

COMMISSION ON TEACHER CREDENTIALING

Updating Standards and Requirements for the Education Specialist Credential: Status Report and Invitation to Provide Feedback July 2018

The Commission on Teacher Credentialing is in the process of updating preparation standards and requirements for the Education Specialist Credential. During its June 2018 meeting, the Commission reviewed [proposed program standards and performance expectations](#) as well as [proposed subject matter requirements for the credential and authorization statements](#). This is a complex set of policies and a number of issues were surfaced by stakeholders and Commissioners that led to a delay in full adoption of all proposed recommendations. This status report provides a list of outstanding issues and approaches to resolving those issues. Commission staff invite stakeholder review and feedback in preparation for reconsideration of these items at the August 2-3 Commission meeting.

Actions Taken at the [June 2018 Commission Meeting](#) Related to the Preliminary Education Specialist teaching credentials

1. Affirmed that the current subject matter requirements for this credential would continue (passage of an examination or subject matter program in the following areas: Multiple Subject, Single Subject in English, mathematics, social science, science, art, music, or world languages)
2. Adopted Teaching Performance Expectations (TPEs) for the Education Specialist: Early Childhood Special Education teaching credential; the Education Specialist: Deaf and Hard of Hearing teaching credential; and the Education Specialist: Visual Impairments teaching credential
3. Affirmed that the Education Specialist: Early Childhood Special Education teaching credential will authorize teaching and services for Birth through Kindergarten once the regulatory process has been completed

Decisions That Will Be Brought to the August 2-3, 2018 Commission Meeting

1. Adoption of Program Standards for all Special Education teaching credentials
2. Adoption of the TPEs for the revised Mild/Moderate and Moderate/Severe Special Education teaching credentials
3. Adoption of the list of services that an Education Specialist credential holder will be authorized to provide

Issues and Options Regarding the Work to Update the Preliminary Special Education Teaching Credentials

The Table below lists concerns/issues that were identified at the June 2018 Commission meeting regarding the proposed Preliminary Education Specialist teaching credential standards and authorizations and changes that are under consideration. Commission staff invite feedback from any and all interested stakeholders on these issues and options. To be included in the staff agenda item, feedback must be received by July 13 by William Hatrick (whatrick@ctc.ca.gov) and Sarah Solari Colombini (ssolari@ctc.ca.gov). Until new credential names are adopted by the Commission, the proposed Mild/Moderate and Moderate/Severe credentials are referred to as *Exceptional* or *Extensive Support Needs*, as they were in the June agenda items.

| Issue | Description of the Concern/Issue | Options and Emerging Recommendations |
|---|--|--|
| 1. Naming of credentials | Any new Education Specialist credential must be identifiable as distinct and separate from existing/previous credentials (Mild/Moderate, Moderate/Severe, Learning Handicapped, Severely Handicapped, etc.). The names <i>Exceptional Support Needs</i> and <i>Extensive Support Needs</i> were proposed in the June agenda item. The Commission directed staff to return in August with other possible names to consider. | <p>Suggested Names for Mild/Moderate:</p> <ul style="list-style-type: none"> • Special Education (Specialist) – General Support Needs, Inclusive Support Needs, or Comprehensive Support Needs <p>Suggested Names for Moderate/Severe:</p> <ul style="list-style-type: none"> • Special Education (Specialist)– Extensive Support Needs, or Significant Support Needs <p>Additional name suggestions are invited.</p> |
| 2. Alignment between Program Standards and TPEs | Stakeholders requested that there be stronger alignment between Program Standard 1 sections a-e and the corresponding sets of Teaching Performance Expectations (TPEs). TPEs are incorporated by reference in proposed Program Standards 2 and 4 and expected to guide the | One set of program standards has been developed for all preliminary Education Specialist credentials. Staff propose that the Commission remove sections a-e of Program Standard 1. The unique knowledge and skill |

| Issue | Description of the Concern/Issue | Options and Emerging Recommendations |
|---|---|---|
| | <p>content of preparation for each type of specialist credential. The proposed standards would require each program to provide opportunities for candidates to learn, apply, and reflect on the TPEs through the program’s organized coursework and clinical practice.</p> | <p>base for teachers in the 5 credential areas is already incorporated into the unique set of TPEs created for each of the initial special education credentials. The revised set of program standards aligned to the multiple and single subject program standards allow programs to focus on candidate skill, development, and determine a candidate’s competence via program standards 2 and 4.</p> |
| <p>3. Distinction between the Exceptional and Extensive Support Needs credentials</p> | <p>Stakeholders requested clarification of the difference between the proposed <i>Extensive Support Needs</i> and the <i>Exceptional Support Needs</i> credentials. Fifteen (15) unique TPEs were developed by expert work groups convened by the Commission to identify the knowledge, skills, and abilities teachers need in order to successfully work with students with across the spectrum of exceptional and extensive support needs. Additionally, programs provide opportunities for candidates to learn, apply, and reflect on the Exceptional TPEs throughout their coursework and clinical practice with students who have extensive support needs.</p> | <p>Exceptional and Extensive teachers will also meet the General Education TPEs through their educator preparation program. For reference, a table has been developed to show the relationship between the existing General Education TPEs and the proposed Education Specialist TPEs.</p> <p>In addition to the fieldwork component of students within their respective credential areas, candidates seeking an Extensive credential will need additional knowledge to teach students with more significant support needs.</p> |
| <p>4. Least Restrictive Environment (LRE)</p> | <p>Concerns were raised regarding Least Restrictive Environment and how services should be provided to students with disabilities to ensure they are occurring in the LRE. According to the Statewide Task Force on Special Education Report, “The LRE for most students can be created when both the classroom teacher and the special education teacher have the requisite knowledge and skills</p> | <p>The new General Education TPEs adopted in 2016 substantially increased expectations regarding the preparation of new multiple and single subject credentialed teachers to work with students with disabilities in the general education classroom, which is the LRE for most students with identified disabilities.</p> |

| Issue | Description of the Concern/Issue | Options and Emerging Recommendations |
|--|---|--|
| | <p>to effectively instruct both students with and without disabilities as well as the strategies to collaborate effectively with one another...”</p> <p>EdCode 56040.1 requires that “each public agency shall ensure the following to address the least restrictive environment for individuals with exceptional needs:</p> <p>(a) To the maximum extent appropriate, individuals with exceptional needs, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.</p> <p>(b) Special classes, separate schooling, or other removal of individuals with exceptional needs from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.</p> | <p>The proposed Education Specialist TPEs also have an increased focus on inclusive practices and collaboration for success with students with disabilities to receive their education in the LRE.</p> <p>LRE and inclusion are addressed in the following Education Specialist TPEs: 1.1, 2.1, 2.4, 2.8, 3.1, 4.2, 4.4, 5.1</p> <p>Further monitoring on Least Restrictive Environment for students with disabilities is the responsibility of each Local Education Agency, County Office of Education, and the Department of Education.</p> |
| 5. Student needs and disability categories | <p>Concerns were raised that there is still an emphasis placed on disability categories in the new Exceptional and Extensive credentials. In the proposed TPEs, deafblind is the only disability category that is unique to the Extensive credential. All others overlap and will be based on the student’s needs according to the IEP. For monitoring purposes at the California Department of Education, it is necessary to state which federal disability categories are associated with each of the 5 preliminary credentials.</p> | <p>Due to the high degree of overlap in disability categories across these 2 credentials, where they will differ is based on the intensity of the student’s needs as mentioned in the TPEs. In addition, the California Department of Education is working with stakeholders to create a definition for Extensive support needs. That will clearly delineate how each credential holder would provide services to students based on their needs.</p> |

| Issue | Description of the Concern/Issue | Options and Emerging Recommendations |
|---|---|---|
| 6. Language needs and literacy intervention | <p>Several comments were made during the Commission meeting about the need for a focus on language and literacy. Both are a core part of General and Education Specialist preparation programs. In the common trunk of preparation, all teacher candidates will need to demonstrate an understanding of various language needs for all students, including those who are English Learners and who may also have an identified disability.</p> <p>Dyslexia is included in the definition for Specific Learning Disability, and is referenced in the “students/all students” definition in the General Education TPEs. California Dyslexia Guidelines states that “students who have dyslexia are general education students first, can be educated in general education classrooms, and benefit from a wide variety of supports. Those supports must include a comprehensive, evidence-based approach to reading and language instruction that is implemented by trained educators. Required supports may include various accommodations and assistive technology. Students with dyslexia sometimes require special education.”</p> | <p>Language needs are addressed in the following TPEs: General Education TPEs: 1.6, 3.5, 4.1, 5.6, 5.7 and the accompanying narrative Education Specialist TPEs: 1.2, 2.5, 4.1, 5.2, 5.4, 5.5</p> <p>Literacy is referenced in the following TPEs: General Education TPEs: 4.3 Education Specialist Program Standards: 1, 3A</p> <p>It is expected that all educator preparation programs will provide candidates with the necessary knowledge, skills, and abilities to work with students with dyslexia as outlined in the California Dyslexia Guidelines, Chapter 8.</p> |
| 7. Autism knowledge | <p>A concern was expressed that there is more specific information in the TPEs on lower-incidence disabilities such as OI and TBI, than there is on higher-incidence disabilities such as autism. Throughout the Education Specialist TPEs, reference is made to “students” or “students with disabilities”. Although each disability category is not listed, it is assumed that candidates will be prepared to work with</p> | <p>Autism knowledge has been and will continue to be embedded in all Preliminary Education Specialist preparation programs.</p> |

| Issue | Description of the Concern/Issue | Options and Emerging Recommendations |
|---------------------------------|---|--|
| | the range of students with disabilities authorized by their credential, which includes autism. | |
| 8. OI/PHI knowledge | <p>Information was requested on the inclusion of the knowledge, skills, and abilities related to teaching students with PHI.</p> <p>EdCode 44265.5 requires that “pupils who are orthopedically impaired (OI) shall be taught by teachers whose professional preparation and credential authorization are specific to that impairment.”</p> <p>Previously, Physical and Health Impairments (PHI) credentialed teachers were the only ones authorized to work with students from grade K-22 with Traumatic Brain Injury (TBI).</p> | <p>With this new credential structure and the elimination of the PHI credential, it is necessary to ensure that teachers have the appropriate knowledge to work with students with OI/PHI.</p> <p>Specific language has been added to the TPEs to address the unique physical and learning needs of these students.</p> <p>OI/PHI knowledge is referenced in the following TPEs: 2.2, 2.3, 3.3, 5.2, 6.4, 6.5</p> <p>To ensure that teachers have the appropriate knowledge to work with students with TBI, specific language has been added to the TPEs to address the unique physical and learning needs of these students.</p> <p>TBI knowledge is referenced in the following TPEs: 2.11, 4.5, 6.6</p> |
| 9. Field experience for interns | Further information was requested on the requirement for the field experience for interns. According to Program Standard 3A: “Clinical practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. At least 200 hours of supervised early field work that includes guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching) | Field experience for interns is now clarified in Program Standard 3A: “For interns, early field experience would take place in experienced mentor classrooms in both general education and special education settings.” |

| Issue | Description of the Concern/Issue | Options and Emerging Recommendations |
|--|---|--|
| | must be provided to candidates in general education and special education settings prior to final student teaching..." | |
| 10. Role of the Special Education teacher in a multi-tiered system of support (MTSS) | <p>Significant feedback was received requesting that the Special Education teacher be authorized to work as part of a coordinated school team to provide instruction and support to students in a multi-tiered system of support.</p> <p>Current Activities and Services that an Education Specialist Can Provide per CCR 80048.6</p> <ul style="list-style-type: none"> • Provide service to students with an IEP across the continuum of program options available which includes resource rooms or services, special education settings, general education settings, special schools, home/hospital settings, state hospitals, development centers, correctional facilities, non-public, non-sectarian schools and agencies as defined in Ed Code Sections 56365 and 56366, and alternative and non-traditional instructional public school settings other than classrooms. • Provide consultative, collaborative, and coordinating specially designed instruction with students, parents, teachers, and other community and school personnel. • Plan, develop, and implement instructional program plans relative to and within the authorization of the credential or added authorization. | <p>Activities and Services that <u>May</u> Be Appropriate for Education Specialist Credential Holders to Provide</p> <ul style="list-style-type: none"> • Provide intervention services to students with or without an IEP in a collaborative or co-teaching model of instruction in general education settings.* • Provide intervention services to students without an IEP who need short-term intervention as part of a tiered system of support.* <p>*The general education teacher is responsible for the educational program for all students assigned to their classroom. When the Education Specialist is providing services to students on their caseload in general education settings, those students without an IEP requiring the same intervention(s) would be able to receive support from the Education Specialist in a coordinated effort with the general education teacher. It should be noted that the main priority for the Education Specialist is to provide services to students with identified disabilities who have an IEP.</p> |

