



CODED CORRESPONDENCE

DATE: April 13, 2011	NUMBER: 11-04
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: Proposed Amendments to 5 California Code of Regulations Pertaining to the Education Specialist Teaching Credential	

Notice of Public Hearing is Hereby Given

The Commission on Teacher Credentialing (Commission) proposes to amend regulatory action described below after considering all comments, objections and recommendations regarding the proposed action.

Public Hearing

A public hearing on the proposed actions will be held:

June 2, 2011

9:00 a.m.

Commission on Teacher Credentialing

1900 Capitol Avenue

Sacramento, California 95811

Any interested person, or his or her authorized representative, may submit written comments by fax, through the mail, or by email on the proposed action. The written comment period closes at 5:00 p.m. on May 30, 2011. Comments must be received by that time or may be submitted at the public hearing. You may fax your response to (916) 322-0048; write to the California Commission on Teacher Credentialing, attn. Terri H. Fesperman, 1900 Capitol Avenue, Sacramento, California 95811; or submit an email at tfesperman@ctc.ca.gov.

Any written comments received 18 days prior to the public hearing will be included in the written Commission agenda. Written comments received after that date and up to June 2, 2011 will be included in an in-folder and presented to the Commission prior to the public hearing.

Authority and Reference

Education Code section 44225 authorizes the Commission to promulgate rules and regulations which will implement, interpret or make specific sections 44225(e), 44225(q), and 44265 of the Education Code and govern the procedures of the Commission.

Informative Digest/Policy Statement Overview

Summary of Existing Laws and Regulations

In June 2006, the Commission directed staff to begin the review and revision of the structure and requirements for the Special Education Teaching and Services Credentials and Added Authorizations. Later that summer, the State Budget Act included funds to carry out the review and the passage of SB 1209 (Chap. 517, Stats. 2006) authorizing the Commission to study the structure and requirements for the Education Specialist and Special Education Services Credentials.

In December 2007, the Commission approved the *Report to the Governor and Legislature on the Study of Special Education Certification* which contained 25 recommendations for modifications and improvements for Special Education Teaching and Services Credentials and Added Authorizations. A Commission-established Design Team had the responsibility for developing a set of proposed *Standards of Program Quality and Effectiveness* for all Education Specialist and Services Credentials, credential authorization statements for teaching and services credentials, and added authorizations in special education.

In response to the repeated calls for a special education teaching authorization that focuses on communication, language, and literacy, the Workgroup and Design Team recommended the addition of an Education Specialist teaching authorization that focuses on those communication deficiencies that impede academic achievement. At the December 2008 meeting, the Commission approved the proposed Education Specialist: Communication Development teaching authorization. The Communication Development authorization was included in proposed regulations in 2009 but the authorization was withdrawn in summer 2010 after concern was expressed about the name of the new authorization.

The California Speech-Language-Hearing Association (CSHA) and Speech-Language Pathologists (SLP) expressed concerns about the similarity of the title “Communication Development” and the Communication Disorders or Communication Sciences degree programs offered at colleges and universities. The concern was expressed that individuals, including parents, would confuse the two distinct roles--the teacher who works with students who have been identified as having a language development disability and the SLP who provides services to the students who have been identified as having a language disorder. Commission staff met with CSHA leadership and all agreed on changing the title of the new authorization to the Education Specialist Credential in Language and Academic Development.

At the November 2010 Commission meeting, staff presented an agenda item entitled “Discussion of the Proposed New Education Specialist Teaching Credential Specialty Area Authorization” (<http://www.ctc.ca.gov/commission/agendas/2010-11/2010-11-2D.pdf>) which detailed the difference between the SLP Services Credential and the new LAD teaching authorization. The proposed authorization included in the November agenda item stated that the LAD authorization would not authorize instruction for any

specific federal disability category but rather to teach students with specific identified instructional needs in language development across all the disability categories except for the Speech or Language Impairment category.

In discussions with employers following the November Commission meeting, there are four areas within the Federal disability category of Speech or Language Impairment in which students may qualify for special education services: articulation disorder; abnormal voice; fluency disorders; and language disorder. While the first three areas clearly are for students needing speech therapy services provided by the holder of a SLP Services Credential, the last area, language disorder, is one that the student could be taught by the holder of a LAD authorization to assist the student in their academic communication and language needs. In addition, many of these students would also need speech therapy from an SLP Services Credential holder. Students who are eligible under the category of speech and language impairment may receive instructional services from the holder of the LAD authorization for academic support, in addition to, not instead of, speech and language services. Title 5 section 3030 which falls under the authority of the California Department of Education, details the eligibility criteria for special education services.

In December and January, Commission staff met with CSHA representatives and employer associations concerning this possible exception for the language disorder area of the Speech or Language Impairment category. All worked collaboratively to create the language in the proposed regulations section 80048.6(c)(8) for the authorization of the LAD specialty area which includes the language disorder area of Speech or Language Impairment federal disability area.

Like all Education Specialist Teaching Authorizations, those holding the Language and Academic Development authorization may be the primary teacher of record, conduct educational assessments authorized by the credential, and provide resource services as well as collaboration, consultation, and co-teaching services in inclusive classroom settings. They are also authorized to serve as case managers, inclusion specialists and provide instruction in a variety of group settings and sizes if the local employer job duties fall within the authorization of the new specialty area. Teachers holding this authorization would serve students identified by an Individualized Education Program (IEP) who require services to support communication and social interaction skill development. The holder may also reinforce student's communication and language development as a teacher in an academic setting.

The Special Education Workgroup and Design Team emphasized that the new teaching authorization does not replace the current Speech-Language Pathology Services Credential. It is important to understand that the Language and Academic Development teacher and the SLP services provider will work collaboratively much like all other special education teachers work with SLP providers when the students the individual teaches have identified needs in the area of speech and language therapy.

The purpose of the Education Specialist credential in Language and Academic Development is to provide highly needed support for academic and social success for special needs students. Individuals will be prepared to enhance skills in literacy, language and communication for special needs students. By incorporating the diagnostic and remedial skills of a general education reading specialist with the pragmatic and developmental skills of an Education Specialist serving Mild/Moderate students, the added components of language and communication skills assure that gaps are filled and missing links are found for children with special needs.

Proposed Amendments to Regulation

§80047 Title and opening Updates title and subsection as the section includes ‘certificates’ and ‘authorizations’. The title of the ECSE document has been changed to ‘added authorization’ in section 80048.6(b)(7) but there are individuals with valid ‘certificate’ documents.

§80047(b) Adds ‘Certificate’ to include all document types issued in ECSE.

§80047(i) Adds new LAD specialty area that authorizes providing instructional services to students within this category.

§80047.1 Title and opening Updates title and subsection as the section includes ‘certificates’ and ‘authorizations’. The title of the ECSE document has been changed to ‘added authorization’ in section 80048.6(b)(7) but there are individuals with valid ‘certificate’ documents.

§80047.1(b) Adds ‘Certificate’ to include all document types issued in ECSE.

§80047.1(i) Adds new LAD specialty area that authorizes providing instructional services to students within this category.

§80047.2 Title and (a) Updates title and subsection as the section includes ‘certificates’ and ‘authorizations’. The title of the ECSE document has been changed to ‘added authorization’ in section 80048.6(b)(7) but there are individuals with valid ‘certificate’ documents.

§80047.2(a)(3) Adds ‘Certificate’ to include all document types issued in ECSE.

§80047.2(a)(5) Adds Emotional Disturbance authorization approved in 2009 to the list in section 80048.7.

§80047.2(a)(6) Adds new LAD specialty area that authorizes providing instructional services to students within this category.

§80047.2(a)(7) Adds ‘Certificates’ and ‘authorizations’ as these documents are in sections 80047 and 80047.1. Deletes ‘and authorization’ as only credentials are listed in subsections (1), (2), and (4) of section 80047.2(a).

§80047.2 (c) Updates renumbered section.

§80047.3 Title and opening Updates title and subsection as the section includes ‘certificates’ and ‘authorizations’. The title of the ECSE document has been changed to ‘added authorization’ in section 80048.6(b)(7) but there are individuals with valid ‘certificate’ documents.

§80047.3(c) Adds ‘Certificate’ to include all document types issued in ECSE.

§80047.3(o) Adds new LAD specialty area that authorizes providing instructional services to students within this category.

§80047.4 Title and (a) Updates title and subsection as the section includes ‘certificates’ and ‘authorizations’. The title of the ECSE document has been changed to ‘added authorization’ in section 80048.6(b)(7) but there are individuals with valid ‘certificate’ documents.

§80047.4(a)(3) Adds the Speech-Language Pathology Credential in section 80048.9 to the list of documents.

§80047.4(a)(4) and (5) Renumbers subsections.

§80047.4(a)(5)(B) Updates subsections noted due to renumbering.

§80047.4(a)(6) Adds ‘Certificate’ to include all document types issued in ECSE.

§80047.4(a)(7) Renumbers subsection and updates the subsection of 80048.6 due to change.

§80047.4(a)(8) Renumbers subsection.

§80047.4(a)(9) Adds new LAD specialty area that authorizes providing instructional services to students within this category.

§80047.5(c) Adds the Speech-Language Pathology Credential in section 80048.9 to the list of documents.

§80047.5(d) through (h) Reletters subsections.

§80047.5(i) Adds new LAD specialty area that authorizes providing instructional services to students within this category.

§80047.6(i) Adds new LAD specialty area that authorizes providing instructional services to students within this category.

§80047.7 Title and opening Updates title and opening as the list includes ‘authorizations’.

§80047.7(h) Adds Deaf-Blind Authorization approved in 2009 to the list in section 80048.7.

§80047.7(i) Adds new LAD specialty area that authorizes providing instructional services to students within this category.

§80047.8(i) Adds new LAD specialty area that authorizes providing instructional services to students within this category.

§80047.9 Title Updates title as the section includes ‘certificates’ and ‘authorizations’. The title of the ECSE document has been changed to ‘added authorization’ in section 80048.6(b)(7) but there are individuals with valid ‘certificate’ documents.

§80047.9(b) Updates subsection as the list includes ‘certificates’ and ‘authorizations’ and the Title 34 section was updated.

§80047.9(b)(2) Adds Learning Handicapped Specialist Credential to the list as it was left off in last regulation change.

§80047.9(b)(3) Adds Early Childhood Special Education Credential, Certificate, and Added Authorization to the list as they were left off in last regulation change.

§80047.9(b)(4) Adds Other Health Impairment Authorization approved in 2009 to the list in section 80048.7.

§80047.9(c) Adds subsection listing only documents for traumatic brain injury.

§80047.9(c)(1) Adds Early Childhood Special Education Credential, Certificate, and Added Authorization to the list as they were left off in last regulation change.

§80047.9(c)(2) Adds Traumatic Brain Injury Authorization approved in 2009 to the list in section 80048.7.

§80047.9(d) Orthopedic Impairment Authorization approved in 2009 is added to list.

§80047.9(e) Adds new LAD specialty area that authorizes providing instructional services to students within this category.

§80048.6(a)(5) Adds the term ‘specially designed’ to align with Education Code section 56031 to clarify the type of instruction. The last sentence is rearranged and the term ‘therapy’ is added to appropriately describe the services that are not authorized for the teaching credential.

§80048.6(c)(8) The Commission is proposing one new authorization in the area of language and academic development to allow an individual to provide instructional services in content areas to students needing additional assistance in areas such as literary development and academic communication and language skills.

§80048.6(c)(9) Renumbers subsection.

§80048.6 (c)(10) Renumbers subsection.

Documents Incorporated by Reference:

Education Specialist and Other Related Services Credentials (2008-10) Standards Program Standards (revised 3/11) <http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf>

The California Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation and Educator Competence. For each type of professional credential in education, the Commission has developed and adopted standards which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering academic and professional preparation in education. There are different types of program standards.

Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Preconditions can be found within each program's standard document.

Common Standards

The Common Standards deal with aspects of program quality that cross all approved educator preparation programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. When a new program is proposed, the institution submits a Common Standards Addendum to address how the new program will integrate with the already approved programs.

Educator Preparation Program Standards

Program standards address aspects of program quality and effectiveness that apply to each type of educator preparation program offered by a program sponsor. Program standards contain statements describing the nature and purpose of each standard and language that details the requirements that all approved programs must meet. Program sponsors must meet all applicable program standards before the program application may be approved by the Commission.



Documents Relied Upon in Preparing Regulations:

Individuals with Disabilities Education Act (IDEA) Part B Regulations (34 CFR Parts 300 and 301)

Report on the Study of Special Education Certification: A Report to the Governor and Legislature as Required by SB 1209 (Chap.517, Stats, 2006)
<http://www.ctc.ca.gov/reports/Special-Education-Certification-Report-2007.pdf>

Title 5 Section 3030

Disclosures Regarding the Proposed Actions

The Commission has made the following initial determinations:

Mandate to local agencies or school districts: None.

Other non-discretionary costs or savings imposed upon local agencies: None.

Cost or savings to any state agency: None.

Cost or savings in federal funding to the state: None.

Significant effect on housing costs: None.

Significant statewide adverse economic impact directly affecting businesses including the ability of California businesses to compete with businesses in other states: None.

These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with section 17500) of the Government Code.

Cost impacts on a representative private person or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Assessment regarding the creation or elimination of jobs in California [Govt. Code §11346.3(b)]: The Commission has made an assessment that the proposed amendments to the regulation would not (1) create nor eliminate jobs within California, (2) create new business or eliminate existing businesses within California, or (3) affect the expansion of businesses currently doing business within California.

Effect on small businesses: The Commission has determined that the proposed amendment to the regulations does not affect small businesses. The regulations are not mandatory but an option that affects school districts and county offices of education.

Consideration of Alternatives

The Commission must determine that no reasonable alternative considered by the agency or that has otherwise been identified and brought to the attention of the agency would be



more effective in carrying out the purpose for which the action is proposed or would be as effective as and less burdensome to affected private persons or small businesses than the proposed action.

Contact Person/Further Information

General or substantive inquiries concerning the proposed action may be directed to Terri H. Fesperman by telephone at (916) 323-5777 or Terri H. Fesperman, California Commission on Teacher Credentialing, 1900 Capitol Ave, Sacramento, CA 95811. General question inquiries may also be directed to Janet Bankovich at (916) 323-7140 or at the address mentioned in the previous sentence. Upon request, a copy of the express terms of the proposed action and a copy of the initial statement of reasons will be made available. This information is also available on the Commission's web site at www.ctc.ca.gov. In addition, all the information on which this proposal is based is available for inspection and copying.

Availability of Statement of Reasons and Text of Proposed Regulation

The entire rulemaking file is available for inspection and copying throughout the rulemaking process at the Commission office at the above address. As of the date this notice is published in the Notice Register, the rulemaking file consists of this notice, the proposed text of regulations, and the initial statement of reasons.

Modification of Proposed Action

If the Commission proposes to modify the actions hereby proposed, the modifications (other than nonsubstantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

Availability of Final Statement of Reasons

The Final Statement of Reasons is submitted to the Office of Administrative Law as part of the final rulemaking package, after the public hearing. When it is available, it will be placed on the Commission's web site at www.ctc.ca.gov or you may obtain a copy by contacting Terri H. Fesperman at (916) 323-5777.

Availability of Documents on the Internet

Copies of the Notice of Proposed Action, the Initial Statement of Reasons and the text of the regulations in underline and strikeout can be accessed through the Commission's web site at www.ctc.ca.gov.



5 California Code of Regulations Education Specialist Teaching Credential

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

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

- (a) Education Specialist Instruction Credential: Mild/Moderate Disabilities
- (b) Education Specialist Instruction Credential, Certificate, and Added Authorization: Early Childhood Special Education
- (c) Special Education Specialist Instruction Credential for the Learning Handicapped
- (d) Standard Teaching Credential with the Minor--Mentally Retarded
- (e) Restricted Special Education Credential--Educable Mentally Retarded
- (f) Limited Specialized Preparation Credential--Mentally Retarded
- (g) Special Secondary Credential--Mentally Retarded
- (h) Exceptional Children Credential--Mentally Retarded
- (i) 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 (Moderate/Severe).

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

- (a) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (b) Education Specialist Instruction Credential, Certificate, and Added Authorization: Early Childhood Special Education
- (c) Special Education Specialist Instruction Credential for the Severely Handicapped
- (d) Standard Teaching Credential with the Minor--Mentally Retarded
- (e) Restricted Special Education Credential--Trainable Mentally Retarded
- (f) Limited Specialized Preparation Credential--Mentally Retarded
- (g) Special Secondary Credential--Mentally Retarded
- (h) Exceptional Children Credential--Mentally Retarded
- (i) 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 "emotional disturbance" as defined in subsection 300.8(c)(4) of Title 34 Code of Federal Regulations, Subpart A.

- (1) Education Specialist Instruction Credential: Mild/Moderate Disabilities
- (2) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (3) Education Specialist Instruction Credential, Certificate, and Added Authorization: Early Childhood Special Education
- (4) Special Education Specialist Instruction Credential for the Severely Handicapped
- (5) Emotional Disturbance Added Authorization in Special Education
- (6) 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)(~~57~~) 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)(~~57~~) or (b).

Note: Authority cited: Section 44225, Education 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 "multiple disabilities" as defined in subsection 300.8(c)(7) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (b) Education Specialist Instruction Credential: Physical and Health Impairments
- (c) Education Specialist Instruction Credential, Certificate, and Added Authorization: Early Childhood Special Education
- (d) Special Education Specialist Instruction Credential for the Severely Handicapped
- (e) Standard Teaching Credential with the Minor--Mentally Retarded
- (f) Restricted Special Education Credential--Trainable Mentally Retarded
- (g) Limited Specialized Preparation Credential--Mentally Retarded
- (h) Special Secondary Credential--Mentally Retarded
- (i) Exceptional Children Credential--Mentally Retarded
- (j) Special Education Specialist Instruction Credential for the Physically Handicapped
- (k) Standard Teaching Credential with the Minor--Orthopedically Handicapped, including Cerebral Palsied
- (l) Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (m) Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (n) Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied
- (o) 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)(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 "autism" as defined in subsection 300.8(c)(1) (autistic) of Title 34 Code of Federal Regulations, Subpart A.

- (1) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (2) Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, with Special Class Authorization
- (3) Speech-Language Pathology Services Credential in Language, Speech and Hearing, with Special Class Authorization
- (4) Special Education Specialist Instruction Credential for the Severely Handicapped
- (45) Special Education Specialist Credential for the Communication Handicapped provided the following conditions have been met:
 - (A) The holder has taught full-time for at least one year prior to September 1, 1991 in a special day class in which the primary disability was autism, and has received a favorable evaluation or recommendation to teach a special day class with the primary disability of autism by the local employing agency.
 - (B) An individual who has been assigned on the basis of (a)(45)(A) 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)(45)(A).
- (56) Education Specialist Instruction Credential, Certificate, and Added Authorization: Early Childhood Special Education
- (67) 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)(89)
- (78) Autism Spectrum Disorders Added Authorization in Special Education
- (9) 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).

§80047.5. Credentials to Provide Instructional Services to Students with Primary Disability: Speech or Language Impairment.

Holders of the listed credentials are authorized 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.

- (a) Special Education Specialist Instruction Credential for the Communication Handicapped
- (b) Clinical or Rehabilitative Services Credential in Language, Speech and Hearing with the Special Class Authorization
- (c) Speech-Language Pathology Services Credential in Language, Speech and Hearing, with Special Class Authorization
- (d) Standard Teaching Credential with the Minor—Speech and Hearing Handicapped
- (~~e~~) Restricted Special Education Credential--Speech and Hearing Therapy
- (~~f~~) Limited Specialized Preparation Credential--Speech and Hearing Handicapped
- (~~g~~) Special Secondary Credential--Correction of Speech Defects
- (~~h~~) Exceptional Children Credential--Speech Correction and Lip Reading
- (i) 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, 44265.5, 44268 and 44343, Education Code; 34 C.F.R. 300.8 (c)(11); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047.6. Credentials to Provide Instructional Services to Students with Primary Disability: Deafness or Hearing Impairment.

Holders of the listed credentials are authorized to teach students with disabilities in which the primary disability is "deafness" or "hearing impairment", as defined in subsections 300.8(c)(3) and 300.8(c)(5) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Deaf and Hard-of-Hearing
- (b) Special Education Specialist Instruction Credential for the Communication Handicapped
- (c) Standard Teaching Credential with the Minor--Deaf and Severely Hard-of-Hearing
- (d) Restricted Special Education Credential--Deaf and Severely Hard-of-Hearing
- (e) Limited Specialized Preparation Credential--Deaf and Severely Hard-of-Hearing
- (f) Special Secondary Credential--Deaf
- (g) Special Secondary Credential--Lip Reading
- (h) Exceptional Children Credential--Deaf or Hard-of-Hearing
- (i) 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, 44265.5(b) and 44343, Education Code; 34 C.F.R. 300.8(b)(3) and 300.8(c)(5); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047.7. Credentials and Authorizations to Provide Instructional Services to Students with Primary Disability: Deaf-Blindness.

Holders of the listed credentials and authorizations are authorized to teach students with disabilities in which the primary disability is "deaf-blindness" as defined in subsection 300.8 (c)(2) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Deaf and Hard-of-Hearing
- (b) Education Specialist Instruction Credential: Visual Impairments

- (c) Education Specialist Instruction Credential: Moderate/Severe Disabilities
- (d) Special Education Specialist Instruction Credential for the Communication Handicapped
- (e) Special Education Specialist Instruction Credential for the Visually Handicapped
- (f) Special Education Specialist Instruction Credential for the Severely Handicapped
- (g) Restricted Special Education--Deaf-Blind, and Severely Hard-of-Hearing
- (h) Deaf-Blind Added Authorization in Special Education
- (i) 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, 44265.5, 44343, Education Code; 34 C.F.R. 300.8 (c)(2); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047.8. Credentials to Provide Instructional Services to Students with Primary Disability: Visual Impairment Including Blindness.

Holders of the listed credentials are authorized to teach students with disabilities in which the primary disability is "visual impairment including blindness" as defined in subsection 300.8(c)(13) of Title 34 Code of Federal Regulations, Subpart A.

- (a) Education Specialist Instruction Credential: Visual Impairments
- (b) Special Education Specialist Instruction Credential for the Visually Handicapped
- (c) Special Education Specialist Instruction Credential for the Physically Handicapped that was issued prior to January 1, 1981, on the basis of completing a Commission-approved program in which the focus was the Visually Handicapped
- (d) Standard Teaching Credential With the Minor--Visually Handicapped
- (e) Restricted Special Education Credential--Visually Handicapped
- (f) Limited Specialized Preparation Credential--Visually Handicapped

- (g) Special Secondary Credential--Partially Sighted Child
- (h) Special Secondary Credential--Blind
- (i) Exceptional Children Credential--Visually Handicapped
- (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, 44265.5(a) and 44343, Education Code; 34 C.F.R. 300.8 (c)(13); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§80047.9. Credentials, Certificates, and Authorizations to Provide Instructional Services to Students with Primary Disability: Orthopedic Impairment, Other Health Impairment, or Traumatic Brain Injury.

- (a) Holders of the listed credentials are authorized to teach students with disabilities in which the primary disability is "orthopedic impairment", as defined in subsection 300.8(c)(8) of Title 34 Code of Federal Regulations, Subpart A, or "other health impairment" as defined in subsection 300.8(c)(9) of Title 34 Code of Federal Regulations, Subpart A, or "traumatic brain injury" as defined in subsection 300.8(c)(12) of Title 34 Code of Federal Regulations, Subpart A.
 - (1) Education Specialist Instruction Credential: Physical and Health Impairments
 - (2) Special Education Specialist Instruction Credential for the Physically Handicapped
 - (3) Standard Teaching Credential with the Minor-Orthopedically Handicapped, including the Cerebral Palsied
 - (4) Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied
 - (5) Limited Specialized Preparation Credential--Orthopedically Handicapped, including the Cerebral Palsied
 - (6) Exceptional Children Credential--Orthopedically Handicapped, including the Cerebral Palsied

(b) Holders of the listed credentials, certificates, and authorizations are authorized to teach students with disabilities in which the primary disability is "other health impairment" as defined in subsection 300.8(c)(9) of Title 34 Code of Federal Regulations, Subpart A.

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

(2) Special Education Specialist Instruction Credential for the Learning Handicapped

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

(4) Other Health Impairment Added Authorization in Special Education

(c) Holders of the listed credentials, certificates, and authorizations are authorized to teach students with disabilities in which the primary disability is "traumatic brain injury" as defined in subsection 300.8(c)(12) of Title 34 Code of Federal Regulations, Subpart A.

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

(2) Traumatic Brain Injury Added Authorization in Special Education

(d) Holders of the listed authorization are authorized to teach students with disabilities in which the primary disability is "orthopedic impairment", as defined in subsection 300.8(c)(8) of Title 34 Code of Federal Regulations, Subpart A.

(1) Orthopedic Impairment Added Authorization in Special Education

(e) 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: Sections 44225 and 56339, Education Code. Reference: Sections 44265, 44265.5(c) and 44343, Education Code; 34 C.F.R. 300.8(c)(8), (9) and (12); and 20 USC 1401(3), (14), (15), (16), (29) and (30).

§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 pecially 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 ~~speech~~, 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:

- (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 mental retardation, 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 mental retardation, 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: Deaf and Hard-of-Hearing authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary or secondary disability of deaf or hard-of-hearing or deaf-blind and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
- (A) Holders of Education Specialist Credentials in Deaf and Hard-of Hearing and previously issued credentials authorizing deaf and hard-of-hearing instructional services who were employed prior to July 1, 2010 to provide instructional services in American Sign Language (ASL) to general education students may continue to provide instructional services in the area of ASL. Effective July 1, 2010, no new special education credential holders may qualify using this provision.

- (4) The Education Specialist Instruction Credential: Physical and Health Impairments authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of orthopedic impairment, other health impairment, multiple disabilities, and traumatic brain injury, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
- (5) The Education Specialist Instruction Credential: Visual Impairments authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of visual impairment including blind and deaf-blind, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.
- (6) 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 mental retardation, traumatic brain injury, other health impairment, autism, moderate/severe mental retardation, emotional disturbance, and multiple disabilities including developmental delay and a disabling medical condition—in services across the continuum of program options available.
- (7) 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 mental retardation, traumatic brain injury, other health impairment, autism, moderate/severe mental retardation, emotional disturbance, and multiple disabilities including developmental delay and a disabling medical condition in services across the continuum of program options available.
- (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) 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.

(910) Individuals who complete an education specialist teacher preparation program that includes content for teaching English learners as described in Education Code section 44259.5, are authorized to provide instruction for English language development in grades twelve and below, including preschool, and in classes organized for adults; and specially designed academic instruction in English within the subject area and grade level authorization of the Education Specialist Credential.

Note: Authority Cited: Section 44225, Education Code. Reference: Sections 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).



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (888) 921-2682 Fax (916) 322-0048 www.ctc.ca.gov

Attn: Terri H. Fesperman, CAW Division

Title: Pertaining to Education Specialist Teaching Credential

Response to the Attached Regulations

To allow the Commission on Teacher Credentialing to more clearly estimate the general field response to the attached regulations, please return this response form to the Commission office, attention Terri H. Fesperman, at the above address or fax to her attention at (916) 322-0048. The response must arrive at the Commission by 5:00 p.m. on May 30, 2011, for the material to be presented at the June 2, 2011, public hearing.

- 1. **Yes**, I agree with the proposed regulations. Please count me in favor of these regulations.
- 2. **No**, I do not agree with the proposed regulations for the following reasons:
PLEASE LIST THE SPECIFIC SECTION
 If additional space is needed, use the reverse of this sheet or additional page.

- 3. Personal opinion of the undersigned and/or
 - Organizational opinion representing: (Circle) School District, County Office, College/University, Professional Organization, Other _____
- 4. I want to make a presentation to the Commission at the public hearing.
 - No, I will not make a presentation to the Commission at the public hearing.

Signature: _____ Date: _____

Printed Name: _____

Title: _____ Phone: _____

Employer/Organization: _____ Email Address _____

Mailing Address: _____