



Texas Special Education Certification Redesign



Beginning with our role:

If our priority role in our work with CEEDAR is to:

- 1) develop policy recommendations regarding special education certification pathways and aligned program requirements to support the development of Day 1 ready special education teachers; and
- 2) develop tools and best practices to support EPPs in transforming special education preparation in alignment with the vision for Day 1 ready special education teachers

This is an initial vision that can, and will, evolve as we work in partnership.



Overall Special Education Development Process



Special Education Certification Redesign: Work to Date

Special Education Certification Forums (Oct. 2018 – Jan. 2019)

Recommendations:

- Grade band and level of support specific pathways
- Coursework requirement for special education certification
- Special education and content area certification exam requirements
- Training requirement for CBE pathway
- Establish a DeafBlind certification pathway

Special Education Educator Standards Advisory Committees (Apr. 2019 – Dec. 2019)

Standards Development:

- Grade banded special educator standards for EC-6 and 6-12 (removed level of support designations)
- DeafBlind educator standards

SBEC Approval of Special Education Standards (Dec. 2019 – July 2020)

Future SBEC Action:

- Special Education EC-6 and 6-12 standards took effect Oct. 2020
- Future SBEC rulemaking will establish aligned certificates and certification pathway requirements

NCTQ released several reports that highlighted the following key ideas:

- **Grade banded content expertise--** Students need special education teachers who are trained in the best practices of content-based pedagogy in order to be able to deliver specialized instruction to meet individual student needs and learning goals.
- **Narrow the focus--** Teacher standards that are banded as PK-12 do not pave the pathway for special educator training and preparation to be best aligned to the developmental and learning needs of the students the teacher will serve.

(2017. Updated 2020. [National Council on Teacher Quality \(NCTQ\)](#))

Special Education Certification Redesign: Policy Forums

- Stakeholder feedback on final policy recommendations
 - Close the loop on long-term stakeholder work from 2018-now
 - Finalize set of recommendations re: policy to share with the SBEC
- SSC + SLT = Forum Committee
 - Update on SLT recruitment

Proposed Timelines and Process for Forums

Activity	Context	Timeline
SSC Meetings: September	Finalize plan for Forums and review longer term blueprint development	9/2, 9/16
Forum #1: September	Share draft policy recommendations with committee and solicit feedback on recommendations and remaining policy questions	9/22: 9:30-12:00 (proposed)
Forum #2: October	Share updates to policy recommendations based on committee feedback for reactions and final recommendations	10/7: 1:30-4:00 (proposed)
Educator Preparation Advisory Committee	Review committee’s policy recommendations for additional reflection and feedback	10/15
SBEC Meeting: December	Discussion of policy updates related to implementation of Special Education redesign pathway	12/10

Current Policies

Certificate	Special Education: EC-12	Special Education Supplemental
Type	Standalone certificate	Supplemental: Requires a base content area certification
Placement	<p>Qualifies a teacher to teach SPED in all grade levels</p> <p>In most cases, teachers are also required to have a content area certification</p>	Qualifies a teacher to teach SPED in grade levels aligned with base certificate
Coursework and Training	<p>Requires coursework aligned with educator standards</p> <p>Requires an aligned clinical teaching/internship placement for those pursuing initial certification</p>	Requires coursework aligned with educator standards
Certification Exam Requirements	Special Education: EC-12 cert exam	Special Education Supplemental cert exam
Certification by Examination	Allowable (no additional coursework requirement)	Allowable (no additional coursework requirement)

Draft Discussion Content for Forum #1

	Two Certificates: Special Education EC-6 and 6-12	
For Each Certificate	Initial Certification: Dual Certificate	Certification by Examination: Supplemental
Type	“Dual Certificate”: Requires content area as well	“Supplemental”: Requires a base content area certification
Placement	Qualifies a teacher to teach SPED in grade levels/content areas aligned with content certification and SPED grade bands	Qualifies a teacher to teach SPED in grade levels/content areas aligned with content certification and SPED grade bands
Coursework and Training	Requires coursework aligned with educator standards Requires an aligned clinical teaching/internship placement for those pursuing initial certification	N/A
Certification Exam Requirements	Content Pedagogy Exam(s) + Special Education Exam (EC-6 or 6-12) + 1 Pedagogy Exam = Dual Certification in Content area AND Special Education	Special Education Exam (EC-6 or 6-12) = Supplemental Certificate attached to Base Content Area

Two Certificates: Special Education EC-6 and Special Education 6-12 (requires content area certification)

- **Initial Certification: “Dual Certification”** - requires content area certification as well for issuance
 - **Exam Requirements:** Content Pedagogy Exam + Special Education Exam + 1 Pedagogy Exam = Dual Certification in Content area AND Special Education
 - **Coursework Requirements:** Curriculum aligned with educator standards
- **Certification by Examination: “Supplemental”** - requires a base certificate for issuance
 - **Exam Requirements:** Special Education Exam = Supplemental Certificate attached to Base Content Area
 - **Coursework Requirements:** No additional requirements

Requirements for EC-6 vs. 6-12:

- Questions re: 9-12 content area certification

Certification by Examination:

- Do we require training to qualify?

Coursework:

- Require a minimum number of hours for dual cert?

SSC Input: Draft Discussion Content for Forum #1

New Questions:

- edTPA
- number of exams (cost)
 - sequencing of exams- take some exams after internship? a way to manage the time band?
- are there cautions we want to take in calling it dual cert? what are the requirements to ensure quality special education preparation?
- field requirements- span of general ed and special education specific placement

Requirements for EC-6 vs. 6-12:

- leverage teacher assignment charts - cert reqs for instruction- and peims instructional setting code... could we leverage and crosswalk these? [if you are serving in X capacity, then you could potentially serve in Y,Z capacity]
- can we leverage a high school working group to innovate?
- alignment of edtpa, coursework, fieldbased experience to cover the bases of necessary preparation experiences and coursework
- Questions re: 9-12 content area certification
 - [EPP and candidate perspective](#): Hours in degree plan for HS content area coursework hours... impact the number of candidates who would be able to complete

Certification by Examination:

- Do we require training to qualify?
- **what is the tipping point for people to actually opt for the dual cert?**
- Is there a way to have special education academies for requirements for all teachers? [context: legislation on reqs for gen ed in sped training]

Coursework:

- Require a minimum number of hours for dual cert?
 - in our 300 hours... are there a minimum hours for special education?

Next SSC Meetings:

- **Review final plan for Forum Discussions**
- **Discuss development of broader blueprint**

Thank you!

- [SPED Strategic Plan April 23 Final.pdf \(texas.gov\)](#)
- [Rethinking Special Education Certification in Texas \(air.org\)](#)