

Preconditions for Education Specialist Programs

Preliminary Education Specialist

- (1) English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. [Reference: Education Code Sections 44227, 44253.1, and 44283.](#)

Program Response:

Education Specialist Candidates enrolled in the Alliant International University Preliminary Education Specialist Program complete the following course:

- ***EDU 62630: Content Knowledge & Instructional Practice III: Teaching English Learners***
(3 semester credit hours)
In this course, candidates examine all aspects of teaching English Language Learners in K-12 schools. School-based Language Arts programs and all core content areas are further reviewed in the context of state and federal legislative mandates on the education and access of English Language Learners (ELL). Candidates study the instructional needs of ELL and learn effective use of materials, methods, and strategies for assessing a student's English proficiency level to provide targeted instruction, supporting grade-level English listening, speaking, reading, and writing skills. In addition, candidates will learn the difference between Designated and Integrated English Language Development and incorporate Language Standards into cross-content curricular areas.

This concept is further emphasized during this follow-up course in the approved program sequence:

- ***EDU 62050: Content Knowledge and Instructional Practice IV: Differentiated Learning***
(3 semester credit hours)
This course will provide you with the knowledge and tools to successfully implement Differentiated Instruction as a teaching strategy in your future classrooms. You will explore what differentiated instruction looks like, how to create a learning environment that focuses on student readiness and instruction that responds to student variances. You will learn how to determine student learning gaps through a task analysis of state standards that will pinpoint prerequisite skills. Through this process you will also create ongoing formative assessments that will move students towards mastery of those skills. By the end of the course you will understand the importance of student readiness, identify student interests and student learning styles as well as when it is appropriate to differentiate instruction. You will be able to implement a variety of instructional strategies that will differentiate student learning through the content, the process, the product and/or the classroom environment.

Source:

(2) Program Admission. The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. [Reference: Education Code Sections 44227\(a\).](#)

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

Program Response:

Education Code Section 44227 (a) is as follows:

The commission may approve any regionally accredited institution of higher education to recommend to the commission the issuance of credentials to persons who have successfully completed a teacher education program of the institution if the program meets the standards approved by the commission.

Subject Matter Competency is required for all Student Teacher Candidates at specific benchmarks during the program, but is not required at the point of Admissions.

Alliant enrolls candidates who meet the following criteria at the point of **Admissions**:

- Bachelor's Degree from a regionally accredited institution on Official Transcripts
- Minimum 2.5 GPA from BA/BA degree or GPA Exemption Petition
- Basic Skills Requirement
- Completed Certificate of Clearance submitted to CTC. The COC must be fully processed and posted to CTC Online by the end of week 8 of the candidate's first term.

Source:

[Alliant International University Catalog > Admissions and Registration > CSOE Admissions Requirements > California Teaching Credentials: Multiple, Single, Special Education](#)

Clinical Practice courses, which are monitored by the Credential Analysts:

- Items needed for ***Clearance 1: Clinical Practice I & II: Guided Classroom Observations***
 - Successful Completion of EDU 62030
 - Successful Completion of EDU 62040B
 - Certificate of Clearance on file with CTC
 - Negative TB Test
 - Regionally Accredited Official Transcripts with BA posted
 - US Constitution Requirement
 - Basic Skills Requirement
 - Acknowledgement Form
 - Statement of Release
 - Good Academic Standing: 3.0 GPA + No holds on account
 - Active MOU on file for CP I & CP II Guided Classroom Observations

- Items needed for ***Clearance 2: Clinical Practice III & IV: Student Teaching***
 - Successful Completion of Series I:
 - Content Knowledge & Instructional Practice I: Elementary or Secondary Methods
 - Clinical Practice I: Planning
 - Successful Completion of Series II: Literacy Pedagogy
 - Content Knowledge & Instructional Practice II
 - Clinical Practice II: Teaching & Learning
 - Subject Matter Competency

Education Specialist Student Teacher Candidates are not cleared to take part in Clinical Practice experiences that consist of Student Teaching until Subject Matter Competency has been met through one of the following options:

- Examination
 - Passing CSET Score Sheet
- Approved Subject Matter Preparation Program
 - 100% Waiver Letter signed by CTC-authorized personnel
- Direct-Match Academic Major
 - Confirmed by Alliant's Credential Analyst and/or Records Assessor via the Official Bachelor's Degree transcript
- Qualifying Coursework
 - Confirmed by Alliant's Records Assessor
- Combination Option
 - Confirmed by Alliant's Records Assessor

Source:

- [***Alliant Student Teaching Packet***](#) > Clinical Practice Clearance 1 (Page 4), Clinical Practice Clearance 2 (Page 9)
- [***Alliant Student Teaching Packet***](#) > Subject Matter Competency (Page 10 – 11)
- [***Credential Department Orientation – Student Teachers***](#)

(3) Subject Matter Proficiency. The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to solo teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. [Reference: Education Code Section 44227.](#)

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall:

1. Pass the Commission-approved Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or
2. Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or
For integrated undergraduate programs only, the candidate must be monitored for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.
3. Hold a California general education teaching credential in any subject.

Program Response:

Education Specialist Student Teacher Candidates are not cleared to take part in Clinical Practice experiences that consist of Student Teaching until Subject Matter Competency has been met through one of the following options as deemed by AB 130:

- Examination
 - Passing CSET Score Sheet
- Approved Subject Matter Preparation Program
 - 100% Waiver Letter signed by CTC-authorized personnel
- Direct-Match Academic Major
 - Confirmed by Alliant’s Credential Analyst and/or Records Assessor via the Official Bachelor’s Degree transcript
- Qualifying Coursework
 - Confirmed by Alliant’s Records Assessor
- Combination Option
 - Confirmed by Alliant’s Records Assessor

This process is monitored by the Credential Analysts.

Source:

- [Alliant Student Teaching Packet](#) > Subject Matter Competency (Page 10 – 11)
- [Credential Department Orientation – Student Teachers](#)

(4) Completion of Requirements. A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: [Reference: Education Code Sections 44225\(a\), 44227, and 44283.2\(a\).](#)

- Possession of a baccalaureate or higher degree from a regionally accredited institution
- Satisfaction of the Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the [Reading Instruction Competence Assessment \(RICA\)](#) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates [Section 44283.2\(b\).](#)]

Program Response:

Alliant Education Specialist Student Teacher Candidates are expected to reach benchmarks during specific points in their program.

Admissions:

- Bachelor’s Degree from a regionally accredited institution on Official Transcripts
- Minimum 2.5 GPA from BA/BA degree or GPA Exemption Petition
- Basic Skills Requirement
- Completed Certificate of Clearance submitted to CTC. The COC must be fully processed and posted to CTC Online by the end of week 8 of the candidate’s first term.

Clinical Practice Clearance 1: Clinical Practice I & II:

- Successful Completion of EDU 62030
- Successful Completion of EDU 62040B
- Certificate of Clearance on file with CTC
- Negative TB Test
- Regionally Accredited Official Transcripts with BA posted
- US Constitution Requirement
- Basic Skills Requirement
- Acknowledgement Form
- Statement of Release
- Good Academic Standing: 3.0 GPA + No holds on account

- Active MOU on file for CP I & CP II Guided Classroom Observations

Clinical Practice Clearance 2: Clinical Practice III & IV:

- Successful Completion of Series I:
 - Content Knowledge & Instructional Practice I: Elementary or Secondary Methods
 - Clinical Practice I: Planning
- Successful Completion of Series II: Literacy Pedagogy
 - Content Knowledge & Instructional Practice II
 - Clinical Practice II: Teaching & Learning
- Subject Matter Competency

At the conclusion of the program, the Credential Analyst confirms that each Education Specialist Candidate has all of the following requirements completed prior to recommendation for the Preliminary Credential:

Source:

- [Alliant Student Teaching Packet](#) > Clinical Practice Clearance 1 (Page 4), Clinical Practice Clearance 2 (Page 9)
- [Credential Department Orientation – Student Teachers](#)

Preliminary Credential Recommendation:

- Successful Completion of all coursework
- Minimum 3.0 GPA
- \$0 tuition balance
- Education Specialist Candidates: Successful passage of RICA
- Valid CPR Certification for Infant, Child, and Adult CPR
- Verification of Hours Logs from CP I, II, III, & IV (minimum 600 hours of Clinical Practice)
 - Guided Classroom Observations: 120 Hours
 - Clinical Practice I: 60 Hours
 - Clinical Practice II: 60 Hours
 - Student Teaching: 450 Hours
 - Clinical Practice III: 240 Hours
 - Clinical Practice IV: 240 Hours

Should any Education Specialist Candidate have outstanding program or state requirements at the point of program completion, the candidate will be required to enroll in Advanced Mentoring, a 1 semester credit hour course, until all program and state requirements are met in full.

This process is monitored by the Credential Analysts.

Source:

- [*Alliant Student Teaching Packet*](#) > Planning Ahead (Page 12 – 13)
- [**Credential Department Orientation – Student Teachers**](#)