



PROGRAM SPONSOR ALERT

Date: June 26, 2019

Number: 19-07

Subject: Transition Plan for Preliminary Education Specialist Programs to the 2018 Program Standards and Teaching Performance Expectations

Summary

New preliminary [Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations](#) (TPEs) were adopted at the [August 2018 Commission meeting](#) as part of the comprehensive effort to strengthen and streamline the Commission's accreditation system. These six standards replace the current sixteen base standards that were originally designed for all preliminary Education Specialist programs. In addition, TPEs were developed for each of the five preliminary Education Specialist credential areas for which there were program standards previously. This PSA provides information on the expectations for institutions to transition from the 2014 Education Specialist Standards to the 2018 Education Specialist Standards and TPEs.

Background

The Commission's Preliminary Education Specialist Standards apply to institutions approved to offer educator preparation programs leading to a California Preliminary Education Specialist teaching credential and are intended to ensure the successful implementation of the Education Specialist program in which the candidate was prepared. With the newly adopted credential structure, there will be five different preliminary Education Specialist credentials available in California: Mild to Moderate Support Needs; Extensive Support Needs; Early Childhood Special Education; Deaf and Hard of Hearing and Visual Impairments. For these new credentials, there is one set of program standards for all preliminary Education Specialist programs and five unique sets of TPEs, one for each education specialist credential offered. The Education Specialist Program Standards define the expectations for content and pedagogy that must be

provided to candidates including learning about, practicing and demonstrating the Teaching Performance Expectations unique to each Education Specialist credential, and set forth the requirements for field experiences that candidates must complete. In addition, the standards outline the program's responsibility for implementing a teaching performance assessment. All programs must be aligned to the 2018 Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations by September 1, 2022.

The 2018 Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations are a result of the Commission's efforts to streamline and strengthen the accreditation system including a stronger focus on program outcomes. One significant change for all Education Specialist credential programs is the requirement that candidates take and pass a teaching performance assessment, effective the 2022-23 academic year. Since the transition to the new standards and TPEs for Education Specialist credential programs will be complex and span over the course of the next two years there are two steps that programs will need to complete prior to the fully operational date of September 1, 2022.

Technical assistance will be provided beginning in the Fall of 2019 and continue through 2021 to assist programs with the transition planning and provide input regarding their understanding of the 2018 Standards and TPEs.

Step 1 – Plan to Transition – Due between January 1, 2020-June 1, 2020,

The purpose of this plan is to ensure that all Education Specialist programs and the faculty and staff associated with those programs are thinking about and moving forward with the new program standards and TPEs to redesign their programs. This first step will help programs identify who needs to be involved early on in the process of transitioning to the new standards and highlights major shifts, such as the integration of a teaching performance assessment into a program's design. The Plan to Transition template is available at the Commission's [Special Education](#) website. The Plan to Transition is in Word for your use.

Step 2 - Plan for Implementation of Education Specialist Preliminary Preparation Program Standards and TPEs

Each institution must submit a plan for implementation for its Education Specialist program. A template for the Plan for Implementation has been created for each of the five preliminary Education Specialist credentials. They are posted on the Commission's [Special Education](#) website. The Plan for Implementation is in Word for your use.

The Plan for Implementation is similar to the existing program review process that reflects the effort to strengthen and streamline the accreditation processes at the Commission. The Plan for Implementation takes key components from program review that are necessary at a transitional juncture and requires staff and leadership at the program level to submit evidence associated with those components.

While Program Review has 7 required elements made up of 18 specific exhibits, the transition plan for the Education Specialist programs has 4 required elements and 7 specific exhibits. The four required elements and required exhibits for the Plan for Implementation are as follows:

1. Program Summary
 - a. A program summary that provides a brief overview of the structure, course of study, and assessment of candidates for the program. It gives a clear description of how the program is designed.
2. Course Sequence
 - a. Draft course sequence from course catalog that has been submitted for institutional review and approval.
3. Course Matrix – (as complete a version as possible)
 - a. Course matrix for each preliminary education specialist program with links to specific activities within the syllabi that provide documentation of Introduction (I), Practice (P), and Assessment (A) of candidate competencies. *Institutions may still be in the planning process of for determining the (P) practice and (A) Assessment portion of this exhibit. It is not expected that there will be links here until the time of the institution's site visit or next Program Review submission, whichever comes first.*
4. Fieldwork and Clinical Practice
 - a. A table that denotes the number of hours that each candidate is required to participate in early fieldwork and supervised clinical practice and how those hours are broken out across fieldwork/clinical experiences.
 - b. Training Materials used to train Veteran Practitioners (for example, master teachers) serving in support and/or supervisory roles.
 - c. Draft Manuals or Handbooks or Advising Materials (links) that provide information to the district and candidates about expectations within the clinical experience including appropriate placements, veteran practitioner support, and information about clinical practice assessment for the 2022-23 year.
 - d. Draft syllabi for supervised clinical experiences in 2022-23. The syllabi should include information regarding how the candidate is assessed during clinical practice. Copies of blank assessment instruments should be included.

Plans for Implementation should be submitted to Accreditation@ctc.ca.gov by October 31, 2021. 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.

Additional Information

Some approved programs may wish to integrate the standards and TPEs earlier than the timeline adopted by the Commission. It should be noted that the new credential structure will not be in place until the regulation process has been completed. Therefore, credentials with the new authorizations cannot be issued until the regulatory process has been completed. If you intend to offer the revised program prior to the 2022-23 year, you must contact PSD staff to discuss the implications.

Contact Information

The Professional Services Division provides a full list of topic- and program- specific dedicated email addresses at: <http://www.ctc.ca.gov/educator-prep/PSD-contact.html>.