



PROGRAM SPONSOR ALERT

Date: August 24, 2018

Number: 18-03

Subject: Commission Adoption of Preliminary Education Specialist Program Standards and Teaching Performance Expectations

Summary

Over the past several years, the Commission has taken action to significantly update and strengthen the preparation educators receive to serve students with disabilities. The actions taken include identifying a common trunk of preparation for all teachers (general education and Education Specialists), restructuring the number and type of preliminary Education Specialist credentials, identifying new Teaching Performance Expectations (TPEs) for each credential area, and planning for the development of a teaching performance assessment.

This PSA provides information on the 2018 Preliminary Education Specialist Program Standards and Teaching Performance Expectations, as well as providing directions regarding the process required for transitioning to these new standards. New Preliminary Education Specialist Standards were adopted at the [August 2, 2018 Commission meeting](#) as part of the comprehensive effort to strengthen and streamline the Commission's accreditation system.

The Commission approved standards for the following credentials:

1. Mild to Moderate Support Needs
2. Extensive Support Needs
3. Deaf and Hard of Hearing
4. Visual Impairments

5. Early Childhood Special Education.

The new program standards are intended to ensure the successful implementation of an Education Specialist preparation program irrespective of the type of Education Specialist credential sought. The Preliminary Education Specialist Program Standards define the expectations for content and pedagogy that must be provided to candidates including learning about, practicing, and demonstrating the TPEs, and set forth the requirements for field experiences that each candidate must complete.

At this time, programs will be responsible for assessing each candidate on the TPEs prior to recommending a candidate for the preliminary teaching credential. In the future, once a teaching performance assessment (TPA) has been developed and adopted by the Commission, passage of the TPA along with assessment by the program for the TPEs not assessed by the TPA will be required prior to recommendation for the preliminary teaching credential. Until then, programs will determine whether candidates have met the TPEs using their own assessments.

Technical assistance will be provided beginning in fall of 2018 and continue through 2019-20 to assist programs with understanding the 2018 program standards and to facilitate the transition planning. Updates on future technical assistance activities will be announced in the [PSD E-News](#). All programs must be aligned to the 2018 Preliminary Education Specialist Program Standards by September 1, 2020.

2018 Education Specialist Program Standards

The standards now focus on what programs must offer to candidates including clearly defined expectations for clinical practice while the TPEs define the knowledge and skills each candidate must have prior to recommendation for the preliminary teaching credential. TPEs for each of the five preliminary Education Specialist credential areas (Mild to Moderate Support Needs, Intensive Support Needs, Deaf and Hard of Hearing, Visual Impairments and Early Childhood Special Education) have also been adopted. A summary of the Program Standards is provided below in addition to the following link to the full text of the [2018 Education Specialist Program Standards](#) and TPEs for each of the five initial credentials.

Standard One: Program Design and Curriculum

Standard Two: Preparing Candidates to Master the Teaching Performance Expectations

Standard Three: Clinical Practice

- A. Organization of Clinical Practice Experiences
- B. Preparation of Faculty and/or Site Supervisors and/or Program Directors
- C. Criteria for School Placements
- D. Criteria for the Selection of District Employed Supervisors

Standard Four: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements

Standard Five: Assessment of Candidate Competency/ Implementation of a Teaching Performance Assessment

Standard Six: Induction Individual Development Plan

Transition Plan for the new Program Standards

Transition Plans are due December 15, 2019. During the 2018-19 academic year, Commission staff will provide technical assistance to help institutions understand the requirements of the new standards. By September 1, 2020, all institutions must be aligned to the 2018 Education Specialist Standards. The chart below provides additional information.

Activity	Timeline
Commission adopts new Preliminary Education Specialist Program Standards	August 2018
Technical Assistance is provided to programs as they transition to the revised Preliminary Education Specialist Program Standards	September 2018-June 2019
All Commission-approved Education Specialist Preliminary Programs provide a Transition Plan to the Commission	December 15, 2019 (Early adopters must submit transition plans a minimum of 3 months prior to program’s intended implementation date)
All programs are aligned with the new Education Specialist Preliminary Program Standards and have fully implemented the 2018 standards	September 1, 2020
No new candidates can be enrolled in PHI and LAD programs. These credential types will cease to exist as stand-alone credentials, pending approval of regulations	September 1, 2020
All new individuals enrolling in Preliminary Education Specialist Programs will be adhering to the 2018 Program Standards.	2020-2021 Academic Year

Transition Plan

Each institution must submit a transition plan for its Education Specialist educator preparation programs no later than December 15, 2019. The template for the transition plan will be available on the Commission’s website in September 2018.

Transitioning to the new Education Specialist program standards and TPEs will require significant analysis on the part of the program. Therefore, the transition plan process has been divided into two parts. The first part of the transition plan process requires each approved Education Specialist educator preparation program to bring together a team to review the 2018 standards and accompanying TPEs and plan for the programs’ transitions. Each standard must be reviewed to determine the program changes required and how significant those changes will be. Although the transition plan requires deep thought and discussion as well as the development of benchmark dates, it **does not require lengthy narrative**. The Commission does

not expect that all of the benchmarks described within the Transition Plan will have been completed by the time that it is submitted, however progress towards meeting those goals should be evident in the implementation dates that the institution's team provides.

The second requirement of the transition plan process, a course matrix, provides a more detailed analysis on how the program will ensure that candidates have the opportunity to learn, practice and demonstrate the TPEs for the credential they are seeking. Programs will need to identify where candidate competencies from the new TPEs are being addressed in coursework and fieldwork. Programs must use the matrix template provided in the Education Specialist Transition Plan posted on the Commission's website in September.

If you have any questions, please send your question to SpecialEducation@ctc.ca.gov. As questions are collected, responses will be posted on the Preliminary Special Education webpage as a reference for all programs.