

AMENDED IN SENATE APRIL 1, 2013

SENATE BILL

No. 368

Introduced by Senator Pavley

February 20, 2013

An act to add Section 44265.2 to the Education Code, relating to ~~special education~~ teacher credentialing.

LEGISLATIVE COUNSEL'S DIGEST

SB 368, as amended, Pavley. ~~Special education credentialing.~~
Teachers: added authorization in special education.

Existing law establishes the Commission on Teacher Credentialing, and authorizes the commission to issue teaching and service credentials, including a special education credential. Existing law also authorizes the commission to grant an added or supplementary authorization to a credentialholder who has met the requirements and standards of the commission for the added or supplementary authorization.

This bill would declare the intent of the Legislature to encourage multiple pathways for credentialholders to add authorizations for special education credentials, and to encourage program sponsors, as defined, to ensure, where possible and appropriate, that credit is offered for prior work experience, knowledge, and coursework. The bill would set forth guidelines and criteria to determine comparability and equivalency for experience, knowledge, and coursework, as specified.

~~Existing law prescribes requirements for the credentialing and qualifications of special education teachers in the state.~~

~~This bill would declare the intent of the Legislature to enact subsequent legislation that would provide for an increased number of persons who can become credentialed special education teachers by~~

creating multiple pathways for the training and credentialing of special education teachers in the state.

Vote: majority. Appropriation: no. Fiscal committee: no.
State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. Section 44265.2 is added to the Education Code,
2 to read:

3 44265.2. (a) It is the intent of the Legislature to encourage
4 multiple pathways for credentialholders to add authorizations for
5 special education credentials. It is further the intent of the
6 Legislature to encourage program sponsors to evaluate candidates
7 individually to ensure that, where possible and appropriate, credit
8 is offered for prior experience, knowledge, and coursework.

9 (b) Programs accredited by the commission that offer added
10 authorizations in special education to credentialholders may
11 consider offering comparability for credential candidates pursuant
12 to the guidelines set forth in this subdivision. Program sponsors
13 may determine comparability and equivalency for credentialholders
14 seeking added authorizations for special education credentials in
15 accordance with the following guidelines:

16 (1) Decisions regarding comparability are at the discretion of
17 the program sponsor.

18 (2) Program sponsors have a broad range of possibilities for
19 data in considering evidence for comparability.

20 (3) Evaluations of evidence for comparability are not required
21 to be based on a course-credit model. Evaluations may be
22 evidence-based, and reflect the current commission-approved
23 standards for education specialist credentials.

24 (4) For candidates simultaneously pursuing a degree in addition
25 to earning a credential, approved program sponsors may use their
26 own institutional processes and procedures for course credit
27 evaluations.

28 (5) The evaluation process may be guided by the principles of
29 candidate friendliness and candidate responsibility.

30 (6) The burden of retrieving, organizing, and reflecting on
31 evidence provided for evaluation is on the candidate.

32 (7) The comparability evaluation process may be rigorous and
33 labor intensive.

- 1 (c) Options used to verify competency may include, but are not
2 limited to, the following:
- 3 (1) Examination results.
 - 4 (2) Portfolio.
 - 5 (3) Performance narrative.
 - 6 (4) Field experience.
 - 7 (5) Video.
 - 8 (6) Transcript.
 - 9 (7) Prior learning assessment.
 - 10 (8) A review board process.
- 11 (d) When a candidate presents evidence to a program sponsor
12 for comparability, the following may be evaluated:
- 13 (1) Whether information is based on current, adopted California
14 credential standards, as appropriate to the specific credential
15 sought.
 - 16 (2) Whether written agreements formulated between the
17 candidate and program sponsor are evidence-based, as appropriate
18 to the specific credential sought.
 - 19 (3) Whether evaluative information presented by the candidate
20 is aligned with the California Standards for the Teaching
21 Profession.
- 22 (e) Flexible enrollment may be considered for candidates who
23 need minimal work to complete a credential program. Program
24 sponsors may explore alternatives for candidate enrollment in the
25 program, including, but not limited to, visitor status, concurrent
26 enrollment, open university, county or district programs, university
27 extension programs, and professional development activities.
- 28 (f) Program sponsors may take advantage of frequent
29 collaborations to formalize written agreements concerning
30 comparability of coursework or fieldwork. The agreements may
31 be created to meet the needs of individual programs or individual
32 candidates.
- 33 (g) Prospective candidates may be granted recognition and
34 credit for their life and learning experiences through prior learning
35 assessment, in which candidates have the opportunity to
36 demonstrate how their experiences and learning are comparable
37 to what is required by the standards.
- 38 (h) For purposes of this section, the following definitions apply:
- 39 (1) “Equivalency” means the determination that a given set of
40 knowledge, skills, and abilities as reflected in standards have been

1 *met through coursework, fieldwork, or prior learning experience,*
2 *as determined by an evaluation process.*

3 (2) *“Comparability” means the determination that a candidate*
4 *has demonstrated the essence of a set of knowledge, skills, or*
5 *abilities required by a particular commission program standard*
6 *through another route.*

7 (3) *“Prior learning assessment” means a process through which*
8 *a person develops a portfolio of life experiences, training, or*
9 *preparation experience that establish the basis for meeting the*
10 *appropriate standards.*

11 (4) *“Program sponsor” means any university-based or local*
12 *educational agency-based program approved by the commission.*

13 ~~SECTION 1. It is the intent of the Legislature to enact~~
14 ~~subsequent legislation that would provide for an increased number~~
15 ~~of persons who can become credentialed special education teachers~~
16 ~~by creating multiple pathways for the training and credentialing~~
17 ~~of special education teachers in the state.~~