



## CODED CORRESPONDENCE

**DATE:** September 16, 2011

**NUMBER:** 11-16

**TO:**  
All Individuals and Groups Interested in the Activities  
of the Commission on Teacher Credentialing

**FROM:**  
Elizabeth Graybill  
Interim Executive Director  
Commission on Teacher Credentialing

**SUBJECT: Approval of Title 5 Regulations Pertaining to the Education Specialist Credential in Language and Academic Development**

### **Summary:**

The amendments to Title 5 of the California Code of Regulations pertaining to the Education Specialist Credential in Language and Academic Development (LAD) have been approved by the Office of Administrative Law. This correspondence addresses the requirements, authorization, and programs for the LAD authorization which has an effective date of September 3, 2011.

The regulatory sections that list the specific documents authorizing service within each of the federal disability categories were also updated to include the LAD authorization as well as previously approved special education authorizations. In addition, the Special Education Authorizations and Federal Disability Categories Chart found in the *Administrator's Assignment Manual* has been updated. A link to a webpage with this chart (separate from the Manual) may be found in the References section.

### **Key Provisions:**

In response to the repeated calls from stakeholders for a special education *teaching* authorization that focuses on communication, language, and literacy, the Special Education Workgroup and Design Team recommended the addition of an Education Specialist teaching authorization to focus on the communication deficiencies that impede academic achievement.

The Commission has developed a set of Frequently Asked Questions (FAQs) specific to the LAD authorization. In addition, the existing Special Education FAQs developed for the recent changes in special education including the Special Education Limited Assignment Permit (SELAP), the new Preliminary and Clear Education Specialist Credentials, and the Resource Specialist Added Authorization include information that also affects the LAD authorization. The Special Education FAQs include information such as adding the LAD authorization to a Level I or Level II Education Specialist

Credential and subject-matter competence requirements. Links to both sets of FAQs may be found in the References section.

### *Document Authorization*

The new LAD authorization may be issued on preliminary, clear, and intern credentials, teaching permits, limited assignment permits, and Variable Term Waivers authorizing service in preschool, grades K-12 up to age 22. The authorization is unique in that it covers a broad span of the Federal Disability Areas but is narrow in the specific area of instructional services that may be provided. Students must be assessed at the local level through the Individualized Education Program (IEP) Team process and qualify for special education services.

The LAD authorization does not authorize the holder to provide instructional services to general education students except in a co-teaching assignment with an appropriately authorized general education teacher. Some teachers are dually credentialed in both general and special education and are authorized to serve general education students within the authorization of that document.

Holders of the LAD authorization will be authorized to teach all academic subjects, consistent with the other Education Specialist teaching credentials; e.g., mathematics, science, social studies, art, physical education, and music to students within their classrooms or other settings. The LAD also includes authorizations for Autism Spectrum Disorders, as noted below, to serve in a resource setting, and to provide instructional services to English learner students with special needs.

The service across the continuum of program options is the same for all Education Specialist Credential teaching authorizations including the LAD to serve *students with special needs* as follows: 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.

While the LAD authorization allows an individual to provide instructional services to students with special needs across the Federal Disability Areas, it is limited to serving students identified with academic communication and language needs with specific 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. It is not an authorization to provide generic special education services for special needs students in all disability areas.

While the student with special needs in the area of Speech and Language Impairment is the most likely candidate for the LAD teacher to serve, students in other disability areas; especially Mental Retardation, Specific Learning Disability, Other Health Impairment, Emotional Disturbance, and Autism, may be served if the IEP Team determines that the student with special needs has an identified academic communication and language deficit and is best served in an instructional setting.

The role of the LAD teacher is broader than only serving students in a Response to Intervention and Instruction (RtI<sup>2</sup>) model. The LAD authorization holder and other Education Specialist Credential holders may provide instructional services to students with special needs as determined by the IEP Team in an RtI<sup>2</sup> model or other service delivery models.

Holders of Education Specialist Credentials: Mild/Moderate (M/M) and Early Childhood Special Education (ECSE) are also authorized to provide instructional services (with ECSE limited to birth to pre-K and M/M to grades K-12 up to age 22) to students identified with mild/moderate disabilities who demonstrate a lack of communication and language or literacy skills required to access meaningful benefit from academic instruction. However, the holder of an Education Specialist Credential: LAD authorization will have completed much of the same preparation as an Education Specialist Credential: M/M authorization but will have a greater depth of knowledge in the areas of language, language acquisition, and literacy (in preschool, grades K-12 up to age 22).

#### LAD Authorization and the Speech-Language Pathology Services Credential Authorization

The LAD authorizes the holder to provide instructional services within academic content areas and the Speech-Language Pathology (SLP) Services Credential authorizes the holder to provide services to students identified with speech and/or language disorders. Both documents address language needs of students; one in an instructional setting and the other in a service capacity (service provider).

The authorization statement in Title 5 section 80048.6(b)(8), found on page 21, specifically states a student "...may receive instructional services from the holder of the LAD authorization for academic instruction and support, in addition to, not instead of, speech and language services." A link to Coded Correspondence 11-13 which includes the recently approved regulations that include the authorization for the SLP Credential may be found in the References section.

If the local level assessment indicates an adverse effect on the ability of the student to access the general education curriculum then the IEP Team may determine that **both** SLP services and specially designed special education instruction from the holder of the LAD authorization are required. Conversely, the IEP Team may determine that a student with special needs requires only instructional services and the student would be taught by the holder of a LAD authorization. As the student progresses in meeting his/her goals and outcomes, the student may or may not require SLP services. It is not required that a student with special needs being taught by the holder of a LAD authorization also receive SLP services. This is a determination made by the IEP Team based on assessments, outcomes and goals.

The holder of an LAD authorization may administer the same type of educational tests and assessments that all other specialty areas listed on an Education Specialist Credential may administer. They are not authorized to administer the diagnostics tests to determine if a student has a speech and/or language disorders. Those tests are administered by the holder of a SLP Credential in Language, Speech and Hearing, a Clinical or Rehabilitative

Services Credential in Language, Speech and Hearing, or other previously issued credentials authorizing speech and/or language services.

#### *Autism Spectrum Disorders Authorization*

Autism Spectrum Disorders (ASD) content is included in preliminary Education Specialist Teaching Credential programs in all specialty areas including the LAD. The ASD authorization allows 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 not be added for special educators prepared out-of-state or outside the United States unless they complete a Commission-approved added authorization in special education program and are recommended by the program sponsor for the authorization.

#### *Intern, Preliminary and Clear Credentials*

The requirements to earn an intern, preliminary or clear Education Specialist Credential in Language and Academic Development are the same as for all other specialty areas. See the Reference section for links to the Education Specialist and intern information leaflets.

Individuals completing the Education Specialist Credential: LAD program will be issued a Preliminary credential and will need to earn the Clear credential by completing a Clear Education Specialist Induction Program. No Level I or Level II documents or Certificates of Eligibility will be issued in this specialty area.

A Clear Education Specialist Induction Program is approved for individuals holding any of the specialty areas on the Preliminary Education Specialist Credentials. The Individualized Induction Plan (IIP) is an individualized process and must address the candidate's preliminary credential including the Transition Plan, teaching assignment, and career plans. Initially an individual holding an Education Specialist Credential: Mild/Moderate Disabilities (or the equivalent such as a Ryan Specialist Instruction Credential: Learning Handicapped) with instructional experience in the areas of academic communication language and literacy development is the most appropriate individual to serve as the support provider for the Education Specialist Credential: LAD candidate. Individuals who earn the Education Specialist Credential: LAD authorization will also be appropriate support providers.

#### Out-of-State and Outside the United States Prepared Teachers

Since the program and authorization for the LAD authorization is so unique, the Commission is not aware of other states that issue an authorization that matches the specifics of the LAD authorization. At this time, the Commission will not issue a LAD authorization on the basis of a program completed in another state or country. The Commission will distribute additional guidance as LAD programs are developed, including the availability of approved programs where out-of-state and outside the United States prepared teachers may seek an evaluation, and other states issue comparable documents.

#### *LAD Provisional Internship (PIP) and Short-Term Staff (STSP) Permits*

The PIP and STSP documents are available at the request of an employing agency in all specialty areas for the Education Specialist including the LAD. The PIP is not appropriate

for an individual that already holds a general or special education teaching credential. See the information below on the STSP, the SELAP, or Variable Term Waivers.

For initial issuance of an Education Specialist PIP or STSP, in addition to a bachelor's degree and the basic skills requirement, nine semester units of coursework in special education or in a combination of special education and general education (subject area content general education coursework) or three years of successful full-time classroom experience working with special education students is required.

The holder of an Education Specialist PIP must take all appropriate subject matter examinations for renewal. The employing agency may request a one-time only renewal of the PIP if the holder has taken but not passed all the subject matter examinations appropriate to the credential that authorizes the service listed on the permit. The STSP is not renewable. Links to the PIP and STSP Information leaflets that include specific information on requirements and renewal may be found in the References section.

#### *LAD Special Education Limited Assignment Permit (SELAP)*

Holders of Education Specialist Credentials in any current specialty area may be issued a LAD SELAP while they seek to earn the additional specialty area. In addition, special education teaching credentials previously issued by the Commission may also serve as an appropriate prerequisite along with a special education services credential with a special class authorization. Applications are submitted through a local education agency. A link to the SELAP information leaflet which contains specific details concerning the coursework or experience requirement and renewal information may be found in the References section.

#### Initial Issuance of a LAD SELAP

One of the requirements for initial issuance of a SELAP is completion of three semester units of coursework or one year of experience in the specialty area(s) requested. Since the LAD authorization is new, individuals may not have prior coursework that specifically states 'Special Education Language and Academic Development' in the course title or description. While programs in this new specialty area are being developed, the Commission will accept three semester units of coursework in academic communication, language development, school readiness and social skills, and/or literacy/reading development.

Education Specialist and Ryan Specialist Credential programs in all specialty areas included literacy/reading development coursework. Therefore these credential holders are exempt and do not need to submit verification of the coursework or experience for initial issuance of a LAD SELAP. Holders of General and Standard special education credentials, regardless of the specialty area, that were issued prior to the Education Specialist and Ryan Specialist Credentials will need to verify the coursework or experience requirement.

The reading course required for a general education credential is acceptable toward the three semester unit requirement. In addition, coursework with specific content in language and literacy development or academic communication is acceptable. Examples of other acceptable coursework are:

- Teaching Foundational Literacy Skills to Students with Mild/Moderate Disabilities
- Cognition and Language Development for Special Education

There is a similar issue with the teaching experience as with the coursework. The verification of teaching experience must be specific that the teacher had one year of experience working with students with special needs in the areas of academic communication, language development, and/or literacy/reading development.

The option to use this type of coursework or experience for initial issuance of the SELAP will be available until July 1, 2013. As LAD coursework is developed, the Commission will update this policy to focus specifically on LAD coursework.

#### Renewal Requirements for the LAD SELAP

Individuals must complete six semester units of special education coursework towards the new authorization in *each* specialty area listed on the document after the issuance date of the current SELAP and prior to the requested renewal date. Applicants should work closely with their program sponsor to ensure that they are enrolled in appropriate LAD coursework or coursework that will be part of a Commission-approved program. There is no examination option to renew the SELAP.

#### SELAP Transition Period (2011-2012 and 2012-2013 School Years Ending July 1, 2013)

Since there are no currently approved LAD programs available, the Commission realizes that finding appropriate renewal coursework may be difficult during the next two school years. If an applicant is unable to find LAD coursework to renew the SELAP, the applicant may apply for an extension by appeal to renew the permit. The application packet should include a letter from the applicant stating that after a thorough search, LAD coursework was not available. The application must be submitted through an employing agency. The Commission's leniency in issuing extensions during this transition period will be discontinued as additional coursework and programs become available. Extensions will count toward the three total SELAPs that may be issued to an individual in each special education specialty area.

Credentialed special education teachers may opt to apply for a LAD Variable Term Waiver (VTW) instead of a SELAP during this transition period. See the section below on VTWs concerning specific requirements for credentialed special education teachers. It is important to note that only three VTWs can be issued in each special education specialty area.

During this two-year transition period, special education credential holders may be issued one LAD Short-Term Staff Permit (STSP) either before or after a LAD SELAP or LAD VTW has been issued as long as the individual has not already held a STSP (in general or special education) or a total of five teaching permits (PIPs, STSPs and previously issued long-term emergency permits). Since this transition is only for two years, the Commission will review the policy and clarify the renewal requirements for an individual who was issued a SELAP, then a STSP, and wants to earn another SELAP.

### *LAD Variable Term Waivers*

As noted above, special education credentialed teachers may apply through an employing agency for a LAD VTW while new LAD programs are developed. In addition, holders of general education teaching credentials and individuals that do not hold other or no certification may apply for a LAD VTW. Individuals applying for a LAD VTW must meet the minimum requirements for an initial VTW and apply through a local employing agency. A link to the Commission's Waiver Handbook (accessible only to employers) may be found in the References section.

Renewal of a LAD VTW includes verification that the applicant has been admitted to a LAD program and completion of six semester units of coursework applicable toward the LAD credential requirements. If an applicant is unable to find LAD coursework to renew the LAD VTW, the applicant may apply for an extension by appeal to renew the waiver. The waiver packet should include a letter from the applicant stating that after a thorough search, neither LAD coursework and/or a LAD program was available.

The extension by appeal for renewal of a LAD VTW will be available until July 1, 2013. As a reminder, only three VTWs can be issued in each special education specialty area. As LAD coursework and programs are developed, the Commission will update this policy to focus specifically on LAD coursework and approved programs.

If the employer is also requesting a waiver for the basic skills requirement, the individual will need to complete the additional basic skills renewal requirement for a subsequent waiver regardless of whether LAD coursework is available.

### *Commission-Approved Teaching Credential Standards and Programs*

The LAD program standards were approved in 2008 (at that time they were entitled 'Communication Development') with the other six Education Specialist specialty areas (mild/moderate, physical and health impairments, etc.). A link to the Standards may be found in the References section.

Some institutions (colleges, universities, county offices and district offices) may need to obtain Initial Institutional Approval prior to submitting a LAD program. Prospective program sponsors may consult the Commission's *Submitting a Proposal for an Educator Preparation Program in California* webpage (see References section for link) for information on the steps for completing Initial Institutional Approval or, if the institution has Initial Institutional Approval, submitting a LAD program document to the Commission. When programs are approved by the Committee on Accreditation they will be listed on the Approved Programs webpage. See the References section for a link to the Approved Programs webpage. See the Contact Information section for an email address regarding questions related to initial program review and submitting a LAD program.

### Master Teacher/Supervisors

Initially an individual holding an Education Specialist Credential: Mild/Moderate (or the equivalent such as a Ryan Specialist Instruction Credential: Learning Handicapped) with instructional experience in the areas of academic communication and language and literacy development is the most appropriate individual to serve as the master teacher/field supervisor for the Education Specialist Credential: LAD candidate.

Individuals who earn the Education Specialist Credential: LAD authorization will also be appropriate master teacher/supervisors.

### *Application Processing*

The Commission's Credential Web Interface Project (CWIP) officially began April 25, 2011. The new system will replace the current online look-up, recommend and renewal system. As the new system is being developed, the Commission cannot change information in the current system. Therefore, individuals earning a LAD credential, intern, preliminary or clear, will need to submit a paper application to the Commission.

Currently teaching permits, limited assignment permits, and variable term waiver applications are paper applications and will continue to be submitted in this manner.

The Commission recently sent information to stakeholders concerning online recommendations for the Adapted Physical Education Added Authorization, Early Childhood Special Education Added Authorization, Resource Specialist Added Authorization, SLP Services Credential, and Special Class Authorization. The Commission was able to get codes for these documents into the database to allow these documents to appear on the Commission's website. Letters of Eligibility will be issued for the LAD as the Commission was not able to get the LAD codes in the database before the cutoff. Specific details on the paper application process will be distributed and sent to program sponsors and employers.

### *Documents Authorizing Service within the Federal Disability Categories*

Title 5 sections 80070 through 80070.9 now include the LAD authorization. In addition, a general cleanup was done on these sections to include all the changes in special education authorizations that have taken place in the last three years.

### **Important Dates:**

September 3, 2011 - Effective date of regulations and the first issuance date for a LAD authorization

July 1, 2013 – Last issuance date for transition initial issuance and renewal options for the STSP, SELAP and VTW

### **Background:**

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. 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.



The Office of Administrative Law has approved three sets of special education regulations; the first in July 2009 concerning Added Authorizations in Special Education, the second in June 2010 on Special Education Teaching and Services Credentials, and the third in July 2011 concerning the Adapted Physical Education Added Authorization, Early Childhood Special Education Added Authorization, Resource Specialist Added Authorization, the SLP Services Credential, and the Special Class Authorization. The Commission approved standards for the preliminary teaching and services credentials, clear teaching credentials, and added authorizations in late 2008 and early 2009. The additions to regulations make changes to the special education services credentials while continuing to meet state and federal mandates for serving students with disabilities.

**Source:**

Education Code section 44265.3

Title 5 sections 80047.1 through 80070.9 and 80048.6

**References:**

Special Education Authorizations and Federal Disability Categories Chart:

<http://www.ctc.ca.gov/credentials/CREDS/special-education-chart.pdf>

Language and Academic Development (LAD) Frequently Asked Questions (under What's New): <http://www.ctc.ca.gov/educator-prep/special-education.html>

Special Education Teaching and Services Credentials FAQs:

<http://www.ctc.ca.gov/educator-prep/special-education-docs/Special-Ed-FAQ.pdf>

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

District Intern Credential Information Leaflet:

<http://www.ctc.ca.gov/credentials/leaflets/cl707b.pdf>

University Intern Credential Information Leaflet:

<http://www.ctc.ca.gov/credentials/leaflets/cl402a.pdf>

Provisional Internship Permit Information Leaflet:

<http://www.ctc.ca.gov/credentials/leaflets/cl856.pdf>

Short-Term Staff Permit Information Leaflet:

<http://www.ctc.ca.gov/credentials/leaflets/cl858.pdf>

Special Education Limited Assignment Permit Information Leaflet:

<http://www.ctc.ca.gov/credentials/leaflets/cl889.pdf>

Variable Term Waiver Handbook (*accessible only to employers*):

<http://www.ctc.ca.gov/credentials/cig2/manuals/WaiverHandbook.pdf>

Coded Correspondence 11-13: *Approval of Title 5 Regulations Pertaining to the Speech-Language Pathology Services Credential in Language, Speech and Hearing and the Special Class Authorization*: <http://www.ctc.ca.gov/notices/coded/2011/1113.pdf>

Education Specialist Program Standards:

<http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf>

(LAD Specialty Program Standards start on page 36)

*Submitting a Proposal for an Educator Preparation Program in California* Webpage:

<http://www.ctc.ca.gov/educator-prep/new-program-submission.html>

Approved Program Web Page: [http://134.186.81.79/fmi/xsl/CTC\\_apm/recordlist.html](http://134.186.81.79/fmi/xsl/CTC_apm/recordlist.html)

**Contact Information:**

*Questions concerning the LAD Specialty Area Requirements and Authorization and Application Process:*

Commission's Information Services Unit by telephone at 1-888-921-2682, Monday through Friday from 12:00 pm to 4:45 pm or by email at [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov).

*Questions concerning the LAD authorization and assignment:*

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

*Questions related to submitting a LAD Specialty Area program for review and approval:*

Program content: Marilyn Fairgood at [mfairgood@ctc.ca.gov](mailto:mfairgood@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)(7) or (b) prior to July 1, 2010, shall be authorized to continue in such assignment. Effective July 1, 2010, individuals shall not qualify under the provisions of (a)(7) or (b).

Note: Authority cited: Section 44225, 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) Special Education Specialist Instruction Credential for the Severely Handicapped
  - (4) Special Education Specialist Instruction 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)(4)(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)(4)(A).
  - (5) Education Specialist Instruction Credential, Certificate, and Added Authorization: Early Childhood Special Education.

- (6) Education Specialist Instruction Credential: Deaf and Hard-of-Hearing, Mild/Moderate Disabilities, Physical and Health Impairments, and Visual Impairments if the individual has completed the autism content found in section 80048.6(b)(8)
- (7) Autism Spectrum Disorders Added Authorization in Special Education
- (8) 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) Education Specialist Instruction Credential, Certificate, and Added Authorization: Early Childhood Special Education

(3) 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 specially designed instruction with students, parents, teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative to and within the authorization of the credential or added authorization. Special education support does not include providing language, speech and hearing therapy, orientation and mobility, or audiology services.
- (b) The following authorizations refer to the disabilities defined in Title 34 Code of Federal Regulations:
- (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.
- (10) 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).