Program Update Webinar

PUPIL PERSONNEL SERVICES AND SPEECH-LANGUAGE PATHOLOGY PROGRAMS

Welcome and Introductions

- Cheryl Hickey, Administrator, Professional Services Division (PSD)

- William Hatrick: Consultant, PSD

- Karen Sacramento: Consultant, PSD

- Roxann Purdue: Consultant, PSD

- Ing Lindsey: Manager, Certification

Webinar Norms

1. Your microphone has been muted upon arrival. Should you be called on to speak, the moderator will unmute your microphone.

2. Use the question and answer feature to post questions. We will respond to questions at the end of the presentation. If all questions do not get answered orally, the question and response will be posted on the web page.

3. Keep questions to a general focus rather than program or candidate specific inquiries.

4. Avoid multi-tasking during the webinar to ensure that you hear all information that is presented.

5. Honor time for both participants and presenters.

Agenda

- General Guidance
- Program Guidance – Commission Action
- Commission Will Do the Following
- Commission Action
- Program Sponsor-Variable Term Waiver (PS-VTW)
- Program Responsibility
- Candidate Responsibility
- Employer Responsibility
- Additional COVID Resources
- Questions and Answers

General Guidance

The CTC continues to:

◦ closely monitor the status of the Coronavirus (COVID-19) and the impact of school and university closures on candidates enrolled in educator preparation programs

◦ Be particularly concerned about candidates' ability to complete educator preparation programs during this academic year

◦ look for ways to mitigate this situation

Commission will do the following

- Maintain a COVID-19 webpage with updated information for all Commission stakeholder groups

- Provide webinars and support

- Respond to questions from program leaders and faculty

COMMISSION ACTION

APRIL 23-24, 2020

Basic Skills Requirement
Agenda Item 3A

Mainly OOS, OOC prepared teachers and services candidates:

- The Commission acted to defer the BSR examination for applicants impacted by the health and safety restrictions related to COVID-19

- Pursuant to statute, this deferral would **not** be available to any individual who has previously taken **all three subtests and failed one or more** of them.

- RC code

Extensions and Renewals of Credentials
Agenda Item 3A

- Applicants are able to use COVID-19 as "good cause for requesting an extension of time to complete requirements"

- This extension of time is available to the following document types of Preliminary Teaching and Services Credentials
  - California
  - out-of-state
  - outside the United States

Credentials and Permits, Not Eligible for Extensions
Agenda Item 3A

- Clear Teaching Credentials, including Multiple Subject, Single Subject, Education Specialist, Career Technical, and Adult Education Credentials

- Clear Credential holders who only need to maintain fingerprint clearance, submit an application and pay fees (No renewal requirements to extend)

- Eligible to submit a paper application for a five-year clear document renewal without having a lapse in validity of their credential

Program Sponsor-Variable Term Waiver (PS-VTW)
Agenda Item 3A

Eligibility Criteria

- Making appropriate progress towards completion
- On track to complete their preparation program by Sept. 1, 2020
- Not able to complete one or more of the following

  - Required clinical practice hours

  - Required coursework

  - Required examinations

  - Required performance assessment

It is possible that the PS-VTW may be renewable for an additional year, if appropriate progress has been made

What is the PS-VTW?

- Initial educator preparation programs will submit the waiver application and required documentation for each of their candidates.

- Once the PS-VTW is issued, it will give the candidate one year of additional time to complete the remaining credential requirements, while also authorizing the individual to teach or provide the services associated with their respective credential.

- The program may request a single renewal with appropriate verification of candidate progress.

Layers of Authority
Agenda item 4A

- Requirements in statute may not be modified by the Commission
- Only two types of actions may modify a statutory requirement
  - through legislative action
  - an executive order enacted by the Governor
- Regulations clarify or interpret statute and are adopted by action of the Commission
- Regulations may be changed by
  - promulgating new regulations or
  - may be superseded by an act of the legislature or Governor
- Requirements or policies put in place by the Commission, can be modified through formal action of the Commission
  - such as the educator preparation program standards

continued…

Layers of Authority (continued)
Agenda item 4A

- Program standards define what the program needs to offer and what the candidate needs to know and be able to do

- Educator preparation programs have broad latitude to design their programs provided they are aligned with the standards

- Areas where programs may not make modifications are requirements that are in the Education Code and/or Title 5 Regulations

Requirements that the Commission Cannot Modify

Agenda item 4A

- Examinations: CBEST, CSET, RICA, TPA and CalAPA

- Requirements in Education Code

- Title 5 Regulations pertaining to PPS: School Counseling, School Psychology, School Social Work

Credential Expectations that the Commission Did Modify

The Commission took action at their April 2020 meeting to modify certain programmatic requirements that are within its purview, clarifying program flexibility in implementing other requirements during the Covid-19 school closures.

Documenting Program Modifications

Agenda item 4A

- Commission-approved programs must develop and maintain a summary document for each program that made modifications

- All program modifications must be aligned with the adopted-program standards and in accordance with the Commission's COVID-19 flexibilities

- This document needs to be retained at the institution and may be reviewed during future accreditation activities

Speech-Language Pathology Programs

Agenda item 4A

- Align temporary modifications to program requirements from ASHA/CAA COVID guidance

- Programs have the authority to determine when a candidate has met the clinical practice requirement (See SLP Program Standard 6: School Field Experience)

Pupil Personnel Services Programs

Identify and document areas of program flexibility aligned with the Commission and the National Organization guidelines during the Covid-19 school closures.

Clinical Practice requirements must ensure that each candidate meets the Title 5 requirements for the credential

Provide clear options to candidates regarding how to complete the remaining requirements necessary for completion of the program prior to September 2020.

Hours Requirements

	School Counseling CACREP	School Psychology NASP	School Social Work CSWE
(2) Number hours of field practice[1]	600	1200	765
(2) Direct contact with pupils	300	380	300
(4) settings: elementary, middle school or high school[2]	2 of 3 settings	2 of 3 settings	2 of 3 settings
(4) Minimum # hours in each settings[2]	100	100	100
(5) Ten pupils of racial/ethnic background different from candidate	150	100	100

[1] Programs have discretion as to how many non-school hours spent on such internship tasks as writing reports, making phone calls, researching and creating service delivery plans, planning inservices, etc., may be counted toward the hour minimum.

[2] Budget Trailer Bill language proposes removing these requirements for current candidates.

Please note that this chart is an updated version of the one used during the live webinar.

Program Responsibilities

- Apply for a Variable Term Waiver (PS-VTW) on behalf of affected candidates— those who have not fulfilled the clinical practice or coursework of their program requirements. The PS-VTW will allow candidates to seek and obtain employment prior to the issuance of a PPS or SLP credential while they complete the requirements of the PPS/SLP program.

- Clearly outline the responsibilities of the candidate and the program during the time in which the candidate is serving on a PS-VTW.

- Provide clear expectations to program supervisors, in understanding their role in providing support and guidance as candidates complete the requirements necessary to complete the program.

Program Responsibilities
(continued)

- Identify a faculty/supervisor who will hold an in person or virtual office hour at least bi-weekly for candidates that have questions about their clinical practice and completion of program requirements that are best answered by the PPS/SLP program. OR

- Identify a faculty/supervisor who will respond to questions in a timely manner from PPS/SLP candidates who have received a PS-VTW and may have questions about their progress towards program completion. OR

- Set up a technology based professional learning community for their candidates to interact synchronously or asynchronously to share questions, support each other, and problem solve.

- Maintain communication with leadership in districts where your PS-VTW candidates are employed.

Program Responsibilities (continued)

- PPS and SLP Preparation Programs:

- Identify and document areas of program flexibility aligned with Commission and National Organization guidelines during the Covid-19 school closures.

- Clinical Practice requirements must ensure that each candidate meets the Title 5 requirements for the credential (Appendix).

- Provide clear options to candidates regarding how to complete the remaining requirements necessary for completion of the program prior to September 2020.

Candidate Responsibilities

- Maintain affiliation with their PPS/SLP preparation program until the completion of all clear program requirements in order to meet the requirements for the recommendation for the clear credential.

- Request a PS-VTW from the PPS/SLP preparation program if Covid-19 interrupted completion of the clinical practice requirement.

- Complete the remaining requirements of the initial preparation program during the first year of employment on a PS-VTW. Contact PPS/SLP preparation program with questions about completion of program requirements.

Employer Responsibilities

- Identify a program staff member to maintain records of the requirements each PS-VTW holder must fulfill to complete the requirements for their PPS/SLP program.

- Maintain partnerships with each PS-VTW employee's PPS/SLP program to ensure adequate support and accurate information is provided to these candidates.

COVID-19 Resources

For ongoing, updated information from the Commission, please consult:

1. Dedicated COVID-19 webpage on the Commission website with links to specific areas

2. COVID-19 Commission Action: Information and Guidance

3. PSD-News each Friday (Subscribe to E-News)

4. As new direction from state Public Health officials is announced, we will update our guidance and post it in the COVID-19 section on our website

Additional COVID-19 Resources

Learning in the Time of COVID-19
Online Learning Resources for Educators
Online Learning Resources for Parents
Social-Emotional Learning Resources
Resources for Supporting Students With Exceptional Needs
Resources for Supporting English Learners

Candidate Questions

Candidate questions are pouring into the CTC email boxes. To assist with getting answers to candidates as soon as possible, we ask programs to please:

- Share the CTC's COVID-19 resources with your candidates

- Share your program's internal communications with your candidates

- Instruct your candidates to contact **YOU** (their program director) for questions pertaining to the impacts of COVID-19 on completion of their program

Contact Information

General or COVID-19-related Policy questions: psdinfo@ctc.ca.gov or accreditation@ctc.ca.gov

PPS Program questions: ksacramento@ctc.ca.gov or rpurdue@ctc.ca.gov

SLP Program questions: whatrick@ctc.ca.gov

Candidate specific questions: credentials@ctc.ca.gov

Questions and Answers

Please note: Questions specific to your program design or to any specific candidate are not appropriate at this time.

Questions regarding the general application of this guidance are welcomed.