



# CREDENTIAL INFORMATION ALERT

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**DATE:**  
June 30, 2022

**NUMBER:**  
22-07

**SUBJECT: SPECIAL EDUCATION BRIDGE AUTHORIZATIONS**

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**Summary:**

At the April 2022 Commission meeting, the Commission approved a regulatory package regarding changes to the Education Specialist Credential. The Office of Administrative Law (OAL) approved the package and several updates to the Education Specialist Credential will go into effect on July 1, 2022. This CIA covers the new bridge authorizations that will allow individual credential holders to earn the full breadth of the new authorizations while holding previously issued Education Specialist authorizations.

**Key Provisions:**

An individual who possesses a full Preliminary or Clear Mild/Moderate, Moderate/Severe, or Early Childhood Education Specialist Credential that includes autism preparation, or their equivalent, may apply for an Education Specialist Bridge Authorization. The Bridge Authorization is an added authorization that is an option for special education credential holders whose credential was issued prior to the new standards and is intended to result in these credential holders having authorizations that are equivalent in scope to the new Early Childhood Special Education (authorization code **ECES**), Mild to Moderate Support Needs (authorization code **MMSN**), and Extensive Support Needs (authorization code **ESN**) authorizations. Educators who hold a credential authorizing special education instruction that was issued under older standards and does not include the autism preparation must also hold the added authorization in autism spectrum disorders to be considered equivalent.

The requirements for an Education Specialist Bridge Authorization: Mild to Moderate Support Needs, Extensive Support Needs, or Early Childhood Special Education include the following:

1. Possession of the appropriate prerequisite authorization aligned with the appropriate bridge authorization.

- a. For MMSN, must hold an Education Specialist credential authorized in Mild/Moderate Disabilities or its equivalent.
  - b. For ESN, must hold an Education Specialist credential authorized in Moderate/Severe Disabilities or its equivalent.
  - c. For ECSE, must hold an Education Specialist credential authorized in Early Childhood Special Education or its equivalent.
2. Completion of the additional content identified in the newly adopted Teaching Performance Expectations (see Appendix B) that represent the content not covered during the initial preparation. Additional content may be verified or completed by one of the following options (see Appendix A):
- a. Completion of coursework
    - i. Verified through a Commission-approved Preliminary Education Specialist Program Sponsor.
    - ii. The program should provide the candidate with a completed form CL-904 or a letter on letterhead, signed by the Authorized Submitter or Authorized Designee, confirming that the individual has completed the content to qualify for the Bridge Authorization in the appropriate area.
  - b. Completion of professional development
    - i. Verified by an approved Preliminary Education Specialist Preparation Program, a Local Education Agency (LEA), a Special Education Local Planning Area (SELPA), or state educational agencies that develop and adopt professional development aligned to the required content.
    - ii. The LEA, SELPA, or state educational agency should provide the candidate with a completed form CL-904 or a letter on letterhead confirming that the individual has completed the content to qualify for the Bridge Authorization in the appropriate area should be provided to the educator. The verification should be signed by an Authorized Submitter, the SELPA director, or the head of human resources as appropriate for the office providing the professional development.
  - c. Confirmation of prior knowledge and experience via observational data, a portfolio submission, video demonstration, a performance assessment, or another means to show demonstrated competence approved by the employing Local Education Agency.
    - i. Verified by the credential holder's employing Local Education Agency.
    - ii. The LEA should provide the candidate with a completed form CL-904 or a letter on letterhead confirming that the individual has completed the content to qualify for the Bridge Authorization in the appropriate area. The verification should be signed by an Authorized Submitter, Authorized Designee, or the head of human resources as appropriate for the office providing the professional development.

Note: Coursework and professional development for the Bridge Authorization will not be part of an approved program sponsor's accreditation activities. It is the responsibility of the verifying agency to ensure alignment with the additional content from the newly adopted Teaching Performance Expectations.

Applications for the Bridge Authorization must be submitted directly by the educator, as these authorizations are not available through CTC Online and cannot be submitted as recommendations. To apply for the Bridge Authorization, submit the following:

1. Application form 41-4.
2. Processing Fee
3. Verification the applicant has completed the additional content specific to their credential.

**Bridge authorizations will only be available as paper submissions.** To facilitate the submission of these applications the Commission has release form CL-904 which can be used to verify completion of the requirements listed above. The form is available to all, but it is not required. A preparation program, LEA, or other agency authorized to confirm the requirements for the bridge authorization were met may submit confirmation on letterhead signed by an authorized individual in lieu of the form.

The Bridge Authorization will remain valid as long as the prerequisite credential remains valid.

To assist in determining if an individual has met the additional content required for the Bridge Authorization(s) two appendices are included below. Appendix B outlines the specific content in the new TPEs that would not have been covered in a credential holders' initial preparation. Appendix C is a sample worksheet provided as a guide to how a local verifying agency could evaluate for the requirements. Links to the fillable versions of that worksheet can be found in the References section.

**Important Dates:**

The Bridge Authorization requirements will be effective July 1, 2022.

**Sources:**

Title 5 California Code of Regulations § 80048.6

Title 5 California Code of Regulations §80048.10

**References:**

CIA 21-06 – Education Specialist – Assignments

<https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-06.pdf>

CIA 21-08 – Education Specialist – Online Submissions

<https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-08.pdf>

CIA 21-09 – Education Specialist – OOS and OOC

<https://www.ctc.ca.gov/docs/default-source/credentials/alerts/2022/cia-22-09.pdf>

CL-905 – ECSE Verification Worksheet

<https://www.ctc.ca.gov/docs/default-source/cig-leaflets/cl---905-ecse-verification-worksheet.pdf>

CL-906 – ESN Verification Worksheet

<https://www.ctc.ca.gov/docs/default-source/cig-leaflets/cl---906-esn-verification-worksheet.pdf.pdf>

CL-907 – MMSN Verification Worksheet

<https://www.ctc.ca.gov/docs/default-source/cig-leaflets/cl---907-mmsn-verification-worksheet.pdf.pdf>

**Contact Information:**

Questions concerning adding or modifying access to CTC Online should be directed to [ctconline@ctc.ca.gov](mailto:ctconline@ctc.ca.gov).

Credential questions can be directed to the Commission’s Information Services Unit at [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov).

## Appendix A

### Verifying additional preparation aligned with updated Teacher Performance Expectations

Any one of these three routes, or a combination of these routes, could be used to verify that existing Education Specialists have mastered the additional/modified preparation content, as reflected in the applicable updated TPEs.

<b>Pathways/Verifying Agencies</b>	<b>Coursework</b>	<b>Professional Development</b>	<b>Demonstrated Competence</b>
Approved Preliminary Education Specialist Teacher Preparation Programs (IHEs)	Yes	Yes	No
Approved Preliminary Education Specialist Teacher Preparation Programs (LEAs)	Yes	Yes	Yes
Local Education Agencies (without an approved program)	No	Yes	Yes
Statewide Agencies	No	Yes	No

## Appendix B

**Additional content identified in the newly adopted Teaching Performance Expectations that represents the content not covered during the teacher's initial preparation.**

### ***Mild to Moderate Support Needs (7 TPE elements):***

- MM 2.2 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.
- MM 2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.
- MM 2.11 Demonstrate the knowledge, skills and abilities to understand and address 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.
- MM 3.3 Demonstrate 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), and their implications for learning.
- MM 4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.
- MM 5.2 Each candidate utilizes assessment data 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.
- MM 6.6 Possess the knowledge 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*** (7 TPE Elements):

- EX 2.6 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.
- EX 2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.
- EX 2.14 Demonstrate the knowledge, skills and abilities to understand and address 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.
- EX 3.5 Demonstrate 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), and their implications for learning.
- EX 4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.
- EX 5.3 Each candidate utilizes assessment data 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.
- EX 6.7 Possess the knowledge 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.

**Early Childhood Special Education (8 TPE Elements):**

- 2.5 Identify, acquire, and implement 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, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.
- 3.1 Demonstrate 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.
- 4.2 Apply 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), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.
- 4.3 Apply knowledge of early development (birth through Kindergarten) 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.
- 4.6 Gather and use evaluation and assessment data on an ongoing basis to 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.
- 6.4 Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).
- 6.6 Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.
- 6.8 Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).



## Appendix C

### Sample Verification Form for the Mild to Moderate Support Needs Teaching Performance Expectations

An individual may meet the requirements for a Bridge Authorization by one or more of the pathways authorized in the regulation. The below sample is intended to show one method in which an authorized body could organize the evaluation of the TPEs to qualify an individual. This form and any other documentation used to verify meeting the requirements for the Bridge Authorization does not have to be submitted to the Commission when the candidate applies for the authorization but should remain on record with the verifying entity. Links to fillable versions of these forms can be found in the References section.

Teaching Performance Expectation	Coursework <sup>1</sup>	Professional Development <sup>2</sup>	Demonstration of Competence <sup>3</sup>
2.2 Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.			✓
2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.		✓	
2.11 Demonstrate the knowledge, skills and abilities to understand and address 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.		✓	
3.3 Demonstrate 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), and their implications for learning.		✓	

Teaching Performance Expectation	Coursework <sup>1</sup>	Professional Development <sup>2</sup>	Demonstration of Competence <sup>3</sup>
4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.	✓		
5.2 Each candidate utilizes assessment data 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.			✓
6.6 Possess the knowledge 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.	✓		

<sup>1</sup> **Coursework:** Transcript

<sup>2</sup> **Professional Development:** Certificate of Completion or official verification of completion on letterhead

<sup>3</sup> **Demonstration of Competence:** Through formal observation, video of practice with reflection, or compilation of portfolio of evidence of practice.