# Division VIII of Title 5 of the California Code of Regulations

# Proposed Amendments and Additions to Title 5 of the California Code of Regulations Pertaining to the New Education Specialist Credentials

# Initial Statement of Reasons

## **Rationale for Proposed Regulations**

Education Code Sections 44225 authorizes the California Commission on Teacher Credentialing (Commission) to adopt these proposed regulation amendments. The proposed amendments implement, interpret, and make specific Education Code (EC) section 44265.

This rulemaking action proposes the following:

* Amend Title 5 California Code of Regulations (CCR) sections 80047, 80047.1, 80047.2, 80047.3, 80047.4, 80048.3.1, and 80048.3.2 to reflect the change in the focus of the Education Specialist credentials from disability categories to support needs.
* Amend sections 80048.3.1 and 80048.3.2 to replace the terms “Level I” and “Level II” with “Preliminary” and “Clear” for credentials earned by out-of-state and out-of-country prepared applicants, conforming them with the standard for California prepared applicants.
* Amend sections 80033, 80046.1, 80048.5, 80048.9, 80048.9.4, 80070.7 to incorporate the 2018 Standards and TPEs.
* Amend section 80048.6 to include the authorization statements for the Mild/Moderate and Extensive Support Needs credentials, remove the Physical and Health Impairments and Language and Academic Development credentials, as well as amending the Early Childhood Special Education credential and Early Childhood Special Education Added Authorization authorization statements.
* Amend section 80046.6 to include authorization for three new Bridge Authorizations.
* Amend section 80048.7 to replace outdated form references with the correct versions.
* Amend section 80048.8 to correct an outdated statutory reference and to require candidates who enroll in a program after 1/1/2022 to pass an education specialist teaching performance assessment.
* Add section 80048.10 to create three new Education Specialist Bridge Authorizations and set out the requirements for earning these authorizations.
* Make other minor amendments to sections 80047, 80047.1, 80047.2, 80047.3, 80047.4, 80048.3.1, 80048.3.2, 80048.6, and 80048.8 for clarity and consistency purposes.

## **Necessity and Rationale for Changing the Focus of Special Education Credentialing from “Disability Categories” to “Support Needs”**

The Commission has been engaged in a multi-year effort to address needed changes to the ways in which students with disabilities are served in California schools. This work was spurred by the report of the Statewide Special Education Task Force in 2015. Following the “one system for all” vision laid out in the report, the Commission created a set of universal Teaching Performance Expectations (TPEs), ensuring that all general and special education teachers would share a common base of knowledge and skills. Once they have moved into their specialized credential areas, they will encounter and master additional TPEs specific to the credential they are seeking.

Based on these new Standards and TPEs, the Commission also adopted a new credentialing structure designed to provide more flexibility to meet the needs of students with disabilities while still complying with federal guidelines. The previous seven credentials were reorganized into five:

• Early Childhood Special Education (ECSE)

• Visual Impairments (VI)

• Deaf and Hard of Hearing (DHH)

• Mild to Moderate Support Needs (MMSN)

• Extensive Support Needs (ESN)

The focus on a preparing educators to meet students’ overall support needs rather than locking them into a single primary “disability category” is intended to better prepare teachers to serve students across a range of disabilities.

## **Necessity and Rationale for Replacing the Terms “Level I” and “Level II” with “Preliminary” and “Clear” for Out-of-State and Out-of-Country Prepared Applicants**

When the Commission transitioned from Level I and Level II credentials for in-state Education Specialist candidates, program sponsors were given an extended period of time to offer Level I and Level II programs to candidates to allow them to finish. However, the last date to enroll candidates in a program was December 31, 2014, and the last date to complete a program was January 31, 2019, making these terms obsolete.

## **Necessity and Rationale for Incorporating the 2018 Standards and TPEs and Repealing the Prior Standards and TPEs**

The Commission began the work of transforming general education teacher preparation in the

fall of 2014 and adopted general education program standards in December 2015 and general

education TPEs in June 2016. The impetus for this work were the calls for action by the

Educator Excellence Taskforce, the Teacher Preparation Advisory Panel and the Statewide

Special Education Task Force. All general education teacher preparation programs began full

implementation of the revised standards that include enhanced preparation to teach a diverse

range of students in the fall of 2017. At the December 2017 Commission meeting, staff introduced a credential structure that included the concept of a “common trunk” of preparation that would be shared between general educators and special educators. This need for a “common trunk” was one of the issues highlighted by the panels identified above. California educates students with disabilities in the least restrictive setting possible. By identifying and preparing general and special education teachers with this “common trunk” approach, teacher education programs can prepare them for the collaboration necessary to meet the needs of students with disabilities in any classroom setting.

At the December 2017 meeting, staff also recommended a revised credential structure, reflecting

the consensus of the Commission’s special education task force, intended to work in concert

with the general education credential to best meet the needs of California’s students with

disabilities. The proposed structure includes five initial Education Specialist Credentials building

off of the same base of preparation (i.e. the “common trunk”) as the general education Multiple

Subject and Single Subject Credentials:

1. Early Childhood Special Education (Birth through K)

2. Visual Impairments (Birth to age 22)

3. Deaf and Hard of Hearing (Birth to age 22)

4. Mild/Moderate Support Needs (K to age 22)

5. Extensive Support Needs (K to age 22)

In this new structure, Early Childhood Special Education, Visual Impairments, and Deaf and Hard

of Hearing remain initial credentials. Additionally, teachers wanting to work with students with Mild/Moderate Support Needs OR Extensive Support Needs could obtain an initial credential in either of those areas. The existing Physical and Health Impairments and Language and Academic Development specialty area authorization content will be embedded into both the Mild/Moderate Support Needs and the Extensive Support Needs specialty areas. These two specialty areas were embedded across both the mild/moderate and significant support needs specialty areas due to the limited number of preparation programs and candidates earning a credential in these areas, the result of which has been that students with these needs are often not served by teachers with appropriate preparation.

Within this proposed structure, in addition to the common trunk of preparation that will be shared with their general education counterparts, all prospective special education teachers will also have some specialized common areas of preparation such as case management, preparing individualized education programs (IEPs), transition planning, and working with paraprofessionals. However, each specialty area will have unique knowledge, skills, and abilities that will be identified within a set of TPEs and have a set of program standards aligned to each specialty area.

Due to the extensive nature of these changes, both to the Standards and TPEs as well as the credentialing structure itself, the Commission is proposing to repeal and replace the Mild/Moderate and Extensive Support Needs Standards and TPEs, which are discussed in detail in the table below. The TPEs for the remaining credential areas are under review and will be adopted at a future date, prior to the January 1, 2023 effective date of the new credentialing regulations.

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| **Preliminary Education Specialist Program Standards** | **Necessity for This Standard** |
| 1: Program Design and Curriculum | This foundational narrative is necessary to provide the multidisciplinary connection between the five Education Specialist specialty areas. It unifies the separate but collaborative areas of Early Childhood Special Education, Visual Impairments, Deaf and Hard of Hearing, Mild/Moderate Support Needs, and Extensive Support Needs, in cohesively meeting the learning and developmental needs of all students while also providing a common basis for collaboration with their general education counterparts. |
| 2: Preparing Candidates to Master the TPEs | This standard is necessary to ensure that the coursework and fieldwork of the program addresses the Commission’s adopted performance expectations for the credential. |
| 3: Clinical Practice | This standard establishes clinical practice and fieldwork requirements including minimum number of clinical practice hours a candidate must complete, the types of settings and the activities in which the candidate must participate, and requires the program describe the types of support and guidance that will be provided to each candidate during clinical practice. The standard also identifies the qualifications of the individuals who supervise the candidates in field work and asks the program to explain how it will ensure that all supervisors meet the expectations. |
| 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the  Education Specialist Credential Requirements | This standard is necessary to ensure faculty and supervisors will monitor and support each candidate. The standard also ensures credential requirements are shared with candidates, and that those candidates who are having challenges with the work are provided additional supports and guidance. |
| 5: Assessment of Candidate Competency | This standard is necessary to ensure that each program assesses each candidate’s satisfactory completion of the program. The program must describe when in the program each assessment takes place, how each candidate will receive feedback from the assessment and what the summative assessment includes. |
| 5: Implementation of a Teaching Performance Assessment (pending) | One of the key drivers behind these revised Standards and TPEs is the development of a common or universal set of TPEs that are met by both general education and special education candidates. These universal TPEs establish a common foundation for all teachers, based on the concept that all teachers are teachers of all students, that all students are general education students first and  that all students need intervention at different points in their academic career. Once a TPE has been developed that assesses these common foundational concepts as well as the specific expectations for education specialists, this will replace the more generalized requirement that each program prepare an individualized assessment of candidate competency. This Standard and both of the following Standards will not take effect until the Commission has approved and implemented a Teaching Performance Assessment based on the TPEs for education specialist candidates. |
| 5A: Administration of a Teaching Performance Assessment (pending) | Programs are given a wide variety of options for participating in a Teaching Performance Assessment (TPA), in order to respect each institution’s academic freedom. Programs must document their procedures for implementing their chosen TPA model and administering all aspects of the assessment for the Commission to ensure uniform metrics across programs. |
| 5B: Candidate Preparation and Support (pending) | The TPA is designed to assess a candidate’s ability to perform specific pedagogical tasks necessary to successfully meet the educational needs of all students. Unlike an exam, the assessment itself is a teaching tool, designed to identify areas in which a candidate may need further development and address them. Program support is a necessary prerequisite for properly addressing such candidate needs. |
| 5C: Assessor Qualifications, Training, and Scoring Reliability | Programs are given wide latitude in selecting potential assessors for the local scoring option. To ensure uniformity between programs, selection criteria established by the Assessment model sponsor must be followed. |
| 6: Induction Individual Development Plan | Programs are intended to provide candidates with the knowledge, skills, and abilities needed by a first-year teacher to meet the needs of all students. However, Induction is an individualized program of additional development designed to help teachers improve beyond entry-level competence. Candidates, in collaboration with their district-employed supervisors and program  Supervisors, are ideally situated to identify and address the areas in which candidates need continued development during Induction. |

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| **Mild to Moderate Support Needs** | **Necessity for this Expectation** |
| TPE 1: Engaging and Supporting All Students in Learning | Beginning teachers must understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom. They must be able to use a variety of instructional principles and approaches to assure the active and equitable participation of all students and to promote engagement of all students. Beginning teachers are required by California law to be prepared to teach all English learners by understanding and applying theories, principles, and instructional practices for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. For students with disabilities, this includes the ability to collaboratively develop, implement, and monitor an Individual Development Plan (IDP) to facilitate student success. They must also be able to support students with complex linguistic needs in acquiring language skills and taking increasing responsibility in advocating for their own individual needs. |
| TPE 2: Creating and Maintaining Effective Environments for Student Learning | Beginning teachers must be able create healthy learning environments in order to promote positive relationships and behaviors, which maximizes student engagement, supports conflict resolution, and fosters independent and collaborative learning. Using principles of positive behavior intervention and support processes, restorative justice and conflict resolution will help to provide a safe and caring classroom climate. Allowing learners to promote each other's learning and encouraging students to share and examine a variety of points of view supports all students' mental, social-emotional, and physical health needs, and fosters a safe and welcoming classroom environment where students feel they belong and are safe to communicate. By aligning their classroom management plan with students' IEP, Individualized Family Service Plan (IFSP), Individualized Transition Plan (ITP), and 504 plans as applicable, they can create optimal learning experiences for students with mild to moderate support needs. Developing accommodations and modifications specific to students with disabilities, including incorporating instructional and assistive technology, and alternative and augmentative procedures to support movement, mobility, sensory and specialized health care needs optimizes learning opportunities and moves all students toward effective inclusion in general education settings. By demonstrating the ability to collaborate with families, other agency professionals, and appropriate services personnel; while also determining the communicative intent of student behavior and identifying positive behavior intervention strategies where necessary, beginning educators can support a student in the Least Restrictive Environment (LRE), in accordance with California law. |
| TPE 3: Understanding and Organizing Subject Matter for Student Learning | Using subject matter knowledge to plan, deliver, assess and reflect on content-specific instruction for all students, maintains consistency with the California State Standards while allowing beginning teachers to design learning sequences that highlight connections, relationships, and themes across subjects and disciplines. Providing multiple means for students to access content such as linguistic supports; technology, including assistive technology; elements of UDL; integrating other content areas, such as the arts; and accommodations and/or modifications to assessments and instruction maximizes student engagement and opportunity. Addressing access to content standards as specified in plans such as IEPs, IFSPs, ITPs and 504 plans allows teachers to customize and individualize learning opportunities and assessments for students. By teaching students how to use digital tools to learn, to create new content, and to demonstrate what they are learning, beginning teachers model and promote digital citizenship and critical digital literacy, including respecting copyright law, understanding fair use guidelines, Creative Commons licenses, and maintaining Internet security. Adapting, modifying, accommodating, and differentiating the instruction of students with identified disabilities based on their effects on learning, skills development and behavior allows beginning teachers to develop appropriate goals and accommodations and facilitate access to the LRE. |
| TPE 4: Planning Instruction and Designing Learning Experiences for All Students | By applying knowledge of students' prior achievement and current instructional needs, as well as knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners; the knowledge of effective instructional techniques for students with disabilities; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards, beginning teacher can improve teaching and learning for all students. Knowledge of typical and atypical child and adolescent abilities and disabilities and their effects on student growth and development, learning, and behavior, as well as the range and abilities of gifted and talented students allows beginning teachers understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students. By accessing and applying their deep content knowledge of California's TK–12 content standards, and using appropriate content-specific pedagogy consistent with research-based practices in the field, beginning teachers can create appropriate student learning objectives. Understanding and applying the principles of UDL and MTSS allows beginning teachers to plan instruction that meets individual student needs for all students. Aligning instructional goals and student learning objectives, including IEP, IFSP, ITP, and 504 plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning removes barriers and provides access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs. Using assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials facilitates communication, curriculum access, and skills development of students with disabilities. By utilizing evidenced-based high leverage practices with a range of student needs, and evaluating a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, beginning educators provide students with disabilities equitable access to the content and experiences aligned with the state adopted core curriculum. Creating short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed, promote maximum learning and academic achievement within inclusive environments. Coordinating, collaborating, co-teaching, and communicating effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies allows for instructional planning and successful student transitions. Using person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts leads to students’ meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and supports progress toward IEP goals and objectives. |
| TPE 5: Assessing Student Learning | Developing, implementing, and using a range of effective classroom assessments allows beginning teachers to form and improve instructional design and practice. Knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design ensures the validity and reliability of assessments and mitigates potential bias in question development and in scoring. Utilizing a variety of types of assessments including diagnostic, large-scale, norm-referenced, criterion-referenced, and teacher-developed formative and summative assessments allows for their appropriate applications to inform learning. Using multiple measures allows beginning teachers to make an informed judgment about what a student knows and is able to do. Appropriately analyzing data informs instructional design, facilitates self-reflection, reteaching, providing resources, and accurately documenting student academic and developmental progress. Providing students with opportunities to revise or reframe their work based on assessment feedback leads to new learning. Utilizing assessment data and collaborating with specialists to learn about students allows beginning teachers to apply information to make accommodations and/or modifications of assessments for students whose first language is English, English learners, and Standard English learners, as well as students with identified learning needs, students with disabilities, and advanced learners. Applying knowledge of the purposes, characteristics, and appropriate uses of different types of assessments will determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Utilizing assessment data allows beginning teachers to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. Knowledge of requirements for appropriate assessment allows identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability and the distinction between language disorders, disabilities, and language differences. Understanding how to implement appropriate accommodations on assessments for students with disabilities avoids fundamentally altering the nature and/or content of what is being tested allows beginning teachers to appropriately facilitate the participation in the assessment of students with complex communications needs. |
| TPE 6: Developing as a Professional Educator | By seeking opportunities to reflect on and improve their practice through collaborative inquiry, observational feedback, and their own performance data, beginning teachers become aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues. Developing an understanding of their fundamental responsibilities as professional educators and of their accountability to students, families, colleagues, and employer allows educators to take responsibility for all students' academic learning outcomes and hold high expectations for all students. Articulating and practicing the profession's code of ethics and professional standards of practice, and upholding relevant laws and policies, promotes the privacy, safety, and health of all students and other school employees. Coordinating and collaborating effectively with paraprofessionals and other adults in the classroom, including incorporating conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or other collaborations allows for the broadest range of input into student needs. Understanding historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities allows educators to appropriately address challenges presented by these factors. Understanding the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions, as well as understanding that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues. |
| **Extensive Support Needs** | **Necessity for this Standard** |
| TPE 1: Engaging and Supporting All Students in Learning | Beginning teachers must understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom. They must be able to use a variety of instructional principles and approaches to assure the active and equitable participation of all students and to promote engagement of all students. Beginning teachers are required by California law to be prepared to teach all English learners by understanding and applying theories, principles, and instructional practices for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. For students with disabilities, this includes the ability to collaboratively develop, implement, and monitor an Individual Development Plan (IDP) to facilitate student success, including the unique learning, sensory and access needs of students with extensive support needs. This will also allow educators to assist students and their families in creating and working towards meaningful goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. By demonstrating the ability to identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences; and demonstrating advocacy skills related to the various transitions experienced by students with extensive support needs, beginning educators will support students as they transition from kindergarten through post-secondary school. Understanding the use of augmentative and alternative communication technology for students and identifying the unique features of deafblindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments allows beginning educators to facilitate student engagement in classroom environments. By demonstrating an understanding of students with complex communication needs (e.g., students with limited verbal ability,) educators can foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. |
| TPE 2: Creating and Maintaining Effective Environments for Student Learning | Beginning teachers must be able create healthy learning environments in order to promote positive relationships and behaviors, which maximizes student engagement, supports conflict resolution, and fosters independent and collaborative learning. Using principles of positive behavior intervention and support processes, restorative justice and conflict resolution provide a safe and caring classroom climate. Allowing learners to promote each other's learning and encouraging students to share and examine a variety of points of view supports all students' mental, social-emotional, and physical health needs, and fosters a safe and welcoming classroom environment where students feel they belong and are safe to communicate. By aligning their classroom management plan with students' IEP, IFSP, ITP, and 504 plans as applicable, they can create optimal learning experiences for students with mild to moderate support needs. Developing accommodations and modifications specific to students with disabilities, including incorporating instructional and assistive technology, and alternative and augmentative procedures to support movement, mobility, sensory and specialized health care needs optimizes learning opportunities and moves all students toward effective inclusion in general education settings. By using appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs, beginning educators can facilitate student health and mobility while practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures. Utilizing information from collaboratively developed individualized health care plans to create a safe environment that correctly implements any specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician. Developing communication-rich environments, including for students who are deafblind, supports social engagement within the context of age-appropriate, functional and meaningful activities. Collaborating with families and appropriate related services personnel allows educators to access specialized knowledge of students and support optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs. By developing accommodations and modifications specific to students with disabilities, beginning teachers facilitate access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings. Supporting the movement, mobility, sensory and specialized health care needs required for students with extensive support needs allows for full participation in classrooms, schools and the community. By understanding the unique needs and challenges associated with extensive mobility and sensory accommodations, teachers are able to organize a safe environment for all students that includes barrier free space for independent mobility and adequate storage and operation of medical equipment (as appropriate). By addressing functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability, beginning teachers can ensure educational access despite physical limitations. Understanding how to discern communicative intent of students and helping students develop positive communication skills and systems allows educators to replace negative communications behavior. Identifying whether a student’s behavior is a manifestation of his or her disability and developing positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports demonstrates a beginning educator’s ability to address these behavior issues. Working in a collaborative manner with other agency professionals on the full spectrum of interventions, related services and additional supports, including site-based and community resources and agencies, allows beginning educators to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. Applying and collaboratively implementing supports allows students to establish and maintain success in the least restrictive environment (LRE), according to the students’ unique needs. Ensuring that interventions and/or instructional environments are appropriate to the student’s chronological age, developmental levels, and disability-specific needs, including community-based instructional environments, supports positive learning outcomes and student growth. Implementing systems to assess, plan, and provide academic and social skills instruction to all students, including students who present complex social communication, behavioral and emotional needs, supports positive behavior in classroom settings. Possession of the knowledge, skills and abilities to understand the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function allows educators to address these needs for students and their entire support system. |
| TPE 3: Understanding and Organizing Subject Matter for Student Learning | Using subject matter knowledge to plan, deliver, assess and reflect on content-specific instruction for all students, maintains consistency with the California State Standards while allowing beginning teachers to design learning sequences that highlight connections, relationships, and themes across subjects and disciplines. Providing multiple means for students to access content such as linguistic supports; technology, including assistive technology; elements of UDL; integrating other content areas, such as the arts; and accommodations and/or modifications to assessments and instruction maximizes student engagement and opportunity. Addressing access to content standards as specified in plans such as IEPs, IFSPs, ITPs and 504 plans allows teachers to customize and individualize learning opportunities and assessments for students. By teaching students how to use digital tools to learn, to create new content, and to demonstrate what they are learning, beginning teachers model and promote digital citizenship and critical digital literacy, including respecting copyright law, understanding fair use guidelines, Creative Commons licenses, and maintaining Internet security. Adapting, modifying, accommodating, and differentiating the instruction of students with identified disabilities based on their effects on learning, skills development and behavior allows beginning teachers to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE). By demonstrating a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, educators will enable students with extensive support needs to access the academic core curriculum. Students with extensive support needs have diverse learning characteristics and therefore need beginning teachers who can identify and utilize curricula and evidence-based instructional strategies that meet those needs across an array of environments and activities. By adapting, modifying, accommodating and differentiating the instruction of students with identified disabilities beginning educators will be able to develop appropriate goals and accommodations and facilitate access to the LRE. Understanding a variety of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports allows teachers to organize and support effective instruction across a broad variety of student needs. Demonstrating comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), allows beginning teachers to address their implications for learning and support students appropriately. |
| TPE 4: Planning Instruction and Designing Learning Experiences for All Students | By applying knowledge of students' prior achievement and current instructional needs, as well as knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners; the knowledge of effective instructional techniques for students with disabilities; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards, beginning teacher can improve teaching and learning for all students. Knowledge of typical and atypical child and adolescent abilities and disabilities and their effects on student growth and development, learning, and behavior, as well as the range and abilities of gifted and talented students allows beginning teachers understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students. By accessing and applying their deep content knowledge of California's TK–12 content standards and using appropriate content-specific pedagogy consistent with research-based practices in the field, beginning teachers can create appropriate student learning objectives. Understanding and applying the principles of UDL and MTSS allows beginning teachers to plan instruction that meets individual student needs for all students. Aligning instructional goals and student learning objectives, including IEP, IFSP, ITP, and 504 plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning removes barriers and provides access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs. Using assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials facilitates communication, curriculum access, and skills development of students with disabilities. Identify and utilize behaviorally based teaching strategies in the design and  implementation of instruction while understanding that behaviors are communicative and serve a function allows beginning teachers to effectively serve students with extensive support needs. Understanding the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings allows educators to guide program development. Using evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, provides students with disabilities equitable access to the content and experiences aligned with the state adopted core curriculum. Creating short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum promote maximum learning and academic achievement within inclusive environments. Understanding core challenges associated with the neurology of open or closed head injuries resulting in impairments allows educators to adjust teaching strategies based upon the unique profile of students. Coordinating, collaborating, co-teaching and communicating effectively with other service providers, including paraprofessionals, general education teachers, parents, students,  and community agencies facilitates successful student transitions between various systems of support. |
| TPE 5: Assessing Student Learning | Developing, implementing, and using a range of effective classroom assessments allows beginning teachers to form and improve instructional design and practice. Knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design ensures the validity and reliability of assessments and mitigates potential bias in question development and in scoring. Utilizing a variety of types of assessments including diagnostic, large-scale, norm-referenced, criterion-referenced, and teacher-developed formative and summative assessments allows for their appropriate applications to inform learning. Using multiple measures allows beginning teachers to make an informed judgment about what a student knows and is able to do. Appropriately analyzing data informs instructional design, facilitates self-reflection, reteaching, providing resources, and accurately documenting student academic and developmental progress. Providing students with opportunities to revise or reframe their work based on assessment feedback leads to new learning. Utilizing assessment data and collaborating with specialists to learn about students allows beginning teachers to apply information to make accommodations and/or modifications of assessments for students whose first language is English, English learners, and Standard English learners, as well as students with identified learning needs, students with disabilities, and advanced learners. Applying knowledge of the purposes, characteristics, and appropriate uses of different types of assessments will determine special education eligibility, progress monitoring, and decision making regarding eligibility, placement in LRE, and services. Utilizing assessment data allows beginning teachers to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. Knowledge of requirements for appropriate assessment allows identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability and the distinction between language disorders, disabilities, and language differences. Understanding how to implement appropriate accommodations on assessments for students with disabilities avoids fundamentally altering the nature and/or content of what is being tested allows beginning teachers to appropriately facilitate the participation in the assessment of students with complex communications needs. Utilizing person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources will allow beginning educators to develop effective evidence-based instructional supports and strategies for students with extensive support needs. |
| TPE 6: Developing as a Professional Educator | By seeking opportunities to reflect on and improve their practice through collaborative inquiry, observational feedback, and their own performance data, beginning teachers become aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues. Developing an understanding of their fundamental responsibilities as professional educators and of their accountability to students, families, colleagues, and employer allows educators to take responsibility for all students' academic learning outcomes and hold high expectations for all students. Articulating and practicing the profession's code of ethics and professional standards of practice, and upholding relevant laws and policies, promotes the privacy, safety, and health of all students and other school employees. Coordinating and collaborating effectively with paraprofessionals and other adults in the classroom, including incorporating conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or other collaborations allows for the broadest range of input into student needs. Understanding historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities allows educators to appropriately address challenges presented by these factors. Understanding the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions, as well as understanding that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues. Creating supportive partnerships with parents, families, teachers and employers allows beginning teachers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs. of social responsibility, treatment and education in the lives of individuals with disabilities. |
| **Early Childhood Special Education** | **Necessity for this Standard** |
| TPE 1: Engaging and Supporting Young Children in Learning | Beginning teachers must be able to apply their knowledge of typical and atypical child development in order to plan an individualized program for young children in the ECSE special education setting. Understanding young children's’ cultural and linguistic background, socioeconomic status, prior experiences, interests, social-emotional learning needs, and developmental learning needs informs instructional planning, instructional and intervention activities. Understanding young children's strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains allows beginning teachers to support young children’s access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children’s ability to participate effectively in instruction and intervention activities. A beginning teacher’s knowledge of children’s language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development helps them facilitate the acquisition of academic knowledge and skills. By communicating in a culturally and linguistically appropriate manner with families and other service providers beginning teachers can facilitate and strengthen ongoing partnerships and collaborations that can support young children’s learning goals and outcomes. The ability to observe, interpret, monitor, scaffold, and respond intentionally to the child’s behavior and interactions within instructional and other learning opportunities promotes the child’s development across all developmental and curricular domains. Facilitating young children’s learning and progress in an ongoing, iterative manner maximizes learning and outcomes. Demonstrating an understanding of the unique care, development, and learning needs of infants and toddlers, supports their growth, development, and learning within the early childhood special education setting. Facilitating the continuation of young children’s learning progress across multiple contexts and transitions including a variety of environments allows for continuous support of the learning process by all partners in a young child’s care. |
| TPE 2: Creating and Maintaining Effective Environments for Young Children’s Learning | Beginning educators can facilitate learning by creating positive experiences during daily routines and activities for children with disabilities in a wide range of environments. Using a wide range of co-teaching and collaborative consultation models of support that are strengths- based, family-centered, and culturally and linguistically responsive promotes children’s access, learning and participation in a variety of environments. By demonstrating the ability to organize space, time, and materials in consideration of all children’s unique strengths and learning needs beginning educators create safe, natural, and structured environments to promote each child’s participation in accessible learning experiences. Use of principles of positive behavior support creates an environment that promotes positive child behavior and participation. Implementing assistive technology for individual children and Universal  Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, promotes access, learning, and  participation across learning environments. Creating and fostering an inclusive environment provides opportunities for all children to learn across the developmental and curricular domains. |
| TPE 3: Understanding and Organizing Subject Matter for Young Children’s Learning | By demonstrating comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning, beginning teachers establish their readiness to address the unique learning behaviors of young children. Sufficient discipline-based knowledge, as applicable in the early childhood special education setting, allows beginning teachers to design effective learning sequences focused on teaching content to young children. Implementing the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context creates environments that facilitate learning by young children. Using knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, allows beginning educators to make accommodations and/or modifications as needed to promote student access to the curriculum. Understanding the strengths and weaknesses of commonly-used early childhood curricula and approaches, including their alignment to the California Infant/Toddler and Preschool Learning Foundations and the principles put forth in the California Early Learning and Development System-based curriculum from the California Department of Education allows beginning educators to make appropriate curricular choices for the needs of their students. By adapting the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally-appropriate content-focused learning activities, beginning teachers can promote the knowledge of all students in the early childhood special education setting. |
| TPE 4: Planning Instruction and Designing Learning Experiences for All Young Children | Demonstrating comprehensive knowledge of typical child development (birth through Kindergarten) as well as atypical development associated with disabilities, risk conditions, and protective factors (e.g. attachment, temperament) allows beginning teachers to inform learning experiences for all children in the early childhood special education setting. By applying knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), beginning teachers can effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices. Knowledge of early development (birth through Kindergarten) informs appropriate choices when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing interventions to engage children in learning across developmental and curricular domains. Using and adapting resources, instructional materials, and a range of technology, including  assistive technology, helps beginning teachers to facilitate students' equitable access to the curriculum. Identifying each child's strengths, preferences, and interests in collaboration with families enables beginning teachers to engage the child in active learning within and across routines, activities, and environments. By demonstrating the ability to gather and use evaluation and assessment data on an ongoing basis, beginning teachers can inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners. The use of systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) promotes child engagement and support positive learning experiences across all contexts. Creating and implementing instruction and intervention activities in a collaborative manner based on individualized learning goals and outcomes for children and families supports access, learning, and participation across developmental and curricular domains. By implementing services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) beginning teachers help to achieve the child’s outcomes or goals across learning experiences. Beginning teachers must provide instructional and intervention support for young children with disabilities who are dual language learners in order to assist them in learning English, while continuing to develop skills through the use of their home language. |
| TPE 5: Assessing Young Children’s Learning | A knowledge of age and developmentally appropriate purposes, characteristics, and uses of different types of assessment allows beginning teachers to choose assessment procedures that will provide appropriate and accurate information to effectively guide the development of individualized goals, identify desired and child and  family outcomes and inform instruction and intervention activities. Knowledge of evidence-and standards-based practices in designing and conducting evaluations and assessments, including selecting and using age, developmentally, linguistically, and culturally appropriate assessments of young children prevents educators from confusing differences based on culture, ethnicity, gender, or linguistic differences from manifestations of a disability.  Understanding second language development allows beginning educators to distinguish between language disorders, disabilities, and language differences.  Understanding assessment procedures and what is acceptable within the normative parameters of a particular assessment allows beginning educators to accommodate or compensate for the impact of the child’ disability on the child’s ability to perform on the assessment as designed.  Beginning educators can establish meaningful, individualized learning goals and intervention activities by using ongoing assessment data from a variety of sources and settings. By communicating and using assessment results accurately and effectively beginning teachers ensure they are understandable and useful to families and other service providers, facilitating their involvement in the learning process. |
| TPE 6: Developing as a Professional Educator | A beginning teacher’s knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence-based practices in the field of Early Intervention and Early Childhood Special Education and related fields allow the educator to better shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies. Developing and implementing policies, structures, and practices that promote shared decision making with other service providers and families allows the beginning educator to hold and/or participate effectively in IFSP/IEP meetings according to the guidelines  established by IDEA and the California Education Code. By implementing effective transitional plans, the beginning educator supports the ongoing learning and development of children entering different learning settings. Facilitating effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary) promotes efficient and coordinated service delivery for children and families. A beginning teacher provides ongoing guidance and feedback through coaching and modeling for paraprofessionals, which supports the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners. |
| **Deaf and Hard of Hearing** | **Necessity for this Standard** |
| TPE 1: Engaging and Supporting All Students in Learning | Providing and sustaining language rich environments in American Sign Language (ASL) and/or English for deaf students fosters social and academic discourse and comprehension. Beginning teachers must communicate proficiently in American Sign Language (ASL) and/or English to engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan. Beginning teachers must collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs. By utilizing knowledge of students’ language development across disabilities and the life span, as they relate to the acquisition of academic knowledge and skills, a beginning teacher can develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families, emphasizing language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into  consideration all educational/communication options available. By connecting subject matter to deaf-related events and experiences, beginning teachers can make learning personal, meaningful, and culturally relevant to students. Utilizing multimodal instruction activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities allows beginning educators to meaningfully differentiate educational activities based on student needs. Beginning teachers must conform to the requirements of California’s Education Code by preparing effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, postsecondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school. |
| TPE 2: Creating and Maintaining Effective Environments for Student Learning | Beginning teachers facilitate trust and a positive learning environment by establishing a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently. Beginning teachers can maximize opportunities to progress from emerging to a  formal language, by designing appropriate learning environments and using translanguaging techniques appropriate to each student to further ASL and/or English competency. Beginning teachers enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and, develop and maintain interpersonal relationships by establishing, maintaining, and monitoring an inclusive environment which cultivates language equity by demonstrating communication skills. Beginning teachers can further support an inclusive environment by recognizing and appropriately addressing instances of intolerance and harassment among students based on awareness of the diverse cultural and linguistic identity and intersectionality. By selecting, adapting, creating and using culturally relevant language-rich resources, beginning teachers support deaf students with diverse language and learning needs. Beginning teachers can establish high expectations for learning with appropriate support for the full range of deaf students in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources. Utilizing and embedding collaborative discussions surrounding the unique leadership  contributions of positive, diverse Deaf community role models within the classroom supports the development of self-identity and well-being in each deaf student. |
| TPE 3: Understanding and Organizing Subject Matter for Student Learning | Understanding technical vocabulary and key concepts in content areas of instruction, allows beginning educators to effectively use social and academic language to enhance vocabulary knowledge. Beginning educators must demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research, while demonstrating knowledge of appropriate expressive and receptive language skills strategies and assessments based on the language of instruction (ASL and/or English). Knowledge of translanguaging and transliterating techniques (ASL-printed  English and/or spoken language-printed English) is necessary for beginning teachers to appropriately deliver content knowledge. Beginning teachers must construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students. By using appropriate multimedia tools beginning teachers can provide language access and support conceptual knowledge acquisition. Using current culturally relevant and appropriate deaf-related materials allows beginning teachers to foster a healthy positive identity among students. |
| TPE 4: Planning Instruction and Designing Learning Experiences for All Students | Designing and implementing effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22), allows beginning teachers to take into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related. Understanding and applying knowledge of typical and atypical language development among deaf students informs instructional planning and learning experiences. Designing reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment allows beginning teachers to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources accessible to all learners. Planning and designing instruction that develops students’ self-advocacy skills and learning needs from ages birth to 22 facilitates student participation in establishing learning goals. Accessing resources for planning and instruction, including the expertise of Deaf, hard-of-hearing and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking allows beginning teachers to plan instruction that promotes a variety of receptive and expressive language development skills and strategies. |
| TPE 5: Assessing Student Learning | Knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles allows beginning teachers to select, adapt, administer, interpret, and explain assessments for placement and progress monitoring. By understanding how to gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans, beginning educators can learn to develop differentiated instruction, and to make appropriate accommodations or modifications. Developing and administering linguistically and culturally appropriate assessments in the language understood by the students allows beginning educators to evaluate instructional practices, and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders. Appropriately designed assessments of student growth allow beginning educators to design measurable and appropriate language and content goals for each deaf student, and to participate in the design, with the interdisciplinary team, of a high school transition plan that  includes language and communication skills to enhance self-advocacy, access and independence. |
| TPE 6: Developing as a Professional Educator | Knowledge of the history of deaf education including trends, philosophies, and legal foundations, allows beginning teachers to understand the ways in which these issues continue to positively and negatively influence policy and practice today. Presenting unbiased information to families on the differences in perspectives on deafness, the range of educational opportunities available for deaf children supports families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models. By working collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, beginning teachers recognize and  respect their roles and responsibilities in meeting the needs of students. Managing, monitoring, and maintaining assistive auditory technologies, allows educators to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts. Understanding universal design for learning, and common accommodations and modifications helps beginning educators better meet the linguistic, cognitive, social, and emotional needs of deaf students. Understanding deafblind as a unique disability requiring specialized assessment  and teaching strategies, as a well as a team approach in collaboration with other service providers and community agencies permits beginning teacher to design appropriate assessment and instruction. |
| **Visual Impairments** | **Necessity for this Standard** |
| TPE 1: Engaging and Supporting All Students in Learning | By accurately reading, interpreting, and summarizing eye reports, beginning educators can serve as liaison to families and other members of the educational team to individualize services. Beginning educators must be able to select and develop assessment and teaching strategies for core and expanded core curriculum areas including accommodations and modifications that address age, visual impairment, family values and priorities, visual prognosis, and other individual characteristics across settings and tasks, including addressing learner needs for individuals with a wide range of abilities and functional vision in order to accommodate all form of visual impairment Using alternate visual and nonvisual strategies allows beginning teachers to promote attachment, early communication, and independence to address the effects of visual impairment and unique learning and developmental differences on families and the reciprocal impact on individuals’ self-esteem. Beginning teachers must be able to select, adapt, and use nonvisual/alternate instructional strategies to address student needs for individuals from birth-22 years old who have a wide range of abilities and functional vision, possibility of co-occurring disabilities (including individuals with autism and/or Deaf-blindness), and other individual characteristics. By demonstrating knowledge of students’ language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills, beginning educators can instruct and supervise para-educators, families, and other members of the educational team in non-visual strategies that optimize use of all senses, development, and learning, while also promoting independence and autonomy. To support the inclusion of the most appropriate, customized tools into the educational programming and accessibility needs of individuals with a wide range of abilities and functional vision including learners with co-occurring disabilities, beginning teachers must be able to collaborate with assistive technology specialists, assistive technology vendors, instructional technology specialists, and other professionals By assessing and instructing students to use mainstream and assistive technology devices, beginning teachers can engage and support student learning in general and expanded core curriculum. Beginning teachers must be able to counsel families and other members of the educational team about psychosocial and cultural implications of visual impairment as related to congenital and acquired visual impairment to facilitate student self-esteem and independence. |
| TPE 2: Creating and Maintaining Effective Environments for Student Learning | By identifying and implementing environmental accommodations and modifications, beginning teachers facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments, including addressing learner needs for individuals with a wide range of abilities and functional vision and co-occurring disabilities. Beginning teachers must be able to collaborate with team members including other vision specialists, resource and alternate media specialists, and technology personnel to design and implement environments that promote optimal sensory use, foundational orientation and mobility skills, independence, social engagement, and efficient storage of specialized materials. Identifying unique issues specific to visual impairment for accessing digital multimedia and virtual built environments allows teachers to facilitate the use of software tools such as software programs, websites, and virtual classrooms for students with visual impairments. Knowledge of using ergonomics and appropriate technology settings aligned with students’ preferred learning media, such as illumination and size control, color and contrast (visual) settings, speech output (auditory) settings, braille input/output and other tactual displays, mouseless computing (tactile) settings, and low tech strategies supports ubiquitous computing to promote access to the general and expanded core curriculum. By facilitating incidental learning experiences beginning teachers address nonvisual access across physical and virtual environments for a full range of learners, including addressing learner needs for individuals with a wide range of abilities and functional vision and co-occurring disabilities. Evaluating social interaction skills and designing behavior management strategies appropriate for learners with visual impairments maximizes positive social engagement/interaction across all environments. Teaching and supporting students with visual impairments’ skills in using human guide, spatial orientation and self-familiarization within school environments, protective techniques for safe travel across classroom and school campus develops needed orientation skills for using physical and virtual environmental features, identifying and advocating for optimal physical and virtual environmental accommodations and modifications, and requesting or refusing assistance as needed. By communicate with technology, web, and curriculum developers and IT staff beginning teachers proactively address the accessibility needs of learners with visual impairments. Collaborating with vision care facilities/professionals, such as low vision specialists, to identify accommodations and modifications optimizes the use of vision and other senses to facilitate access to the general and expanded core curriculum. Beginning teachers can facilitate greater support for students with visual impairments by structuring and supervising the activities of para-educators. |
| TPE 3: Understanding and Organizing Subject Matter for Student Learning | Demonstrated proficiency in reading, writing, proofreading, and interlining alphabetic and fully contracted Unified English Braille, braille for mathematics and scientific notation and basic proficiency in using the abacus, as well as music, foreign language, and computer braille code allows beginning teachers to address a wide variety of forms of written communication and facilitate student access. Identifying specialized resources unique to visual impairment allows beginning teachers to address the specific communication needs of students with varied communication abilities, reading levels, science, technology, engineering, art, math (STEAM) abilities, and language proficiency. Collaborating with team members such as speech/language pathologists, occupational therapists, and classroom staff to modify the presentation of augmentative/alternative communication devices such as switches, tangible symbols, and visual displays for nonvisual or low vision access allows beginning teachers to optimize student access and learning strategies. Designing, obtaining, and organizing specialized materials, resources, assistive technology, and curricular programs optimizes sensory efficiency and facilitates implementation of instructional and individualized education program goals and objectives. Identifying the individual needs of the full range of learners, and adapting materials and curricula as appropriate provides access to the general education and Expanded Core Curriculum (ECC). By developing, implementing, and continuously monitoring learning objectives and goals, beginning educators optimize sensory use, develop concepts, and help students access the general and ECC across settings. By implementing consistent, structured, explicit, and differentiated reading instruction, beginning teachers effectively assist individuals who are learning to read in braille. By collaborating with a student’s entire educational team, beginning teachers promote literacy and STEAM development. |
| TPE 4: Planning Instruction and Designing Learning Experiences for All Students | Beginning teachers must be able to develop, coordinate, and implement appropriate programs for infants and young children with visual impairments with a wide range of abilities and functional vision and including those with co-occurring disabilities, and their families. By obtaining resources for braille codes currently in use and using digital resources, hardware, and software, beginning teachers can to produce and access materials in accessible media including the conversion of print materials into braille, tactile, and/or digital formats. By using and teaching device/software navigation features and using visual, nonvisual, and adaptive methods beginning teachers promote efficient and equitable navigation of information, including accessing information stored online. Through the selection and use of visual, nonvisual, and adaptive methods, beginning teachers promote technologies to achieve individual goals and needs based on sensory skills, learning media, constraints of different types of content, individual keyboarding skills, ability to read and write, listening skills, and ability to access visual information. Planning and implementing explicit instruction in assistive technology permits students to meet, and advocate for, their own access needs. Teaching students to install and maintain a variey of assistive technologies, use troubleshooting techniques, and appropriately use connectivity and to use visual, nonvisual, and/or adaptive methods to organize their own work space, manage materials, and gain access to needed resources promotes student independence. By utilizing basic methods to adapt and format inaccessible media, text, images, graphics, and video beginning educators improve usability for students with visual impairments. Providing systematic, explicit braille literacy instruction, the use of the abacus, accessible calculator, tactile graphics, adapted equipment, and appropriate technology for science, technology, engineering, art, math (STEAM) instruction allows teachers to meet individual needs. By teaching basic orientation including body image, and spatial, temporal, positional, directional, and physical and virtual environmental concepts based on individual needs beginning teachers promote motor and spatial skills development, orientation and mobility in physical and virtual environments, for academic and social inclusion. Beginning teachers can reinforce skills taught by orientation and mobility specialists by supporting the use of mobility devices, including long cane, adaptive mobility devices, dog guides, electronic travel devices, and other technology for orientation and mobility. Teaching independent living skills using alternate strategies based on individual needs, including skills related to organization, personal hygiene, grooming, clothing care, dressing, time management, eating, cooking, cleaning, other household tasks, telephone use, and money management promotes and supports independence. Teaching social interaction skills based on individual needs, including skills related to appropriate body language and non-verbal communication, social communication and cooperation, effective conversation patterns, social etiquette, digital citizenship, development and monitoring of relationships and friendships, and knowledge of self, including human sexuality promotes students independence and self-esteem. By teaching skills usually acquired visually, beginning educators can develop and enhance participation in fitness/leisure/recreation activities, hobbies, and team and spectator sports to facilitate inclusion across settings. Teaching students to recognize and report behaviors that they may not perceive visually that may threaten their personal safety and well-being, and teaching students their legal rights and responsibilities related to being a citizen with a visual impairment promotes student independence and safety. By collaborating with families and orientation and mobility specialists, beginning teachers can reinforce orientation and mobility skills and other Expanded Core Curriculum skills across settings. |
| TPE 5: Assessing Student Learning | By interpreting medical reports and multiple sources of data, including background information and family history, beginning teachers plan and implement nondiscriminatory assessments/evaluations to meet individualized needs unique to visual impairment with a wide range of abilities and functional vision and co-occurring disabilities, including autism and Deaf-Blindness. Using multiple sources of valid information/data, results from multiple, valid assessment/evaluation sources and medical reports allows beginning teachers to determine eligibility for vision specific services, with and without specific visual diagnoses Using valid and multiple methods in each assessment area to collect functional vision, learning media, assistive technology, and other assessment/evaluation data plus medical reports related to individual characteristics allows beginning teachers to select appropriate assessment/evaluation measures, procedures, and supports. By adapting assessments/evaluations when tests are not validated on individuals with visual impairments, beginning teachers can provide appropriate accommodations to ensure students can access evaluation materials, and interpret results with caution. By identifying assessment/evaluation items and measures that are biased educators can make recommendations for learning media, low vision, and/or non-visual accommodations and modifications. Beginning teachers collaborate with team members and families to plan and implement assessments/evaluations, including functional behavior assessments. By conducting functional vision, learning media, assistive technology (AT), and other core and expanded core curriculum-related assessments/evaluations beginning teachers can match ECC requirements to individual needs. By using multiple sources of data, including functional vision, learning media, assistive technology assessment/evaluation data, clinical low vision evaluation data, and formal and informal literacy assessment/evaluation, beginning teachers determine appropriate learning and literacy media, and needed assistive technology, such as video magnification tools, recorded/digital books, and synthesized speech software settings, across a full range of learners. Beginning teachers must be able to identify and advocate for reasonable accommodations and modifications for standardized assessments/evaluations. Assessing the unique educational needs of individuals who are visually impaired who are English language learners and/or who are from culturally or linguistically diverse backgrounds, and a functional knowledge of second language development and the distinction between language disorders, disabilities, and language differences helps beginning educators to distinguish between disability-related language challenges and perceived challenges related to cultural or linguistic background. Beginning educators can use the results of clinical low vision evaluation, functional vision, learning media, and assistive technology assessments/evaluations to identify optimal assistive technology devices, software, text adaptations, and settings, such as font size, color and contrast, audio speedand to collaborate with educational team, including families, on eligibility, placement, specialized services, implementation of appropriate behavior plans, assessment/evaluation planning and implementation, and service delivery issues unique to visual impairment with a wide range of abilities and functional vision and co-occurring disabilities, including autism and Deaf-Blindness to enhance opportunities for student success and learning. |
| TPE 6: Developing as a Professional Educator | Beginning teachers should develop and maintain professional learning and practice by actively participating in professional organizations and professional development activities within the field of visual impairments in order to remain informed regarding best practices and optimal strategies for working with students with visual impairments. Articulate instructional and professional philosophies and ethical practices to address the specific needs of students with visual impairment across settings. Beginning teachers must support students by articulating and advocating for individual needs regarding placement, service delivery models, type and amount of service, and key components of services unique to visual impairment across ages and settings. By articulating an instructional philosophy that incorporates the expanded core curriculum to respond to the specific implications of visual impairment across settings and advocating for evidence-based educational policy related to visual impairment and low incidence disabilities, beginning teachers can support environments that facilitate independence and learning for students with visual impairments. Beginning educators should be able to conduct internet and library database searches to locate information specific to visual impairment, use tools for online engagement in communities of practice, in order to evaluate and discern credible and scholarly sources of information about visual impairments, including knowledge of valid and reliable research techniques. Beginning teachers must serve as liaison between medical care providers, families, and other members of the educational team to clarify findings and provide further information regarding functional implications unique to visual impairment. |

## **Necessity and Rationale for Including the Mild/Moderate and Extensive Support Needs Credentials, Removing the Physical and Health Impairments and Language and Academic Development Credentials, And Amending the Early Childhood Special Education Credential and Early Childhood Special Education Added Authorization Authorization Statements**

The Commission adopted a new credentialing structure designed to provide more flexibility to meet the needs of students with disabilities while still complying with federal guidelines. To that end, the previous seven credentials were reorganized into five. The new MMSN and ESN Credentials focus on the entirety of a student’s support needs, instead of broad federal disability categories. Their authorization statements are written to reflect this broader focus than the old Mild/Moderate and Moderate/Severe credentials they are replacing. One of the results of this broadening of the focus of these credentials is that the subsume the practices that were previously authorized by the Physical and Health Impairments and Language and Academic Development Credentials. Because these credentials were already highly specialized and low-incidence credentials, they are being eliminated in favor of the broader and more common MMSN and ESN credentials.

The Early Childhood Special Education Credential and Early Childhood Special Education Added Authorization have been amended to reflect the changes in scope based on the adoption of the 2018 Standards and TPEs as discussed above. These changes take effect January 1, 2023. The changes to this section also include renumbering for clarity.

## **Necessity and Rationale for Adding “Bridge” Authorizations for the New Education Specialist Credentials**

As discussed, the new MMSN and ESN credentials are intended to better prepare teachers to serve students across a range of disabilities. The change has resulted in new credentials that are broader in scope than the credentials that they are replacing. Educators who currently hold one of the existing credentials will remain authorized to teach all students that they are currently authorized to teach. They will not be required to obtain a new credential or undergo any additional preparation. However, the Commission expects that many educators will want to earn the broader authorizations made possible by the new credentials. Therefore, the Commission approved a series of “bridge” authorizations that would allow existing credential holders who choose to do so to obtain the broader scope of authorization by demonstrating sufficient mastery of TPEs not reflected in their original preparation. These bridge authorizations and their authorization statements have been listed here.

## **Necessity and Rationale for Removing and Replacing References to Outdated Forms**

Previously, when the Commission has adopted updated forms, it has neglected to identify every citation of those forms in regulations. During the review of the Education Specialist regulations, it was determined that this section was not updated with previous adoptions of new forms. The correct and up-to-date forms have been identified and included.

## **Necessity and Rationale for Updating the Reference to An Outdated Requirement**

This regulation references the requirement to complete specified studies in health education, citing Education Code section 44259(c)(4)(A). However, this section was renumbered by Chapter 427 (AB 525) Statutes of 2019. The requirement is now located in Education Code section 44259(b)(3)(B)(i).

## **Necessity and Rationale for Requiring the Passage of an Education Specialist Teaching Performance Assessment**

One of the important outcomes in the Commission’s reform work in both special education and general education over the last several years is the development of a common or universal set of TPEs that are met by both general education and special education candidates. These universal TPEs establish a common foundation for all teachers, based on the concept that all teachers are teachers of all students, that all students are general education students first and that all students need intervention at different points in their academic career. The Commission’s goal in establishing universal TPEs was to ensure that all teachers learn the fundamentals of teaching, ideally in common coursework that allows for collaboration across credential types, and then each candidate specializes in the content of their particular credential area – Multiple Subject, Single Subject, Mild to Moderate Support Needs, Extensive Support Needs, Visual Impairment, Deaf and Hard of Hearing and Early Childhood Special Education.

The Education Specialist TPA will align with key qualities of the general education CalTPA with a task-based structure that is completed at two different times during a candidate’s preliminary preparation program. This supports an educative quality of the Education Specialist TPA and both builds upon the existing structure of the CalTPA, and assesses the unique TPEs for education specialist candidates. As proposed, the EdSp CalTPA supports candidates to complete a cycle of instruction during field placement, submit it for scoring, and receive assessment results including a pass or no pass score with analytic feedback about credential-specific TPEs. These results will allow programs to support candidates in improving their teaching practice based on their assessment results.

## **Summary of Proposed Additions and Amendments to Regulations**

### **§ 80033**

**(c)(5)(B):** A reference to the “Education Specialist Teaching and Other Related Services Credential Program Standards (rev. 5/13)” is stricken and replaced with the “Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/18).”

### **§ 80046.1**

**(a)(2):** A reference to the “Education Specialist Teaching and Other Related Services Credential Program Standards (rev. 5/13)” is stricken and replaced with the “Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/18).”

### **§ 80047**

Language focusing on disability categories is removed from the title and opening paragraph and replaced with language focusing on support needs. The outdated term “mental retardation” is replaced with “intellectual disability” which is the appropriate language from federal statutes.

**(a)**: The phrase, “Education Specialist Instruction Credential: Mild to Moderate Support Needs” is added, and subsequent subsections are renumbered accordingly.

### **§ 80047.1**

Language focusing on disability categories is removed from the title and opening paragraph and replaced with language focusing on support needs. The outdated term “mental retardation” is replaced with “intellectual disability”, which is the appropriate language from federal statutes.

**(a)**: The phrase, “Education Specialist Instruction Credential: Extensive Support Needs” is added, and subsequent subsections are renumbered accordingly.

### **§ 80047.2**

Language focusing on disability categories is removed from the title and opening paragraph and replaced with language focusing on support needs.

**(a)**: The phrase, “Education Specialist Instruction Credential: Mild to Moderate Support Needs” is added.

**(b)**: The phrase, “Education Specialist Instruction Credential: Extensive Support Needs” is added, and subsequent subsections are renumbered accordingly.

**(a)(7)-(c):** Are deleted.

### **§ 80047.3**

Language focusing on disability categories is removed from the title and opening paragraph and replaced with language focusing on support needs.

**(a)**: The phrase, “Education Specialist Instruction Credential: Mild to Moderate Support Needs” is added.

**(b)**: The phrase, “Education Specialist Instruction Credential: Extensive Support Needs” is added, and subsequent subsections are renumbered accordingly.

### **§ 80047.4**

Language focusing on disability categories is removed from the title and opening paragraph and replaced with language focusing on support needs.

**(a)**: The phrase, “Education Specialist Instruction Credential: Mild to Moderate Support Needs” is added.

**(b)**: The phrase, “Education Specialist Instruction Credential: Extensive Support Needs” is added, and subsequent subsections are renumbered accordingly.

### **§ 80048.3.1**

**(a)(1):** The phrase “Level I” is replaced with the word “preliminary.”

**(a)(1)(C)**: The phrase “Level I” is replaced with the word “preliminary”, the phrase, “Mild/Moderate Disabilities, Moderate/Severe Disabilities,” is replaced with “Mild to Moderate Support needs, Extensive Support Needs,” and the phrase, “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.” is deleted.

**(a)(1)(C)**: The words, “in special education” are added.

**(a)(1)(G):** The phrase “Level I” is replaced with the word “preliminary.”

**(a)(2)(B):** Is deleted in its entirety and the remaining subsections are renumbered accordingly.

**(a)(2)(C):** Is renumbered to (B) and the phrase “Level I” is replaced with the word “preliminary.”

**(b)(1):** The phrase “Level I” is replaced with the word “preliminary.”

**(b)(1)(A):** The phrase “Level I” is replaced with the word “preliminary” and the phrase “before January 1, 2023; or the Mild to Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education if applied for on or after January 1, 2023” is added. The phrase, “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.” is deleted.

**(b)(1)(C)**: The words, “in special education” are added.

**(b)(1)(E):** The phrase “Level I” is replaced with the word “preliminary.”

**(b)(2):** The phrase “Level II” is deleted.

**(b)(2)(A):** The phrase “Level I” is replaced with the word “preliminary.”

**(b)(2)(C)(1)-(2):** Are deleted and replaced with the phrase, “Completion of an approved Induction Program as”

**(b)(2)(D):** The phrase, “Level II or clear Education Specialist Instruction Credential” is replaced with “Induction.”

**(c)(2):** Language describing generic credentials is deleted and replaced with not “limited to federal disability categories. Paragraphs (A)-(C) are deleted in their entirety.

**(c)(4)**: Is stricken in its entirety, including all sub-paragraphs, and section (c)(5) is renumbered accordingly.

### **§ 80048.3.2**

**(a)(1):** The phrase “Level I” is replaced with the word “preliminary.”

**(b)(B):** The phrase “Level I” is replaced with the word “preliminary” and the phrase “before January 1, 2023; or the Mild to Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education if applied for on or after January 1, 2023” is added. The phrase, “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.” is deleted.

**(b):** The phrase “Level I” is replaced with the word “preliminary.”

**(b)(4):** The reference to “44259(c)(4)(A)” is replaced with a reference to “44259(b)(3)(B)(i).”

**(b)(8):** Is deleted in its entirety.

### **§ 80048.5**

**(a)(2):** A reference to the “Education Specialist Teaching and Other Related Services Credential Program Standards (rev. 5/13)” is stricken and replaced with the “Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations

(adopted 8/18).”

### **§ 80048.6**

**(b):** The phrase, “refer to the disabilities defined in Title 34 Code of Federal Regulations” is stricken and replaced with, “are issued by the Commission.”

**(b)(3) old:** Existing paragraph 3 is renumbered to 5.

**(b)(4) old:** Existing paragraph 4 is deleted in its entirety.

**(b)(3) new:** Is added, providing the authorization statement for the Education Specialist Instruction Credential: Mild to Moderate Support Needs credential.

**(b)(4) new:** Is added, providing the authorization statement for the Education Specialist Instruction Credential: Extensive Support Needs credential.

**(b)(5)-(b)(6):** Existing paragraphs 5 and 6 are renumbered 6 and 7 respectively.

**(b)(8) old:** Is deleted in its entirety.

**(b)(8) new:** Is added, providing an authorization statement for Early Childhood Special Education credentials for candidates prepared on the basis of the Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/19), or credentials issued pursuant to 80048.3.1 or 80048.3.2.

**(b)(7) old:** This paragraph is renumbered to (9) and the phrase, “Before January 1, 2023” is added.

**(b)(9)-(10):** Are renumbered (11) and (12), respectively.

**(b)(10) new**: Is added, providing an authorization statement for Early Childhood Special Education added authorization for candidates prepared on the basis of the Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/19), or credentials issued pursuant to 80048.3.1 or 80048.3.2.

**(b)(13)-(15):** Are added, providing the authorization statements for the Education Specialist Bridge Authorization: Mild to Moderate Support Needs, the Education Specialist Bridge Authorization: Extensive Support Needs, and the Education Specialist Bridge Authorization: Early Childhood Special Education, respectively.

### **§ 80048.7**

**(a)(3):** Removes a reference to the “Form 41-ECC (Explanation of Criminal Conviction or Pending Criminal Charge) (rev. 7/08),” and replaces it with the current form, “Professional Fitness Explanation Form (Form OA-EF, rev. 9/13).” Two effective dates are also corrected to reference the most up-to-date versions of the forms.

### **§ 80048.8**

**(a)(7):** The reference to “44259(c)(4)(A)” is replaced with a reference to “44259(b)(3)(B)(i).”

### **§ 80048.9**

**(a)(2)(A):** A reference to the “Education Specialist Teaching and Other Related Services Credential Program Standards (rev. 5/13)” is stricken and replaced with the “Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/18).”

### **§ 80048.9.4**

**(a)(2)(A):** A reference to the “Education Specialist Teaching and Other Related Services Credential Program Standards (rev. 5/13)” is stricken and replaced with the “Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/18).”

### **§ 80048.10**

A new section is added, creating Education Specialist bridge authorizations for holders of current Mild to Moderate, Moderate to Severe, and Early Childhood Special Education credentials, allowing them to obtain the full authorization held by the new Mild to Moderate, Extensive, and Early Childhood Special Education credentials. The section outlines the requirements to qualify for a bridge authorization, as well as the January 1, 2023 effective date for obtaining a bridge authorization.

### **§ 80070.4**

**(a)(3):** A reference to the “Education Specialist Teaching and Other Related Services Credential Program Standards (rev. 5/13)” is stricken and replaced with the “Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (adopted 8/18).”

## **Documents Relied on in Preparing the Regulations**

February 2018 Commission agenda item 4B – Proposed Credential Structure and Related Considerations for the Preliminary Education Specialist Teaching Credential: <https://www.ctc.ca.gov/docs/default-source/commission/agendas/2018-02/2018-02-4b.pdf>

Approval of the February 2018 minutes: <https://www.ctc.ca.gov/docs/default-source/commission/agendas/2018-04/2018-04-2a.pdf>

August 2018 Commission agenda item 2E – Proposed Titles, Program Standards, and Teaching Performance Expectations for Education Specialist Teachers: <https://www.ctc.ca.gov/docs/default-source/commission/agendas/2018-08/2018-08-2e.pdf>

December 2020 Commission agenda item 3A – Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to Bridge Authorizations for the New Education Specialist Credentials: <https://www.ctc.ca.gov/docs/default-source/commission/agendas/2020-12/2020-12-3a.pdf>

Approval of the December 2020 minutes: <https://www.ctc.ca.gov/docs/default-source/commission/agendas/2021-02/2021-02-1a.pdf>

April 2021 Commission agenda item 4C – Review and Proposed Adoption of the Revised Mild to Moderate Support Needs and Extensive Support Needs Teaching Performance Expectations: <https://www.ctc.ca.gov/docs/default-source/commission/agendas/2021-04/2021-04-4c.pdf>

Video of Adoption of Revisions: <https://www.youtube.com/watch?v=M06-xvS8FTI&t=11127s>

## **Economic Impact Assessment/Analysis**

The proposed amendments implement, interpret, and make specific Education Code section 44265 pertaining to Education Specialist Credentials and Bridge Authorizations.

The purpose of the proposed addition and amendments are to clarify and make specific the following as related to Education Specialist Credentials and Bridge Authorizations:

* Amend Title 5 California Code of Regulations (CCR) sections 80047, 80047.1, 80047.2, 80047.3, 80047.4, 80048.3.1, and 80048.3.2 to reflect the change in the focus of the Education Specialist credentials from disability categories to support needs.
* Amend sections 80048.3.1 and 80048.3.2 to replace the terms “Level I” and “Level II” with “Preliminary” and “Clear” for credentials earned by out-of-state and out-of-country prepared applicants, conforming them with the standard for California prepared applicants.
* Amend sections 80033, 80046.1, 80048.5, 80048.9, 80048.9.4, 80070.7 to incorporate the 2018 Standards and TPEs.
* Amend section 80048.6 to include the authorization statements for the Mild/Moderate and Extensive Support Needs credentials, remove the Physical and Health Impairments and Language and Academic Development credentials, as well as amending the Early Childhood Special Education credential and Early Childhood Special Education Added Authorization authorization statements.
* Amend section 80046.6 to include authorization for three new Bridge Authorizations.
* Amend section 80048.7 to replace outdated form references with the correct versions.
* Amend section 80048.8 to correct an outdated statutory reference and to require candidates who enroll in a program after 1/1/2022 to pass an education specialist teaching performance assessment.
* Add section 80048.10 to create three new Education Specialist Bridge Authorizations and set out the requirements for earning these authorizations.
* Make other minor amendments to sections 80047, 80047.1, 80047.2, 80047.3, 80047.4, 80048.3.1, 80048.3.2, 80048.6, and 80048.8 for clarity and consistency purposes.

In accordance with Government Code section 11346.3(b), the Commission has made the following assessments regarding the proposed regulation amendments:

## **Creation or Elimination of Jobs Within the State of California**

The proposed amendments pertain to the credentialing of education specialists. These amendments will not create or eliminate jobs in California.

## **Creation of New or Elimination of Existing Businesses Within the State of California**

The proposed amendments pertain to the credentialing of education specialists. These amendments will not create or eliminate existing businesses in California.

## **Expansion of Businesses or Elimination of Existing Businesses Within the State of California**

The proposed amendments pertain to the credentialing of credentialing of education specialists. These amendments will not cause the expansion or elimination of existing businesses in California.

## **Benefits of the Regulations**

The Commission anticipates that the proposed amendments will help to facilitate greater collaboration between general and special education teachers in California. This will, in turn, facilitate the education of students with special needs in the least restrictive environment, in accordance with California Education Code. The Commission does not anticipate that the proposed regulations will result in an increase in the protection of public health and safety, worker safety, or the environment, the prevention of discrimination, the promotion of fairness or social equity, or an increase in the transparency in business.

## **Consideration of Alternatives**

In accordance with Government Code section 11346.5, subdivision (a)(13), the Commission must determine that no reasonable alternative considered by the agency or that has otherwise been identified and brought to the attention of the agency would be more effective in carrying out the purpose for which the action is proposed, would be as effective and less burdensome to affected private persons than the proposed action, or would be more cost-effective to affected private persons and equally effective in implementing the statutory policy or other provision of law.

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

**Evidence Relied Upon to Support the Initial Determination That the Regulation Will Not Have a Significant Adverse Economic Impact on Business:** The proposed regulations will not have a significant adverse economic impact upon business. The proposed regulations apply only to individuals seeking Education Specialist Credentials or Authorizations that authorize service in California’s public schools.