



Plan to Transition – updated October 2019
2018 Preliminary Education Specialist Program Standards
Submit Signed Completed Plans to Accreditation@ctc.ca.gov

Directions for completing the Plan to Transition: An institution may complete one Plan to Transition document for all of its preliminary education specialist program specialty areas if faculty and coursework are closely aligned. If not, submit a plan to transition for each preliminary education specialist program offered.

1. Identify which approved Preliminary Education Specialist Programs are addressed in this plan to transition:

Mild to Moderate Disabilities which will transition to Mild to Moderate Support Needs

Moderate to Severe Disabilities which will transition to Extensive Support Needs

Deaf and Hard of Hearing

Early Childhood Special Education

Visual Impairments

2. Describe who will be involved in reviewing the new standards and analyzing the current program to identify what will need to be modified. *Include names and title/roles of the team that will be involved in this process. As a reminder, the Common Standards require collaboration with stakeholders, so it is important to include stakeholder members in this process. (add or delete rows to the table below as needed)*

Standards Transition Team Member	Title/Role
Janice Smith-Warshaw, Ed.D.	Assistant Professor/Program Coordinator
Nan Barker, Ed.D.	CalState TEACH Regional Director/DHH Collaborator

Standards Transition Team Member	Title/Role
Chantel Cox, Ed.D.	Part-time Lecturer
Stephen Roberts, Ph.D.	Associate Professor
Serena Johnson, Ph.D.	Assistant Professor

3. Identify a transition timeline for the program. *Key benchmarks are identified in the table below. Please note the dates when that benchmark will be addressed. You may add additional benchmarks if it is helpful to your program; blank rows have been provided. **The order of benchmarks below is not intended to determine the program’s transition process, however, all programs must align with the new standards by September 1, 2022 or the beginning of the 2022-23 academic year, whichever comes first.***

Benchmark	Implementation Date
Initial Meeting with Transition Team (#1 above) Members	
Submit Plan to Transition	Due to the Commission by October 1, 2020
Develop Course Matrix	February 1, 2020
Complete Revisions to Syllabi (Std. 2)	August 1, 2021
Revise Fieldwork Handbook/Materials (Std. 3)	After DHH TPAs developed
Orient Faculty and Mentors to the Revised Program	After DHH TPAs developed
First Cohort to Begin Revised Program (by beginning of 2022-2023 Academic Year)	August 2022
Program must be aligned with New Standards	September 1, 2022

4. Identification of Key Program Attributes That Will Need to be Modified to Ensure that the Program Will Meet the Revised Program Standards *The team described in question 1 of this transition plan should review all standards to determine where the program will need to be make changes to meet them. The Commission is not asking that those changes be outlined in this document, however the team should also identify a timeline for implementing the needed changes. Please check (x) the appropriate boxes and determine the implementation dates. Full implementation must be in place by September 1, 2022.*

Major Revisions: *Revisions that require significant changes to or restructuring of the program, revision or development of new syllabi and/or processes may require Academic Senate or appropriate governing body approval.*

Minor Revisions: *Revisions that include some limited restructuring of the program, editing language or adjusting materials and/or processes. Faculty could most likely make changes by being informed rather than retraining.*

No Changes: *This is already a component of the existing program. No changes would need to be made to processes, structure, materials, or training of personnel.*

Standard 1: Program Design and Curriculum Identify to the right if the Program will need:	Major revisions	Minor revisions	Not need any revisions
Each program of professional preparation is implemented effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools The design reflects the full range of service delivery options, including general education as well as the knowledge and skills to meet the needs of students in the specific areas authorized by the credential.		X	
The program ensures that candidates are well versed in delivering services in a wide variety of specialized academic instructional settings, including, but not limited to: the home, educational settings in hospitals/rehabilitation facilities and treatment centers, and classrooms, as well as provide itinerant instructional delivery and/or consultation in public/nonpublic school programs.			X
The program’s organizational structure supports a logical and integrated progression for candidates for the instructional components including coursework and field work provided within the program.			X
The program’s design and plan allow candidates multiple points of entry.			X
The preparation provided to candidates is designed to address the range of candidate performance expectations.			X
Coursework and fieldwork/clinical experiences provide candidates with opportunities to learn and practice competencies relating to the care and education of students with disabilities.			X
Candidate preparation is grounded in the theoretical framework of developmentally, linguistically and culturally-appropriate and bias-free practices for the care and education of students with disabilities as well as for collaborating effectively with families to support their student’s development and learning.			X
These theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.			X
The program prepares candidates to interface with other service providers(school, medical and agency based) which may include: hospital/clinic based personnel, the school nurse, occupational therapist, speech and language specialist, physical therapist, psychologist, orthopedist,			X

Standard 1: Program Design and Curriculum Identify to the right if the Program will need:	Major revisions	Minor revisions	Not need any revisions
paraprofessional/health care assistance, California Children’s Services, Regional Center, Department of Mental Health, Department of Rehabilitation, and other appropriate service providers.			
The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics for which the candidate is seeking authorization to teach, and the educational and psychosocial implications of these characteristics for students identified with educational support needs who have an Individualized Education Program (IEP).			X
The program prepares candidates in case management practices and strategies for students with disabilities and for those referred for special education services.			X
In order to prepare candidates to effectively teach all California public school students, key elements within the program’s curriculum include <ul style="list-style-type: none"> • typical and atypical child and adolescent growth and development from birth through age 22; 			X
<ul style="list-style-type: none"> • developmentally, linguistically, and culturally appropriate pedagogy for students in key content areas in alignment with state adopted content standards and frameworks; 			X
<ul style="list-style-type: none"> • social, cultural, philosophical and historical foundations of education; 			X
<ul style="list-style-type: none"> • understanding the learning trajectories of young children to young adults; 			X
<ul style="list-style-type: none"> • designing and implementing developmentally, linguistically, and culturally appropriate curriculum and assessments; 			X
<ul style="list-style-type: none"> • instruction in strategies to develop early literacy skills; 			X
<ul style="list-style-type: none"> • understanding and analyzing student achievement outcomes to improve learning; 			X
<ul style="list-style-type: none"> • understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; 			X
<ul style="list-style-type: none"> • and knowledge of the range of positive behavioral practices and supports for young children and young adults. 			X
The program’s curriculum also includes coursework and clinical practice opportunities for candidates to be able to identify the unique characteristics of students with autism spectrum			X

Standard 1: Program Design and Curriculum	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
disorders and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery.			
The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the intended level of certification.			X

Standard 2: Preparing Candidates to Master the General Education and the Education Specialist Teaching Performance Expectations (TPEs)	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
The program's organized coursework and fieldwork/clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE).	X		
As candidates progress through the program, pedagogical assignments are increasingly complex and challenging.			X
The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for course-related and other assessments of their competence with respect to both the general education and the Education Specialist TPEs.	X		
As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs.	X		

Standard 3: Clinical Practice	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
A. Organization of Clinical Practice Experiences			X
The program ensures that candidates have planned experiences and/or interactions that reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization.			

Standard 3: Clinical Practice Identify to the right if the Program will need:	Major revisions	Minor revisions	Not need any revisions
The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization.			X
Experiences are of sufficient duration for the candidate to demonstrate the teaching performance expectations for Education Specialist teachers.		X	
The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.			X
Fieldwork/Clinical experiences are designed to provide candidates with a developmental set of activities integrated with coursework that extend the candidate's learning through application of theory to practice with students in California's education settings.			X
Fieldwork provides opportunities for candidates to observe a variety of classrooms and settings and to select focus students for deeper observational study, including students who are dual language learners and who may (a) exhibit typical behavior; (b) exhibit atypical behavior; and (c) have other types of special learning needs.			X
Fieldwork also provides opportunities for candidates to observe teachers using productive routines and effective transitions for students' academic and socio-emotional growth and development.			X
Candidates are provided with opportunities to review the curriculum and to further develop pedagogical knowledge of high leverage practices in subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts as appropriate			X
Candidates are able to observe the administration of a range of assessments.			X
Candidates are also able to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings.			X
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	X		

Standard 3: Clinical Practice Identify to the right if the Program will need:	Major revisions	Minor revisions	Not need any revisions
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) must be provided to candidates in general education and special education settings prior to final student teaching	X		
Final student teaching shall consist of (400 hours) in the desired credential area.			X
For interns, early field experience would take place in experienced mentor classrooms in both general education and special education settings.		X	
Candidates must have a range of experience that reflects the diversity of age and grade levels, the range of federal disability categories, and the continuum of special education services.			X
Candidates should have experiences with a range of diverse students and families reflective of the demographics of California.			X
Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.			N/A
Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California’s adopted content standards and frameworks and the school reflects the diversity of California’s student population.			N/A
The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors’ support and guidance must be 5 hours per week.		X	

Standard 3: Clinical Practice Identify to the right if the Program will need:	Major revisions	Minor revisions	Not need any revisions
Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.	X		
B. Preparation of Faculty and/or Site Supervisors and/or Program Directors The program selects individuals who are credentialed or who have equivalent experience in educator preparation.			X
Supervisors should be experts in the education specialist instructional area of the candidate being supervised and should have recent professional experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks and the school reflects the diversity of California’s student population.			X
The program provides supervisors with an orientation to the program’s expectations and ensures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and TPA model chosen by the program.	X		
In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices for teachers in whose classrooms or settings candidate experiences will take place to ensure that all supervisors of fieldwork/clinical practice experiences and all cooperating education specialist teachers understand their roles and expectations.	X		
C. Criteria for School Placements Sites selected for candidate experiences should demonstrate commitment to developmentally and culturally appropriate practices as well as to collaborative relationships with families.			X
In addition, these sites should also demonstrate placement of students with disabilities in the Least Restrictive Environment (LRE), provide support for dual language learners with disabilities, and offer the opportunity for candidates to interact with different age groups in both general and special education settings reflecting the continuum of placement options.			X
They should also reflect to the extent possible socioeconomic, linguistic and cultural diversity, and permit video capture for candidate reflection.			X

Standard 3: Clinical Practice	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
Sites selected should have a fully qualified master/mentor teacher with an appropriate credential and a fully qualified site administrator.			X
D. Criteria for the Selection of District Employed Supervisors (also may be known as the cooperating teacher, master teacher, or on-site mentor) The program should select district supervisors who hold a Clear Education Specialist Credential for which they are providing supervision and having a minimum of three years of Birth to age 22 teaching experience.			X
The district-employed supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program.			X
The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.			X
The program provides district-employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, adult learning theory, and current content specific pedagogical and instructional practices, as well as effective supervision approaches such as cognitive coaching.	X		
The program ensures that district-employed supervisors remain current in the knowledge and skills necessary for effective candidate supervision.			X

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the general education TPEs and mastering the Education Specialist TPEs.			N/A
Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts.			X
The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching.			X

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
Appropriate information is accessible to guide candidates' satisfaction of all program requirements.			X

Standard 5: Implementation of a Teaching Performance Assessment	Major revisions	Minor revisions	Not need any revisions
<p><i>Programs do not have to meet Program Standard 5: Implementation of a Teaching Performance Assessment until a TPA has been developed for the Education Specialist candidate. Instead, programs will meet the alternative Standard 5: Assessment of Candidate Competency. However, programs should be preparing to implement a teaching performance assessment, which will include meeting the above elements.</i></p> <p style="text-align: right;">Identify to the right if the Program will need:</p>			
The TPA is implemented according to the requirements of the Commission-approved model selected by the program.	X		
One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model.	X		
The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise.	X		
The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.	X		
5A: Administration of the Teaching Performance Assessment (TPA)	X		

<p align="center">Standard 5: Implementation of a Teaching Performance Assessment</p> <p><i>Programs do not have to meet Program Standard 5: Implementation of a Teaching Performance Assessment until a TPA has been developed for the Education Specialist candidate. Instead, programs will meet the alternative Standard 5: Assessment of Candidate Competency. However, programs should be preparing to implement a teaching performance assessment, which will include meeting the above elements.</i></p> <p align="center">Identify to the right if the Program will need:</p>	<p align="center">Major revisions</p>	<p align="center">Minor revisions</p>	<p align="center">Not need any revisions</p>
(1) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model’s implementation requirements.	X		
(2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.	X		
(3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program’s candidates.	X		
(4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.	X		
(5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.	X		
(6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program’s possession.	X		

<p align="center">Standard 5: Implementation of a Teaching Performance Assessment</p> <p><i>Programs do not have to meet Program Standard 5: Implementation of a Teaching Performance Assessment until a TPA has been developed for the Education Specialist candidate. Instead, programs will meet the alternative Standard 5: Assessment of Candidate Competency. However, programs should be preparing to implement a teaching performance assessment, which will include meeting the above elements.</i></p> <p align="center">Identify to the right if the Program will need:</p>	<p align="center">Major revisions</p>	<p align="center">Minor revisions</p>	<p align="center">Not need any revisions</p>
(7) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.	X		
(8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.	X		
5B: Candidate Preparation and Support			
The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment.	X		
The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work.	X		
For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.	X		
<p>(1) The program implements as indicated below the following support activities for candidates. These activities constitute required forms of support for candidates within the TPA process:</p> <ul style="list-style-type: none"> • Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment. • Explaining TPA tasks and scoring rubrics. • Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work). • Providing candidates who are not successful on the assessment with additional support focusing 	X		

<p align="center">Standard 5: Implementation of a Teaching Performance Assessment</p> <p><i>Programs do not have to meet Program Standard 5: Implementation of a Teaching Performance Assessment until a TPA has been developed for the Education Specialist candidate. Instead, programs will meet the alternative Standard 5: Assessment of Candidate Competency. However, programs should be preparing to implement a teaching performance assessment, which will include meeting the above elements.</i></p> <p align="center">Identify to the right if the Program will need:</p>	<p align="center">Major revisions</p>	<p align="center">Minor revisions</p>	<p align="center">Not need any revisions</p>
<p>on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.</p> <p>These activities constitute acceptable, but not required forms of support for candidates within the TPA process:</p> <ul style="list-style-type: none"> • Guiding discussions about the TPA tasks and scoring rubrics. • Providing support documents such as advice on making good choices about what to use within the assessment responses. • Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring. • Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate’s work. • Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses. • Arranging technical assistance for the video portion of the assessment. <p>These activities constitute unacceptable forms of support for candidates within the TPA process:</p> <ul style="list-style-type: none"> • Editing a candidate’s official materials prior to submission and/ or prior to resubmission (for candidates who are unsuccessful on the assessment). • Providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment). 			

<p align="center">Standard 5: Implementation of a Teaching Performance Assessment</p> <p><i>Programs do not have to meet Program Standard 5: Implementation of a Teaching Performance Assessment until a TPA has been developed for the Education Specialist candidate. Instead, programs will meet the alternative Standard 5: Assessment of Candidate Competency. However, programs should be preparing to implement a teaching performance assessment, which will include meeting the above elements.</i></p> <p align="center">Identify to the right if the Program will need:</p>	<p align="center">Major revisions</p>	<p align="center">Minor revisions</p>	<p align="center">Not need any revisions</p>
<ul style="list-style-type: none"> • Telling candidates which video clips to select for submission. • Uploading candidate TPA responses (written responses or video entries) on public access websites, including social media. 			
<p>(2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).</p>	X		
<p>(3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.</p>	X		
<p>5C: Assessor Qualifications, Training and Scoring Reliability</p>	X		
<p>The model sponsor selects potential assessors for the centralized scoring option.</p>	X		
<p>The program selects potential assessors for the local scoring option, and must follow selection criteria established by the model sponsor.</p>	X		
<p>The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA.</p>	X		
<p>The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options.</p>	X		
<p>All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.</p>	X		

Standard 6: Clear/Induction Transition Plan Identify to the right if the Program will need:	Major revisions	Minor revisions	Not need any revisions
Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan consisting of recommendations for professional development and growth in the candidate's clear program.	X		
The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.	X		

6. Transmittal – Please provide a separate sheet for each program offered

Program Contact Name/Title Janice Smith-Warshaw, Ed.D. /Program Coordinator of Deaf Education (M.A.)

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I hereby signify my approval to transmit this plan to transition to the California Commission on Teacher Credentialing.

Program Coordinator Signature

Date

I hereby signify my approval to transmit this transition plan to the California Commission on Teacher Credentialing.

Dean Signature

Date

Plans to Transition will be accepted beginning January 1, 2020
Signed, Completed Plans to Transition Plans must be submitted to Accreditation@ctc.ca.gov by June 1, 2020