



## CODED CORRESPONDENCE

<b>DATE:</b> June 28, 2013	<b>NUMBER:</b> 13-07
<b>TO:</b> All Individuals and Groups Interested in the Activities of the Commission on Teacher Credentialing	<b>FROM:</b> Mary Vixie Sandy Executive Director Commission on Teacher Credentialing
<b>SUBJECT: Approval of Amendments and Additions to Title 5 of the California Code of Regulations Pertaining to Education Specialist Instruction Credentials for Out-of-State and Out-of-Country Credentialed Teachers</b>	

### **Summary:**

Amendments and additions to Title 5 of the California Code of Regulations pertaining to Education Specialist Instruction Credentials for out-of-state and out-of-country prepared teachers were approved by the Office of Administrative Law and will be implemented effective July 1, 2013. These amendments and additions clarify and interpret the Education Code (EC) sections related to the Education Specialist Instruction Credential requirements for teachers who complete special education programs outside California.

### **Key Provisions:**

The amendments and additions explained in this correspondence apply to Education Specialist Instruction Credentials with an issue date on or after July 1, 2013. Links to the leaflets for out-of-state and out-of-country prepared special education teachers are provided in the References section.

### ***Level I Education Specialist Instruction Credential***

The initial issuance of Level I credentials to California prepared teachers is being phased out. However, the Commission will continue to issue Level I credentials to teachers who complete special education programs outside of California. Issuance of the Level I credential will assist Commission staff, employers, and program sponsors to distinguish California prepared teachers from those prepared out-of-state or out-of-country.

### ***Generic Special Education Programs***

A generic out-of-state or out-of-county special education program includes coursework and student teaching that does not focus on a specific specialty area. The coursework is spread across specialty areas and the special education teachers often have non-specific program majors (i.e. Special Education, Cross-categorical Special Education, etc.) listed on their transcripts and/or credentials. Since October 2000, the Commission has allowed out-of-state and out-of-country prepared teachers to apply for Level I credentials in Mild/Moderate Disabilities, Moderate/Severe Disabilities, and/or

Early Child Special Education. In addition to any other renewal requirements listed on their Level I credentials, teachers who qualified on the basis of generic special education programs were required to complete an equivalent Level I program to qualify for the Level II credential.

The recently approved regulations include language that allows the Commission to continue issuing Level I credentials to out-of-state and out-of-country prepared teachers on the basis of generic special education programs. However, teachers qualifying on the basis of generic programs must now choose between the specialty areas of Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education at the time they apply for their initial California Level I credentials. Teachers who qualify for initial Level I credentials on the basis of generic programs will no longer be allowed to request more than one specialty area and they will be required to earn their Level II or clear credentials in the specialty area listed on their initial Level I credentials. Out-of-state and out-of-country prepared teachers with generic programs should request the specialty area that matches their offer of employment or the area they wish to teach in California.

Appendix A includes the renewal codes listed on Level I credentials issued on the basis of generic programs and definitions of the renewal requirements associated with each. The following three sections explain how special education teachers who completed generic programs outside California may establish equivalency to a Commission-approved Level I or Preliminary program.

#### Establishing Program Equivalency with Initial Application

Out-of-state prepared special education teachers who completed generic programs and/or hold generic special education teaching credentials may establish program equivalency with their initial applications for California certification by submitting one of the following:

- An original letter from the out-of-state program sponsor verifying completion of student teaching in the specialty area sought; or
- An original letter on letterhead and signed by a personnel officer for the out-of-state employer verifying at least two years of full-time teaching experience in the specialty area sought.

Either of the letters described above may be submitted with the initial application for the Level I credential or at the time a teacher applies for the Level II or clear credential to establish program equivalency. However, out-of-state prepared teachers who completed generic programs are encouraged to provide one of the letters with their initial applications to enable Commission staff to perform a full evaluation and to issue Level I credentials that accurately reflect the renewal requirements that will need to be completed to earn the Level II or clear credentials.

The letters are not applicable to out-of-country special education teachers who qualify for Level I credentials on the basis of generic programs. Out-of-country special education teachers with generic programs will be required to complete the equivalent of a Commission-approved Level I or Preliminary program.

#### Level I Education Specialist Program Equivalency

The final date by which California prepared special education teachers were expected to complete Level I programs was January 31, 2013. The Commission has extended the program completion date for individuals who were unable to complete their Level I programs in time as long as they were placed on a “lock list” by the program sponsor. For this reason, out-of-state and out-of-

country prepared special education teachers who hold Level I credentials issued on the basis of generic programs may be evaluated until January 31, 2014 for Level I program equivalency by approved program sponsors. Teachers seeking program equivalency are not technically “admitted” to the Level I program; therefore, they do not need to be placed on the Level I program lock list.

Program sponsors that opt to provide the equivalency evaluations must evaluate the out-of-state/country prepared teachers’ coursework against their approved Level I programs to determine what coursework (if any) must be completed for program equivalency. Upon satisfying all equivalency requirements, the program sponsor must provide the teachers with letters verifying Level I program equivalency. The Level I program equivalency letters must be submitted to the Commission at the time the teachers apply for their clear credentials via the experience route or to the Level II/special education induction program sponsors that will recommend the teachers for their Level II or clear credentials.

Level I program sponsors are not required to evaluate for equivalency to the English learner authorization. Out-of-state prepared teachers are required to earn a California English learner authorization prior to issuance of the Level II/clear credential and may do so as described on page 6. Out-of-country prepared teachers are not required to earn a California English learner authorization prior to issuance of the Level II/clear credential.

In addition to any other renewal requirements listed on their Level I credentials, out-of-state prepared teachers with less than two years of out-of-state teaching experience and out-of-country prepared teachers who obtain Level I program equivalency on or before January 31, 2014 will have the option of completing a Level II program to earn a Level II credential (as long as they are admitted to an approved program by December 31, 2014 and complete the program by January 31, 2019) or a special education induction program to earn a clear credential. The Individualized Induction Plans for teachers who complete special education induction programs must also address the content currently in the Level II program (additional information on this topic is provided on page 4 of [Coded Correspondence 10-12](#)).

#### Preliminary Program Equivalency

Out-of-state and out-of-country prepared special education teachers who hold Education Specialist Level I credentials issued on the basis of generic programs also have the option of being evaluated for equivalency by an approved Preliminary education specialist credential program sponsor. After January 31, 2014, Preliminary program equivalency will be the only option available to holders of Level I credentials issued on the basis of generic programs for out-of-state prepared teachers who cannot provide verification of student teaching or teaching experience in the specialty area listed on their Level I credentials and for all out-of-country prepared teachers.

Program sponsors that opt to provide the equivalency evaluations must evaluate the out-of-state or out-of-country prepared teachers’ coursework against their approved Preliminary programs to determine what coursework (if any) must be completed for program equivalency. Upon satisfying all equivalency requirements, the program sponsor must provide the teachers with letters verifying Preliminary program equivalency. The Preliminary program equivalency letters must be submitted to the Commission at the time the teachers apply for their clear credentials via the experience route or to the special education induction program sponsor that will recommend the teachers for their clear credentials.

As stated on page 2, Level I credentials will only be issued on the basis of generic programs in Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education. The Moderate/Severe Disabilities and Early Childhood Special Education specialty areas include an authorization to serve students in the area of Autism Spectrum Disorders (ASD). The Mild/Moderate Disabilities specialty area does not include an ASD authorization. Program sponsors evaluating holders of Level I credentials in Mild/Moderate Disabilities issued on the basis of generic programs must also verify equivalency for the ASD authorization before providing the teachers with Preliminary program equivalency letters. The Autism Spectrum Disorders equivalency may be established by completion of coursework as determined by the program sponsor or by possession of an ASD Added Authorization in Special Education.

Preliminary program sponsors are not required to evaluate for equivalency to the English learner authorization. Out-of-state prepared teachers are required to earn a California English learner authorization prior to issuance of the clear credential and may do so as described on page 6. Out-of-country prepared teachers are not required to earn a California English learner authorization prior to issuance of the clear credential.

In addition to any other renewal requirements listed on their Level I credentials, out-of-state prepared teachers with less than two years of out-of-state teaching experience and out-of-country prepared teachers who obtain *Preliminary* program equivalency must complete a special education induction program to earn a clear credential. The Individualized Induction Plans for these teachers must also address the content currently in the Level II program (additional information on this topic is provided on page 4 of [Coded Correspondence 10-12](#)).

### ***Definitions and Major Changes for Out-of-State Prepared Special Education Teachers***

The regulations for out-of-state prepared teachers are organized to reflect the two routes available in EC §44274.2 (two years of out-of-state teaching experience or less than two years of out-of-state teaching experience). This section explains the definitions and major changes included in the approved regulations that apply to out-of-state prepared special education teachers.

#### Professional Level Special Education Teaching Credential

“Professional level special education teaching credential” is defined as a special education teaching credential issued by another state or U.S. territory that is, at a minimum, comparable to a California five-year Level I or Preliminary Education Specialist Instruction Credential. Out-of-state prepared teachers must provide a photocopy of an out-of-state special education teaching credential that was issued on the basis of a bachelor’s or higher degree from a regionally-accredited college or university, completion of a special education preparation program that included student teaching, and passage of all state-mandated examinations to qualify for a Level I or Preliminary Education Specialist Instruction Credential in California.

Special education credentials or certificates issued by other states or U.S. territories with terms of “intern,” “emergency,” “non-renewable,” or that list program requirements are not professional level special education teaching credentials and do not meet the requirement for California certification. Teachers who do not hold out-of-state professional level special education teaching credentials may contact a Commission-approved education specialist program sponsor for an evaluation. The approved program sponsor will determine what requirements must be completed for the teachers to receive formal recommendation for a Preliminary credential. A link to the

Commission-approved Professional Preparation Programs Matrix is available in the References section.

### Two or More Years Teaching Experience Route

Issuance of Level II credentials to California prepared special education teachers will be phased out as the Level II programs sunset and eventually all special education teachers will be issued Clear Education Specialist Instruction Credentials. In anticipation of this transition, out-of-state prepared special education teachers who qualify via the experience route on or after July 1, 2013 will be issued *Clear* (not Level II) credentials upon completion of the renewal requirements listed on their Level I credentials.

### Out-of-State Teaching Experience

Due to the specialized training required for the instruction of special education students, only full-time out-of-state teaching experience in *special education* will be acceptable via the two or more years teaching experience route for out-of-state prepared teachers. Because of differences in how special education instructional services are delivered from state to state, the special education teaching experience does not need to be in the specialty area of the credential sought in California. Out-of-state prepared teachers who apply for Level I credentials via the experience route must submit original letters on letterhead and signed by a personnel officer for the out-of-state employer verifying at least two years of full-time special education teaching experience earned in a public or regionally-accredited private school located in another state or U.S. Territory.

Full-time teaching experience is defined as teaching for four hours per day for 75% of a school year at a public or regionally-accredited private school located in another state or U.S. territory. Teaching experience may be accrued in semester increments. Less than full-time teaching experience or teaching experience combined with other school employment is not acceptable via the experience route. Adult education, vocational education, substitute teaching experience, and teaching experience earned outside the United States also cannot be used toward the two years of full-time special education teaching experience.

### Performance Evaluations Associated with the Two or More Years of Teaching Experience Route

In addition to the letter verifying out-of-state special education teaching experience, out-of-state prepared teachers must submit two performance evaluations from two separate years of the verified out-of-state special education teaching experience on which ratings of “satisfactory” or better were awarded to qualify via the experience route. The approved regulations define the performance evaluations associated with the experience route and allow for submission of a supplemental evaluation letter when a teacher’s out-of-state evaluations are not available. The supplemental evaluation letter must be signed by an out-of-state principal or superintendent, cover two separate years of the verified out-of-state teaching experience, and verify that the teacher’s performance in the four following areas was “satisfactory” or better:

- 1) The use of teaching strategies that motivates all students to engage in the learning process.
- 2) The ability to establish and maintain high standards for student behavior.
- 3) A demonstration of deep knowledge of the subject being taught and the use of appropriate instructional strategies that promote student understanding.
- 4) An ability to plan and implement a sequence of appropriate instructional activities.



### Requirements for the Clear Credential via the Two or More Years Teaching Experience Route

Teachers who qualify for Level I Education Specialist Instruction Credentials with at least two years of out-of-state special education teaching experience have the option of earning a master's degree (or the equivalent number of semester units) from a regionally-accredited college/university or of completing 150 clock hours of activities under the California Standards for the Teaching Profession (CSTP) to qualify for the clear credential (in addition to any other renewal requirements listed on their Level I credentials). A link to the *Verification of Completion of 150-Clock-Hours of Professional Activities* form describing the six CSTPs, and on which the activities must be recorded, is available in the References section. The CSTP activities no longer require approval by a director of curriculum and instruction. Teachers pursuing this option to earn the clear credential will be required to provide documentation verifying completion of the CSTP activities recorded on the form noted above at the time they apply for their clear credentials.

### Less Than Two Years Teaching Experience Route

Out-of-state prepared teachers who qualify for Level I Education Specialist Instruction Credentials on the basis of comparable programs may complete Level II programs (in addition to any other renewal requirements listed on their Level I credentials) to qualify for Level II credentials as long as they are admitted to an approved program by December 31, 2014 and complete the program by January 31, 2019. Teachers who choose to complete Level II programs must verify two years of full-time special education teaching experience earned while holding a Level I credential.

Out-of-state prepared teachers who qualify for Level I credentials on the basis of comparable programs have the option to complete special education induction programs (in addition to any other renewal requirements) to qualify for clear credentials. Verification of two years of full-time special education teaching experience earned while holding a Level I credential will not be required for teachers who choose to complete special education induction programs. However, the Individualized Induction Plans for teachers who complete special education induction programs must also address the content currently in the Level II program (additional information on this topic is provided on page 4 of [Coded Correspondence 10-12](#)).

Refer to the Generic Special Education Programs section of this correspondence beginning on page 1 for information pertaining to the Level II or special education induction program options for teachers who hold Level I credentials issued on the basis of generic programs.

### English Learner Authorization

Out-of-state prepared teachers must hold a valid California English learner authorization to qualify for Level II or Clear Education Specialist Instruction Credentials. Teachers may qualify for an English learner authorization by providing a photocopy of an out-of-state teaching credential with a comparable English learner authorization, completing a Commission-approved California Teachers of English Learners (CTEL) program, passing all three CTEL examinations, or verifying possession of a National Board for Professional Teaching Standards Certificate in Early and Middle Childhood/English as a New Language or Early Adolescence through Young Adulthood/English as a New Language. Links to the *Guide to Out-of-State English Learner Authorizations/ Endorsements* chart, *English Learner Authorization/CLAD Certificate* (CL-628c) leaflet, and a list of Commission-approved CTEL programs are available in the References section.

Preparation for the instruction of English learners is embedded within Level I and Preliminary education specialist credential programs for California teachers. It is not appropriate for a Level II or special education induction program sponsor to evaluate or recommend out-of-state or out-of-country prepared teachers for English learner authorization equivalency. Only Commission-approved CTEL program sponsors may evaluate out-of-state and out-of-country coursework for equivalency and/or acceptability toward the issuance of an English learner authorization or Crosscultural, Language and Academic Development (CLAD) Certificate.

### ***Regulation Additions Pertaining to Out-of-Country Prepared Teachers***

The additions in the approved regulations clarify the requirements for out-of-country prepared special education teachers.

Out-of-country prepared teachers who qualify for Level I credentials on the basis of comparable programs may complete Level II programs (in addition to any other renewal requirements listed on their Level I credentials) to qualify for Level II credentials as long as they are admitted to an approved program by December 31, 2014 and complete the program by January 31, 2019. Teachers who choose to complete Level II programs must verify two years of full-time special education teaching experience earned while holding a Level I credential.

Out-of-country prepared teachers who qualify for Level I credentials on the basis of comparable programs have the option to complete special education induction programs (in addition to any other renewal requirements listed on their Level I credentials) to qualify for clear credentials. Verification of two years of full-time special education teaching experience earned while holding a Level I credential will not be required for teachers who complete special education induction programs. However, the Individualized Induction Plans for teachers who complete special education induction programs must also address the content currently in the Level II program (additional information on this topic is provided in [Coded Correspondence 10-12](#)).

Refer to the Generic Special Education Programs section of this correspondence beginning on page 1 for information pertaining to the Level II or special education induction program options for teachers who hold Level I credentials issued on the basis of generic programs.

### **Important Dates:**

*July 1, 2013* – Approved regulation amendments and additions implemented for applications with an issue date on or after July 1, 2013

*January 31, 2014* – Final date for Level I program equivalency for out-of-state or out-of-country prepared teachers with generic programs

*December 31, 2014* – Final date to enroll in a Level II program

*January 31, 2019* – Final date to complete a Level II program

### **Background:**

Title 5 CCR §80048.3.1 for out-of-state prepared special education teachers was last amended in January 2000. Section 80048.3.2 is a new section for out-of-country prepared special education teachers. Since January 2000, several major pieces of legislation affecting the issuance of California special education teaching credentials to out-of-state and out-of-country prepared teachers have been enacted and Commission staff has been relying on the language provided in statute when

determining academic eligibility. However, it became apparent that Title 5 regulations were required to clarify several requirements listed in EC §§44274.2 (out-of-state teachers) and 44275.4 (out-of-country teachers) for uniformity.

**Source:**

Education Code §§44274.2 and 44275.4

**References:**

*Coded Correspondence 10-12: Approval of Title 5 Regulations Pertaining to Special Education Teaching Credential Requirements:* <http://www.ctc.ca.gov/notices/coded/2010/1012.pdf>

*Commission-approved CTEL Programs:* [http://cig.ctc.ca.gov/cig/CTC\\_apm/SCC\\_ctel.php](http://cig.ctc.ca.gov/cig/CTC_apm/SCC_ctel.php)

*Education Specialist Instruction Credential-Requirements for Individuals Prepared Out-of-State (CL-808):* <http://www.ctc.ca.gov/credentials/leaflets/cl808.pdf>

*Education Specialist Instruction Credential-Requirements for Individuals Prepared Outside of the United States (CL-872):* <http://www.ctc.ca.gov/credentials/leaflets/cl872.pdf>

*English Learner Authorization/CLAD Certificate (CL-628c):*  
<http://www.ctc.ca.gov/credentials/leaflets/cl628c.pdf>

*Guide to Out-of-State English Learner Authorizations/Endorsements chart:*  
<http://www.ctc.ca.gov/credentials/cig2/files/OOS-EL-guide.pdf>

*Professional Preparation Programs Matrix:* [http://cig.ctc.ca.gov/cig/CTC\\_apm/all.php](http://cig.ctc.ca.gov/cig/CTC_apm/all.php)

*Verification of Completion of 150-Clock Hours of Professional Activities (CL-820a):*  
<http://www.ctc.ca.gov/credentials/leaflets/cl820a.pdf>

**Contact Information:**

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

**§ 80048.3.1. Specific Requirements for Level I and Clear or Level II Education Specialist Instruction Credential for Out-of-State Credentialed Teachers.**

- (a) The following pertains to individuals who have two years of appropriate teaching experience earned in a state or U.S. territory other than California.
- (1) The minimum requirements for the five-year Level I Education Specialist Instruction Credential are all of the following, (A) through (G).
    - (A) Two years of full-time special education teaching experience earned in a state or U.S. territory other than California.
    - (B) Satisfactory performance evaluations.
    - (C) A professional level special education teaching credential from another state or U.S. territory. Individuals with generic special education authorizations as defined in subdivision (c) may apply for the five-year Level I credential in Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education and shall be required to verify completion of an equivalent Level I or preliminary program as specified in subdivision (c)(2) prior to issuance of the clear credential.
    - (D) Completion of a teacher preparation program taken at a regionally accredited institution of higher education or a state-approved teacher preparation program offered by a local educational agency.
    - (E) A baccalaureate or higher degree from a regionally accredited institution of higher education.
    - (F) Submission of an application form as defined in §80001; the processing fee as specified in §80487; and fingerprint clearance pursuant to Education Code §44340.
    - (G) Meet the basic skills requirement as described in Education Code §44252. Individuals who meet the requirements in subdivisions (a)(1)(A) through (a)(1)(F) may be issued a five-year Level I credential, but must satisfy the basic skills requirement within one year of the date the credential is issued or the credential shall become invalid.
  - (2) The following are the minimum requirements for the clear Education Specialist Instruction Credential for an individual who meets the requirements specified in (a)(1)(A) through (a)(1)(G):
    - (A) Possession of a California English learner authorization issued pursuant to the requirements specified in Education Code §44253.3.
    - (B) Completion of either of the following:
      1. A master's degree or higher in a field related to the credential, or the equivalent number of graduate-level semester units, earned at a regionally accredited institution of higher education and verified by official transcript; or
      2. Completion of 150 clock hours of activities addressing one or more of the six California Standards for the Teaching Profession (CSTP).
    - (C) An individual applying for the clear credential on initial application for California certification who has not previously been issued a Level I credential must satisfy the basic skills requirement as described in Education Code §44252. If all requirements specified in subdivisions (a)(1) and (a)(2) are met, other than the basic skills

- requirement, the individual will be issued a five-year Level I credential as described in (a)(1)(G).
- (D) Submission of an application form as defined in §80001 and the processing fee as specified in §80487.
- (b) The following pertains to individuals who have less than two years of appropriate teaching experience earned in a state or U.S. territory other than California.
- (1) The minimum requirements for the five-year Level I Education Specialist Instruction Credential are all of the following, (A) through (E).
- (A) A professional level special education teaching credential from another state or U.S. territory. Individuals with generic special education authorizations as defined in subdivision (c) may apply for the five-year Level I credential in Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education and shall be required to verify completion of an equivalent Level I or preliminary program as specified in subdivision (c)(2) prior to issuance of the Level II or clear credential.
- (B) Completion of a teacher preparation program taken at a regionally accredited institution of higher education or a state-approved teacher preparation program offered by a local educational agency.
- (C) A baccalaureate or higher degree from a regionally accredited institution of higher education.
- (D) Submission of an application form as defined in §80001; the processing fee as specified in §80487; and fingerprint clearance pursuant to Education Code §44340.
- (E) Meet the basic skills requirement as described in Education Code §44252. Individuals who meet the requirements in subdivisions (b)(1)(A) through (b)(1)(D) may be issued a five-year Level I credential, but must satisfy the basic skills requirement within one year of the date the credential is issued or the credential shall become invalid.
- (2) The following are the minimum requirements for the Level II or Clear Education Specialist Instruction Credential for an individual who meets the requirements specified in (b)(1)(A) through (b)(1)(E):
- (A) A five-year Level I Education Specialist Instruction Credential issued pursuant to subdivision (b)(1).
- (B) Possession of a California English learner authorization issued pursuant to the requirements specified in Education Code §44253.3.
- (C) One of the following:
1. For the Level II credential, completion of the requirements specified in §§80048.4(a)(4) and (a)(5); or
  2. For the clear credential, completion of the requirements specified in §80048.8.1.
- (D) Recommendation from a Commission-approved Level II or clear Education Specialist Instruction Credential program as specified in Education Code §44227(b).
- (E) Submission of an application form as defined in §80001 and the processing fee as specified in §80487.
- (c) The following definitions apply to terms used in this section.
- (1) Full-Time Teaching Experience: This is defined as teaching a minimum of 4 hours a day, unless the minimum statutory attendance requirement for the students served is less. Experience must be on a daily basis and for at least 75% of the school year. Experience may be accrued in increments of a minimum of one semester. No part-time or combination of teaching with other school employment will be accepted. All experience must be gained

in public or regionally-accredited private schools in states or U.S. territories other than California while serving on a valid teaching credential. Experience may be gained in more than one state or U.S. territory other than California. This experience must be verified on the official letterhead of the out-of-state employer or employers by the superintendent, assistant superintendent, director of personnel, or director of human resources in which the teacher was employed. Experience from outside of the United States will not be considered.

- (2) Generic Special Education Authorizations: This is defined as a teaching credential issued by another state or U.S. territory in a specialty area that is not comparable to an available California special education specialty area. An individual with a generic special education authorization may verify completion of an equivalent program for Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education by one of the following:
- (A) Provide a letter from the out-of-state program sponsor verifying completion of student teaching in the specialty area sought; or
  - (B) Provide a letter verifying two or more years of full-time teaching experience in the specialty area sought earned at a public or regionally-accredited private school located in another state or U.S. territory; or
  - (C) Complete the equivalent of a Commission-approved Level I program as specified in §80048.3(a)(2) or a Commission-approved preliminary program as specified in §80048.8(a)(2) in the specialty area sought.
- (3) Satisfactory Performance Evaluations:
- (A) The teaching effectiveness areas on the performance evaluations may include, but are not limited to, all of the areas, 1. through 4., below. If these areas are not included in the evaluations, the individual may submit a supplemental letter, on district letterhead, signed by the individual's principal or personnel officer in the district in which the evaluations took place.
    - 1. The use of teaching strategies that motivates all students to engage in the learning process.
    - 2. The ability to establish and maintain high standards for student behavior.
    - 3. A demonstration of deep knowledge of the subject being taught and the use of appropriate instructional strategies that promote student understanding.
    - 4. An ability to plan and implement a sequence of appropriate instructional activities.
  - (B) Evaluations of the teacher's performance for at least two of the years of teaching experience from a state or U.S. territory other than California must be submitted. If evaluations or a supplemental letter cannot be obtained, the individual will not qualify under section (a).
  - (C) Evaluation ratings must be satisfactory or better.
- (4) California Standards for the Teaching Profession (CSTP): The 150 clock hours of CSTP activities may be satisfied by staff development, college course work or other activities related to the CSTP. When applying for the clear credential, a written list of the activities including a justification stating how each of the activities relates to the CSTP must be attached. The following are the six CSTP areas:
- (A) Engaging and supporting all students in learning.
  - (B) Creating and maintaining effective environments for student learning.
  - (C) Understanding and organizing subject matter for student learning.
  - (D) Planning instruction and designing learning experiences for all students.

- (E) Assessing students for learning.
- (F) Developing as a professional educator.
- (5) Professional Level Special Education Teaching Credential. This is defined as a special education teaching credential issued by another state or U.S. territory that is, at a minimum, comparable to a California five-year Level I or preliminary Education Specialist Instruction Credential.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44252, 44253.3, 44265, 44274.2, 44339, 44340, and 44341, Education Code.

**§ 80048.3.2 Specific Requirements for Level I and Clear or Level II Education Specialist Instruction Credential for Out-of-Country Credentialed Teachers.**

- (a) The minimum requirements for the five-year Level I Education Specialist Instruction Credential for individuals who complete special education programs outside the United States are:
  - (1) A baccalaureate or higher degree from a regionally accredited institution of higher education or the equivalent as specified in §80457(c) if completed outside the United States.
  - (2) Completion of a special education teacher preparation program, including student teaching, determined to be equivalent to a program completed at a regionally accredited institution of higher education in the United States as specified in §80457(c) and approved by the appropriate agency in the country where the program was completed at one of the following two levels:
    - (A) Comparable program: This is defined as 24 semester units of special education course work with at least 12 of the 24 semester units, including student teaching, in the specialty area sought; or
    - (B) Generic program: This is defined as 24 semester units of special education course work, including student teaching, that lacks focus in a specific specialty area. An individual with a generic program may apply for the Level I credential in Mild/Moderate Disabilities, Moderate/Severe Disabilities, or Early Childhood Special Education, but shall be required to verify completion of an equivalent Level I program as specified in §80048.3(a)(2) or preliminary program as specified in §80048.8(a)(2) prior to issuance of the Level II or clear credential.
  - (3) Submission of an application form as defined in §80001; the processing fee as specified in §80487; and fingerprint clearance pursuant to Education Code §44340.
  - (4) Meet the basic skills requirement as described in Education Code §44252. Individuals who meet the requirements in subdivisions (a)(1) through (a)(3) may be issued a five-year Level I credential, but must satisfy the basic skills requirement within one year of the date the credential is issued or the credential shall become invalid.
- (b) The minimum requirements for the five-year Clear or Level II Education Specialist Instruction Credential for an individual who meets the requirements specified in (a)(1) through (a)(4) are:
  - (1) Subject-matter competence as specified in Education Code §§44280, 44281, 44282, and 44310. Candidates for the specialty area of Early Childhood Special Education are exempt from this subject-matter competence requirement.
  - (2) Methods of teaching reading course as specified in Education Code §44259(b)(4) or examination as specified in Education Code §44283.

- (3) Verification of knowledge of the Constitution of the United States, as specified in Education Code §44335, by one of the means described in §80415.
- (4) The study of health education as specified in Education Code §44259(c)(4)(A).
- (5) The study of computer-based technology that includes the uses of technology in educational settings as specified in Education Code §44275.4(d)(6).
- (6) Two semester or three quarter unit non-special education pedagogy course.
- (7) Supervised field experience in general education. This requirement may be satisfied by official transcript verifying one semester unit of general education student teaching or a letter verifying 45 clock hours of supervised field experience in a general education classroom.
- (8) One of the following:
  - (A) For the Level II credential, completion of the requirements specified in §§80048.4(a)(4), (a)(5), and (a)(6); or
  - (B) For the clear credential, completion of the requirements specified in §80048.8.1.
- (9) Recommendation from a Commission-approved Level II or clear Education Specialist Instruction Credential program as specified in Education Code §44227(b).
- (10) Submission of an application form as defined in §80001 and the processing fee as specified in §80487.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44227(b), 44252, 44259, 44265, 44275.4, 44280, 44281, 44282, 44283, 44310, 44335, 44339, 44340, and 44341, Education Code.



## Appendix A Generic Special Education Renewal Codes

Renewal Code	
<b>RSG</b>	New renewal code listed on Level I credentials issued on or after January 1, 2007 to out-of-state prepared teachers with generic programs. The RSG code states that the teacher needs Level I/Preliminary program equivalency and may be used in conjunction with other renewal codes
<b>R19J</b>	Listed on Level I credentials for out-of state prepared teachers issued prior to January 1, 2007 and still listed on Level I credentials for out-of-country prepared teachers with generic programs. The R19J code states that the teacher needs Level I/Preliminary program equivalency, the listed general education requirements (i.e. subject-matter, reading, non-special education pedagogy, etc.), a Level II program, and two years of teaching experience. Teachers holding credentials with the R19J renewal code have the option of completing an approved special education induction program in lieu of a Level II program and the two years of teaching experience to earn a clear credential.
<b>R19H</b>	Listed on Level I credentials for out-of state prepared teachers issued prior to January 1, 2007 and still listed on Level I credentials for out-of-country prepared teachers with generic programs. The R19H code states that the teacher needs Level I/Preliminary program equivalency, a Level II program, and two years of teaching experience (all general education requirements were met at the time the Level I was issued). Teachers holding credentials with the R19H renewal code have the option of completing an approved special education induction program in lieu of a Level II program and the two years of teaching experience to earn a clear credential.
<b>RG3</b> <i>Option 2 prior to January 2007</i>	Listed on Level I credentials for out-of-state prepared teachers who qualified with a generic program and three to four years of out-of-state experience. The RG3 code states that the teacher needs Level I/Preliminary program equivalency and completion of a BTSA program. Teachers holding credentials with the RG3 renewal code may transition to the current experience route with Level I/Preliminary program equivalency, a master's degree (or 30 post-BA semester units) or 150 clock hours under the CSTP, and possession of a California English learner authorization
<b>RG5</b> <i>Option 1 prior to January 2007</i>	Listed on Level I credentials for out-of-state prepared teachers who qualified with a generic program and five or more years of out-of-state experience. The RG5 code states that the teacher needs Level I/Preliminary program equivalency and 150 clock hours under the CSTP. Teachers holding credentials with the RG5 renewal code may transition to the current experience route with Level I/Preliminary program equivalency, a master's degree (or 30 post-BA semester units) or 150 clock hours under the CSTP, and possession of a California English learner authorization