialist Teaching Credential Requirements

Level I/II

The Commission currently issues a two-level special education teaching credential known as Level I and Level II. The Commission will continue to issue Level I/II documents to individuals who complete these programs within the transition timeframes established in the regulations. See the section on *Commission-Approved Teaching Credential Programs* for additional information on the transition dates. The regulations contain updates to specific requirements such as the basic skills, health education, and computer education to align with recent changes in statute. Clarification on how an approved program, other than institutions of higher education, may verify completion of the Level I/II programs is also included. See the section on *Teaching Experience for the Level II Credential* for clarification of the Level II experience requirement.

Preliminary/Clear

Special education credentials will continue to be a two-level credential for candidates completing the new program standards approved in 2008 and 2009. The new levels will be ‘preliminary’ and ‘clear’. Candidates have the right to finish the program they started within the transition dates set in regulations or may transition from the Level I to the preliminary programs if allowed by an approved preliminary program sponsor. Transition dates may be found in the section on *Commission-Approved Teaching Credential Programs*. A link to the newly developed information leaflet for the preliminary and clear Education Specialist Teaching Credentials may be found in the References section.

Some program sponsors have already transitioned to the new preliminary and clear Education Specialist Teaching Credential programs. A list of approved preliminary and clear Education Specialist Induction Programs may be found in the *Approved Program Web Page* link in the References section.

Subject-Matter Competence

Changes in the preliminary teaching credential requirements include alignment of the subject-matter competence requirement to the Federal NCLB core academic subject areas (English, reading/language arts, mathematics, science, foreign language, civics/government, economics, arts, history, geography, and elementary level). This allows candidates to meet the subject-matter competence requirement by passage of the appropriate examination(s) for the multiple subject teaching credential, or passage of the appropriate examination(s) or subject-matter program for the single subject teaching 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.

This requirement is only for candidates earning the new preliminary Education Specialist Teaching Credential and does not apply to candidates for the Level I Education Specialist Teaching Credential. Level I candidates may continue to meet the subject-matter requirement by passage of examinations or completion of subject-matter programs for the multiple subject teaching credential and in all single subject teaching credential subject areas.

Both Level I and preliminary credential candidates are exempt from meeting the subject-matter competence requirement if the candidate has already met the subject-matter competence requirement and earned a California general education credential. This includes holders of general education Ryan, General, and Standard Teaching Credentials. In addition, candidates for the Education Specialist Teaching Credential in Early Childhood Special Education are not required to complete subject-matter competence as the credential authorization is for birth to pre-kindergarten.

Transition Plan and Individualized Induction Plan (IIP)

A Transition Plan is a new requirement. The Plan is prepared by the preliminary credential preparation program prior to the completion of the preliminary program to be used to develop the IIP. The Transition Plan is used to assist the beginning teacher and includes the individual's strengths along with areas of need that will be addressed in the clear credential preparation program.

The IIP includes professional development and/or course work to guide the activities that support growth and improvement of professional practice. The scope of the IIP is determined by the teacher's educational setting and/or areas identified in the Transition Plan. A support provider, who holds a valid California special education teaching credential in the specialty area of the teacher or has sufficient professional background and experience in the specialty area, must be assigned to the teacher within 30 days of employment. The IIP must be completed by the special education teacher, the employing agency, and the program sponsor within 60 days of employment or, in the case of an individual who is not employed prior to beginning the supported induction program, to allow the teacher the maximum time to complete the clear credential requirements. If a preliminary program sponsor is no longer available or if the special education teacher transitions to a new program sponsor, the new partnering program sponsor must review and make appropriate changes to the IIP.

For the individual who holds both a preliminary general education and a preliminary/Level I special education credential, the IIP must be written to clear all preliminary credentials held. There is a twelve semester unit cap on the number of units that may be included in the IIP.

The full definition for the Transition Plan and the IIP may be found on the preliminary and clear Education Specialist Teaching Credential information leaflets at the link in the References section.

Induction Program

A new method of preparation to earn a clear Education Specialist Teaching Credential is established in the regulations. The new clear credential program is based on completion of a Commission-approved Special Education Induction Program that focuses on the teacher's needs to expand and deepen knowledge, skills and abilities targeted to the teacher's employment and career goals in their development as a special education teacher. It combines the strengths of both the Beginning Teacher Support and Assessment (BTSA) Induction Program and the most effective parts of the Level II special education preparation program. A list of approved clear Education Specialist Induction Programs may be found in the *Approved Program Web Page* link in the References section.

The general education induction standards for the multiple and single subject credential were updated to align with and incorporate special education into one set of standards in 2008. The type of programs that are offered is the option of the program sponsor. Induction programs have the option to offer:

- 1) only a general education induction program,
- 2) only a special education induction program, or
- 3) both general and special education induction programs.

Program sponsors must have a Commission-approved special education induction program to enroll special education credentialed teachers and recommend for the clear Education Specialist Teaching Credential.

Completion of a Commission-approved Induction Program to earn a clear Education Specialist Teaching Credential is open to holders of either the Level I or Preliminary Education Specialist Teaching Credential. Content that is currently in the Level II program is moved into the new preliminary program. The IIP for a candidate with a Level I Education Specialist Teaching Credential completing an induction program must also address the content currently in the Level II program. Prior to Commission approval, the induction program must submit information in their initial program review detailing how candidates will address this content. It is up to the approved program to offer the content and enroll a Level I credential holder. A credential holder should contact the approved program concerning this option. In addition, Level I candidates must meet the statutory requirements related to health, cardiopulmonary resuscitation (CPR), and technology. A link to the list of additional content that must be met by the Level I credential holder to earn the clear credential may be found in the References section.

An individual with both general education (multiple or single subject) and special education preliminary teaching credentials may complete one set of clear credential

requirements through induction. The list of professional development options in the IIP must address the candidate's needs for both the general education and special education credentials. To clear both a general education and special education credential with one induction program, the induction program must be completed concurrently through a program that is approved to offer both the general education and special education programs.

An individual who earned the clear multiple or single subject credential by completing a general education Induction Program who subsequently earns a preliminary Education Specialist Teaching Credential (in any of the specialty areas) must complete the portions of the approved induction program specific to special education. The individual is not required to repeat parts of the clear program that are in common with the general education Induction Program. The IIP for a multiple or single subject credential holder who did not complete induction to earn their clear credential or the holder of a General or Standard general education teaching credential will need to clarify with the approved Induction Program if any additional content in the induction program will need to be met.

Teaching experience is not required to earn a clear Education Specialist Teaching Credential. For this reason, an individual does not need to be employed in a special education assignment to earn a clear Education Specialist Teaching Credential. If an individual is concurrently completing both the general and special education Induction Program, employment in a general education or special education assignment is not required. Since the induction program requires experiences with children, a Commission-approved induction program must assure how individuals not currently teaching may meet the provisions of the IIP and complete the induction program. Enrolling individuals who are not currently employed is at the option of an Induction Program and individuals should check with the program to inquire if this option is available.

Institutions of higher education, county offices of education, and school districts may be an induction program sponsor. Recommendation for the clear credential is made by the Commission-approved Education Specialist Clear Induction Program. See the link in the References section for the *Commission Special Education Web Page* for information on induction programs.

Certificate of Eligibility

The Commission has issued Certificates of Eligibility which verifies that the individual meets all the academic requirements to hold the Level I Education Specialist Teaching Credential. The Certificate allows the individual to actively seek employment in a special education assignment in the specialty area(s) listed. The Certificate has no expiration date and may not be used for employment purposes.

The regulations clarify the requirement whether an individual must be employed to be issued a Level I Education Specialist Teaching Credential. The Certificate of Eligibility is an option for the California-prepared Level I teacher to request. There is no requirement

that the Certificate of Eligibility be automatically issued even if the individual is not employed. There is a statewide shortage of special education teachers which reduces the need for the Certificate of Eligibility. The program sponsor may request either a Level I or a Certificate of Eligibility using the online recommendation process. The Certificate of Eligibility is not available for candidates completing the preliminary Education Specialist Teaching Credential program.

Teaching Experience Requirement for the Level II Credential

The intent of the teaching experience requirement for the Level II Education Specialist Teaching Credential is to ensure that the teacher has experience working with students using the knowledge and skills learned in the Level I program. The definition for full-time teaching experience for the Level II Education Specialist Teaching Credential is included in the regulations. It puts into place the teaching experience definition included in Credential Information Alert (CIA) 08-18 distributed in November 2008. The CIA also includes information for an individual with more than one specialty area on their Education Specialist Teaching Credential, including mild/moderate and moderate/severe and other combinations, who must meet the two years of experience in each specialty area for the clear credential. A link to the CIA may be found in the References section.

As noted above, teaching experience is not required for the clear Education Specialist Teaching Credential but remains a requirement for the Level II Education Specialist Teaching Credential.

District and University Intern Programs

Intern program standards were also revised in 2008. Some district and university intern programs have already transitioned to the new intern program standards. Candidates enrolled in intern programs under the new standards will be issued a document that includes the new Autism Spectrum Disorders (ASD) authorization described below.

Autism Spectrum Disorders Authorization

Autism Spectrum Disorders (ASD) content is now included in all revised preliminary Education Specialist Teaching Credential programs in all specialty areas. This results in an ASD authorization for individuals who complete the revised program. The new preliminary credential will authorize the holder to provide autism instructional services to students within the specialty area(s) of their credential. The additional ASD authorization is for California-prepared special educators. The ASD authorization will appear as a separate authorization on the Education Specialist Teaching Credential document similar to an Added Authorization in Special Education in ASD. The ASD authorization will not be added for special educators prepared out-of-state or outside the United States.

Commission-Approved Teaching Credential Programs

The regulations add transition dates for approved teacher preparation programs to move from their current Level I/II program to the new preliminary/clear programs. The current Level I/II Education Specialist Teaching Credential programs will be phased out in the

next few years and individuals seeking their initial special education teaching credential will need to enroll in the new preliminary and clear credential programs.

Candidates have the right to finish the program they started. Dates were established in the regulations to move to the new preliminary and clear teaching credential programs and to allow candidates to finish their current programs. The last date to enroll candidates in a Level I program is December 31, 2011, and candidates must finish the Level I program by January 31, 2013. The last date to enroll a candidate into the Level II program is December 31, 2014, and candidates must finish the Level II program by January 31, 2019.

Once an approved teacher preparation program receives approval of their preliminary program and begin to enroll candidates in the new preliminary programs, it must stop enrolling students into their Level I programs. A college or university with a Level II program who receives approval of a clear induction program, may choose to keep their Level II program open to enrollment. However, they must follow the transition timelines noted above that all candidates must finish the Level II program by January 31, 2019.

Application Processing

Due to delays in the development and implementation of system enhancements related to the special education regulatory changes, the Commission has enacted a temporary measure to accept paper applications for intern, preliminary and clear Education Specialist Teaching Credentials and Added Authorizations in Special Education until the electronic changes can be implemented. The Commission will be issuing Letters of Eligibility instead of electronic documents to the educators until the system is ready to verify academic eligibility and professional fitness. Information on the process may be found at the link in the References section.

Important Dates:

Provisions related to this correspondence became effective on June 26, 2010.

Background:

In June 2006, the Commission directed staff to begin the review and revision of the structure and requirements for the Education Specialist and Special Education Services Credentials. Later that summer the State Budget Act included funds to carry out the review and the passage of SB 1209 (Chap. 517, Stats. 2006) which authorized the Commission to study the structure and requirements for the Education Specialist and Special Education Services Credentials. The Special Education Credential Workgroup was formed in December 2006 and began its deliberations in February 2007.

At the December 2007 meeting, the Commission approved the *Report to the Governor and Legislature on the Study of Special Education Certification*. The report, which was sent to the Governor and Legislature on December 21, 2007, contained 25 recommendations for modifications and improvements for Education Specialist and

Special Education Services Credentials. In January 2008, the Commission approved an implementation plan that outlined the steps that would be taken to implement those 25 recommendations. Included in that plan was the establishment of a Design Team that had the responsibility for developing a set of proposed *Standards of Program Quality and Effectiveness* for all Education Specialist and Services Teaching Credentials, credential authorization statements for teaching and services credentials and added authorizations in special education, and Teaching Performance Expectations for teachers with Education Specialist credentials. The fourteen member Design Team was assisted by subcommittees representing specialized expertise in each of the credential areas where standards and authorizations were developed.

The Commission approved standards for the preliminary teaching and services credentials, clear teaching credential, and added authorizations in late 2008 and early 2009. The regulations were last updated in 1997. The amendments and additions to regulations make changes to the special education teaching and services credentials while continuing to meet state and federal mandates for serving students with disabilities.

Source:

5 California Code of Regulations sections 80048.3, 80048.4, 80048.8, and 80048.8.1.

References:

Coded 10-14: *Approval of Title 5 Regulations Pertaining to Special Education Teaching Credentials Authorization and Assignment Issues:*
<http://www.ctc.ca.gov/notices/coded/2010/1014.pdf>

Coded 10-13: *Approval of Title 5 Regulations Pertaining to Special Education Services Credentials:* <http://www.ctc.ca.gov/notices/coded/2010/1013.pdf>

Preliminary and Clear Education Specialist Instruction Teaching Credential Information Leaflet: <http://www.ctc.ca.gov/credentials/leaflets/cl808ca.pdf>

Level I and Level II Education Specialist Instruction Teaching Credential Information Leaflet: <http://www.ctc.ca.gov/credentials/leaflets/cl808c.pdf>

Approved Program Web Page (including teaching and services credential programs):
http://134.186.81.79/fmi/xsl/CTC_apm/recordlist.html

Content for Level I Credential Holders to earn the Clear Credential:
<http://www.ctc.ca.gov/educator-prep/ed-specialist-cred-programs.html>

Commission Special Education Web Page:
<http://www.ctc.ca.gov/educator-prep/special-education.html>

Credential Information Alert 08-08

http://www.ctc.ca.gov/credentials/cig/alerts/2008_alerts/0818.pdf

Temporary Submission of Paper Applications:

<http://www.ctc.ca.gov/credentials/cig/INFO/temp-submission.html>

Contact Information:

Questions concerning special education teaching and services credentials and added authorization requirements:

Commission's Information Services Unit by telephone at 1-888-921-2682, Monday through Friday between 12:00 pm and 4:45 pm or by email at credentials@ctc.ca.gov.

Questions concerning special education authorizations and assignment:

Commission's Assignment Unit by telephone at 916-322-5038 (voice mail line) or by email at cawassignments@ctc.ca.gov.

Questions concerning special education teaching and services credential approved programs:

Jan Jones Wadsworth, Commission's Professional Services Division, at: jjones-wadsworth@ctc.ca.gov.

5 California Code of Regulations Pertaining to Special Education Teaching Credential Requirements

§80048.3. Specific Requirements for the Level I Education Specialist Instruction Credential

(a) The minimum requirements for the level I Education Specialist Instruction Credential for applicants who complete a professional preparation program in California shall include (1) through (6):

- (1) a baccalaureate or higher degree from a regionally accredited institution of higher education;
- (2) the completion of a Commission-approved 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) verification of subject-matter knowledge either by:

- (A) passage of examination(s) as provided in Education Code Sections 44280, 44281, and 44282 or by completion of a subject-matter program as provided for in Education Code Section 44310; as appropriate for the multiple subject or single subject teaching credential; or
 - (B) candidates for the specialist category of Early Childhood Special Education or holders of a California 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 this subject matter competence 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; and
 - (7) An individual who has completed requirements (1) through (6) above is not currently employed as a teacher may apply for a Certificate of Eligibility which verifies completion of all requirements for the level I credential and authorizes the holder to seek employment.
- (b) Period of Validity.
- (1) A level I Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsections (a) is valid for five years.
- (c) The last date that a program sponsor may admit a candidate to the Level I approved program is December 31, 2011 and the program shall be completed by January 31, 2013.

NOTE: Authority cited: Sections 44225, Education Code. Reference: Sections 44225, 44227(a), 44251, 44252, 44265, 44275.3, 44280, 44281, 44283, 44310, 44259(b)(4), 44335, and 44373(c), Education Code.

§80048.4. Specific Requirements for the Level II Education Specialist Instruction Credential.

- (a) The minimum requirements for the level II Education Specialist Instruction Credential include all of the following:
 - (1) possession of a level I Education Specialist Instruction Credential;
 - (2) completion of the study of health education, as described in Education Code Section 44259(c)(4)(A);



- (3) 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);
- (4) completion of a course of study that requires each candidate to demonstrate advanced level knowledge and skills that are different than the requirements for the approved level I Education Specialist Instruction Credential. The course of study shall include an individualized preparation program plan collaboratively developed by the candidate, the preparing institution and designee(s) of the employing school district, county office, or special education local planning area.
 - (A) a minimum of $\frac{3}{4}$ of each candidate's program plan shall consist of coursework approved by the recommending institution of higher education, with the specific content, including planned field experiences, to be identified within the candidate's individualized preparation program plan.
 - (B) the remaining $\frac{1}{4}$ of the unit credit for each candidate's individualized preparation program plan may consist of electives related to the areas of special education or general education selected from one or more of the following:
 - 1. coursework provided by the preparing institution of higher education accredited by the Committee on Accreditation.
 - 2. field experience elements within the accredited program which are in addition to academic credit given.
 - 3. alternative training that provides knowledge and related skills presented by agencies approved jointly by the candidate's employing agency and the institution of higher education accredited for this program.
- (5) completion of a Commission-approved professional preparation program accredited by the Committee on Accreditation in the Level II credential specialty area(s) sought, as provided in Education Code Section 44373(c); and
- (6) a minimum of two years of successful experience in a full-time position in a public school or private school of equivalent status, while holding the level I Education Specialist Instruction Credential, as outlined in subsection (A) below and verified by the employing agency.
 - (A) 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 schools in California. The candidate shall be responsible for obtaining verification of this experience on the official letterhead of the district or districts by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed.

- (b) The individualized preparation program plan shall be filed with the preparing institution and may be revised as needed upon agreement by the candidate, the preparing institution, and the employing school district, county office, or special education local planning area.
- (c) The last date that a program sponsor may admit a candidate to the Level II approved program is December 31, 2014 and the program shall be completed by January 31, 2019.
- (d) Period of Validity.
 - (1) a level II Education Specialist Instruction Credential issued on the basis of the completion of all requirements in subsections (a) is valid for five years.

NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44227, 44251, 44259, 44265 and 44373, Education Code.

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

- (a) The minimum requirements for the five-year preliminary Education Specialist Instruction Credential includes (1) through (10):
 - (1) a baccalaureate or higher degree from a regionally accredited institution of higher education;
 - (2) the completion of a Commission-approved preliminary Education Specialist program of professional preparation, as appropriate to the specialty area(s) sought; as provided in Education Code Section 44373(c).
 - (3) meet the basic skills requirement as described in Education Code Section 44252, unless exempt by statute;
 - (4) subject-matter knowledge by one of the following:
 - (A) passage of examination(s) as provided 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 for the single subject credential in the areas of art, English, foreign language, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science.
 - (C) holders of a California clear, professional clear, 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.
 - (D) candidates for the education specialist credential in Early Childhood Special Education are exempt from the subject matter knowledge requirement.
- (5) demonstration of the study of alternative methods of developing English language skills, including the study of reading, as described in Education Code Section 44259(b)(4) and passage of the reading instruction competence assessment as provided in Education Code Section 44283;
 - (6) knowledge of the Constitution of the United States, as specified in Education Code Section 44335;
 - (7) completion of the study of health education, as described in Education Code Section 44259(c)(4)(A);
 - (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 Individualized Induction Plan (IIP).
- (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 IIP defined in Section 80048.8.1(d)(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, 44274.2, 44280, 44281, 44283, 44310, 44335 and 44373, Education Code.

§80048.8.1. Specific Requirements for the Clear Education Specialist Instruction Credential.

(a) The minimum requirements for the clear Education Specialist Instruction Credential for a candidate prepared in California include all of the following:

- (1) possession of a preliminary or Level I Education Specialist Instruction Credential;
- (2) Within 60 days of employment or, in the case of an individual who is not employed, prior to beginning a supported beginning teacher induction program, the candidate shall, in collaboration with the cooperating college or university, or the employer electing to employ the candidate, or the employer's designee, develop an Individualized Induction Plan (IIP) including supported induction and job related course of advanced preparation. Either the college or university or the employer may be the program sponsor. The IIP must meet the conditions in the subsections below;
 - (A) An approved IIP signed by the participating parties: the credential candidate, program coordinator from the Clear Credential program sponsor, and employer or designee. The IIP may be revised as needed upon agreement by same parties;
 - (B) A maximum of 12 semester units (or its equivalent) of coursework or professional development can be listed on the IIP or a combination of the two as determined in the IIP;
 - (C) A person not employed in a school setting may complete the Education Specialist Clear Credential requirements in an educational setting that is mutually acceptable to the parties signing the Individualized Induction Plan, so long as that setting allows demonstration of effective teaching and the menu of professional development options address all credentials that are being cleared; and
 - (D) If an individual holds more than one general or special education credential that requires the completion of an induction program for renewal, the

Individualized Induction Plan (IIP) that guides the teacher's advanced preparation shall be written to clear all general and special education preliminary credentials held.

(b) Completion of a Commission-approved preparation program accredited by the Committee on Accreditation in the clear credential specialty area(s) sought, as provided in Education Code Section 44373(c).

(c) Period of Validity.

(1) A clear Education Specialist Instruction Credential issued on the basis of the completion of the requirements in subsections (a) and (b) is valid for five years.

(d) Definition.

(1) "Individualized Induction Plan": Based on the Transition Plan defined in Section 80048.8(c)(1), the IIP includes appropriate professional development and/or course work designed to expand and apply the candidate's skills and knowledge. The scope of the IIP is determined by the teacher's educational setting and/or areas identified in the Transition Plan as areas of need. The IIP identifies the coursework, experiences, and/or tasks that must be completed while guiding the activities to support growth and improvement of professional practice.

NOTE: Authority Cited: Section 44225, Education Code. Reference: Sections 44225, 44251, 44259, 44265 and 44373, Education Code.