

Education Specialist Technical Assistance Webinar
October 26, 2020

1. Q: Will feedback spring 2022 take place early enough for programs that begin summer 2022 (June 1) to make changes or adjustments?
A: Yes, that is the plan.
2. Q: Does program redesign need to be fully through the university curriculum review process by October 31, 2021 when the plan for implementation is submitted to CTC?
A: Not necessarily, programs need to be able to operate the program under the new standards and TPEs in the summer/fall of 2022. So, that is the requirement.
3. Q: Why doesn't general ed have to do our standards if the goal is preparation for ALL teachers?
A: The Commission determined that the universal TPEs are the common foundation/common preparation for all teachers.
4. Q: Just to clarify, the candidates who begin a program in the Summer/Fall of 2022 will do the SpEd TPA? The cohorts that fall before Summer/Fall 2022 will not do the TPA?
A: That is correct.
5. Q: So, for a two year program, we could hypothetically have interns being recommended for a preliminary under the previous standards as late as 2023, correct?
A: Yes, that is correct
6. Q: When is the earliest that candidates can be recommended for the new credential, June 2023 or June 2024?
A: May/June 2023
7. Q: Please clarify what is required to link to and what is voluntary to link to in the matrices (*for the Plan for Implementation*).
A: Introduce must be linked, Practice and Assess do not have to be linked, unless you are in the Indigo cohort
8. Q: For EPPs in the indigo cohort, what is the best way to identify our IPA's if we are addressing the new TPEs but may not have the P,A's identified yet as we are "introducing" these new TPEs?
A: You will provide links to syllabi projecting where the P and A will occur. CTC understands that you will still be making changes during the 2021-22 academic year and may have changes prior to your site visit during 2022-23 academic year.
9. Q: Should we also be addressing dyslexia throughout the new course matrix?
A: Dyslexia is not called out specifically in the course matrix, however, the PSA that was provided recommends providing the dyslexia guidelines to each of your candidates. Also, when reference is made to "all students" in the TPEs, this includes students with dyslexia.
10. Q: ELA and Autism is embedded in the TPEs, correct? So if we align and demonstrate where we Introduce, Practice, and Assess the TPEs, we have done what we need for ELA and Autism, correct? I'm not sure what the reminder about ELA and Autism was trying to convey.
A: Yes that is correct. By addressing the new standards and TPEs, you will be addressing what is required for ELA and Autism.

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11. Q: Where can we find the standards that the ECSE programs need to meet to ensure we are covering the ELA, ASD and OI authorization?
A: These are integrated into the ECSE Teaching Performance Expectations. *Agenda Item 2B at the October 2020 Commission Meeting identifies which of the TPEs are new content.*
12. Q: For supervised clinical practice-- does that mean sending university or program supervisors to schools/classrooms? As we currently do in student teaching?
A: No, supervised clinical practice (when it is not the candidate's final student teaching) is the purposefully planned experiences for your candidates to develop specific knowledge, skills and abilities. This could be done without the university/program supervisor present.
13. Q: Will there be videos provided to demonstrate the "expert teachers?" These are not easy to find on the internet and we should have consistent models if possible.
A: The Commission will not have videos. However, there are other resources available. There is the CEEDAR group that is working to share high leverage practices with preparation programs.
14. Q: Since the 120 hours of pre-service is coursework can we only count the time the candidate is involved in observation in a mentor classroom (or video) toward the 200 hours?
A: That is correct. Clinical practice/fieldwork can be observation of expert instruction and then the follow up reflection associated with assignment would count as fieldwork hours. For example, one hour of observation and 30 minutes of reflection.
15. Q: When you say the full range of clinical practice experiences, do you mean all of the disability categories within the credential and general education or most? How does this occur with our interns? Release time within the district?
A: Yes, interns may need release time to have varied experiences with General Ed students, or students of different grade/age levels and/or disabilities
16. Q: As we begin to inform the hiring districts/charters of the new requirements for Ed Specialist interns, will there be any guidance on mandatory language for the revision/creation of MOUs between teacher prep program and employers?
A: We will not have mandatory language that must be included in the MOUs. The letter to employers that was referenced on an earlier slide would be a good place to start, in addition to the language in the standards.
17. Q: Do they (district-employed supervisors) have to do 10 hours every year? Of just the first time they work as a DES?
A: When you have veteran staff, you can verify that they have the information. New supervisors would need the full 10 hours. Given the new program standards and TPEs, we anticipate that even seasoned supervisors would need training around the TPA and new requirements.
18. Q: Many interns are given supervisors who work for the district as mentors for induction and pre-induction. These supervisors already receive considerable training through their district and are often resistant to being required to participate in another 10 hours of training.
A: It may be possible to count some of the hours received by their district towards the 10 hours for experienced mentors, if it is addressing the topics outlined in the standards. They will still need specific training on the requirements from program (curricular info, TPA, etc.) which needs to be tracked by the Preliminary program.

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19. Q: Regarding interns, may the video observations for early fieldwork be prerecorded? So, we could use the videos for more than one Intern and more than one semester. The Expert Teacher on the video may not be available for debriefing and discussion but another supervisor would debrief.
A: Yes, this would be appropriate. This would be a guided observation. An instructor would have candidates view the lesson and then be able to debrief and have candidates implement the new skill in their own class (in the case of interns) to have candidates demonstrate their skill development.
20. Q: what is the difference between qualified and fully qualified? Does the admin need to have a cleared admin credential, or can a preliminary admin credential count?
A: Preliminary Administrative credential is fine.
21. Q: Does an Admin. credential qualify a University Support Provider to support candidates of all credential areas or does it have to be a 1:1 match with same credential?
A: It would depend on their additional background in Special Education.
22. Q: Do the 200 hours of early fieldwork for interns need to be completed prior to issuance of the intern credential or can some of it be done in Year 1 of a 2-year program?
A: No this does not need to be completed prior to the issuance of the intern credential.
23. Q: How and when can I sign up to be an ed spec TPA assessor?
A: Call for Assessors: Education Specialist CalTPA Pilot Study
The Commission is seeking current California Education Specialist teachers, administrators with special education experience, and faculty who help prepare beginning education specialist candidates to participate in the pilot scoring of the Education Specialist CalTPA. Training and calibration will be offered online in January 2021. Assessors will be paid for their time in training, calibration and scoring. To apply, please access the assessor application.
<http://bit.ly/EdSpCalTPAAssessor>
24. Q: What will the TPA requirements be for Concurrent/dual credential candidates?
A: Stay tuned. This is something that still needs to be addressed by the Commission.
25. Q: Is formative feedback directly on the candidates PA? In other words, faculty or mentors can read their PA?
A: Faculty and/or mentors absolutely can read the PA before it is submitted. In fact, that is very much encouraged so that candidates have a high degree of support with the PA.
26. Q: May we get Nicole Merino's email address?
A: nmerino@stanford.edu
27. Q: We are planning to offer an option of a dual Multiple Subject/ Mild Moderate Support Needs credentials. Will they have an option as to which TPA to take? How will that be determined?
A: This still needs to be determined by the Commission.
28. Q: What if person has older sped credential...LH or SH?
A: The older credentials will be considered for the assessor qualifications.

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29. Q: I still have questions about the 120 hours that can be used for the 200 hours of preservice hours. It was mentioned that this could be used but since this is coursework, how could this be used to meet the 200 hours of preservice for interns?
A: If it is all coursework then it would not be able to be counted.
30. The URL for the pilot materials for EdSp CalTPA:
<http://pilotft.es.pearson.com/Home.aspx>
Password: ESC@ltpa20
31. Q: I am/ was an assessor of the former 4 cycle TPAs, will the new SPED (2 cycle) TPAs be much different to assess?
A: Yes, there are different requirements and different rubrics since the assessment is built with the new Education Specialist TPE.
32. Q: On the plan to transition, if we need to change some of the domains to major/minor, do we need to reach out to CTC? or will we be contacted?
A: No, you will not need to follow up with CTC.
33. Q: In following up on Dr. Tammy Bachrach's question regarding formative feedback directly on the candidates PA. It was stated that faculty and mentors can read the PA, but what level of support can be offered? Is this the same for both the Gen Ed CalTPA and the EdSp CalTPA?
A: Yes, they can read them and offer coaching. The best way to facilitate this type of coaching is by using the rubrics and the essential questions.
34. Q: Are the literacy TPEs embedded already into the 2018 adopted ECSE TPEs?
A: There is a new section at the end of the ECSE matrix addressing the literacy TPEs.
35. Q: William, you sent out to ECSE program coordinators the ECSE-AA plan to transition document. So, is there an ECSE-AA course matrix? Can this be added to the CTC Special Education website? And does the ECSE-AA include the Literacy TPEs?
A: Yes, we can link this to the PSD Special Ed website. It is also available on the [Program Review](#) website. The literacy TPEs would be addressed in the candidate's Preliminary credential program.
36. Q: How much time will TPA pilot assessors take? I think I heard 2 days of training, and then how many exams or how much time for the group of exams they get? or is that flexible?
A: 2-3 days of initial training and calibration. Then, you will score online at your own pace. You are restricted to only 5 submissions per day. It is roughly 2-3 hours per day to score based on your own pace at how you are scoring submissions.