

UPDATE ON AB1119 IMPLEMENTATION PLAN: DUAL CREDENTIALING

EDUCATOR PREPARATION COMMITTEE

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INTRODUCTION

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BACKGROUND

- Assembly Bill 1119 (Patel)
 - Examine current pathways in which current credential holders and candidates may add an authorization
 - Identify areas in overlap in preparation
 - Assess barriers and opportunities
 - Review approaches used in other states
 - Determine whether statutory changes may be needed



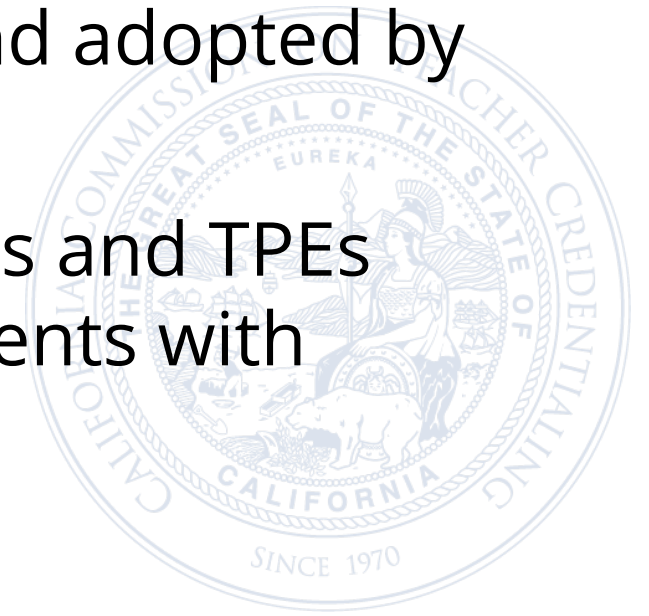
BACKGROUND

- Since April Commission Meeting
 - Monthly meetings with the Focused Policy Review Team
 - Field Engagement
 - Program Sponsor Survey
 - Educator Survey
 - CTC Listening Sessions (Program Sponsors, Employers, Candidates, Current Teachers)
 - 1:1 Interviews with FPR team members



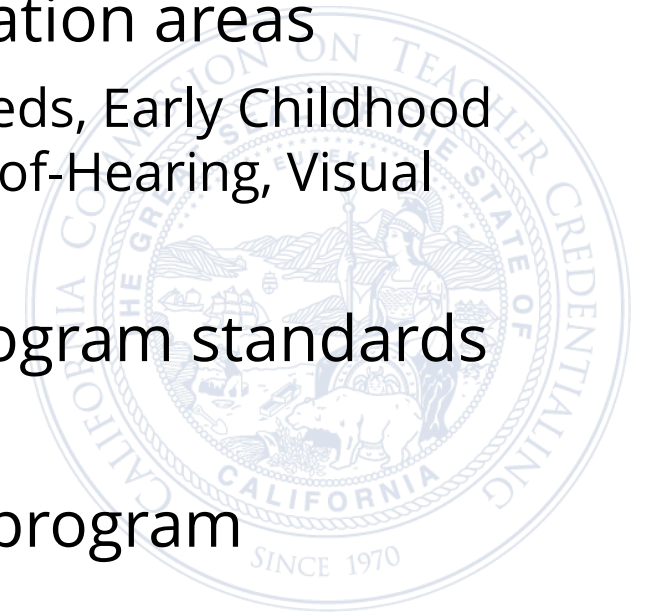
EVOLUTION OF CURRENT TEACHING CREDENTIALS

- 2014-2016: General Education (Multiple/Single Subject) program standards and TPEs developed and adopted by the Commission
- 2017: Implementation of the new standards and TPEs with additional focus on working with students with disabilities



EVOLUTION OF CURRENT TEACHING CREDENTIALS

- 2016-2018: One set of Education Specialist program standards and 5 unique sets of TPEs developed for all 5 authorization areas
 - Mild to Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education (birth – Kindergarten), Deaf and Hard-of-Hearing, Visual Impairments
- 2018: Commission adopts Education Specialist program standards and TPEs for all 5 authorization areas
- 2022: Programs implement the new Ed Specialist program standards and TPEs



METHODOLOGY

- Program Sponsor Survey
- Statewide Educator Survey
- Listening Sessions
- Interviews



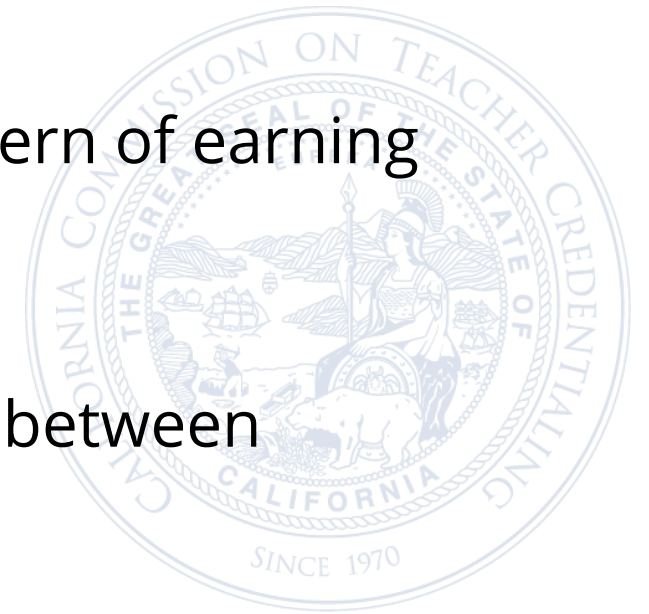
FINDINGS AND RELATED ISSUES

- Developed 8 findings based on recurring themes across constituency groups and implementation contexts
- Developed areas for further inquiry
- Form the basis for the work moving forward with avenues for action and possible statutory changes.



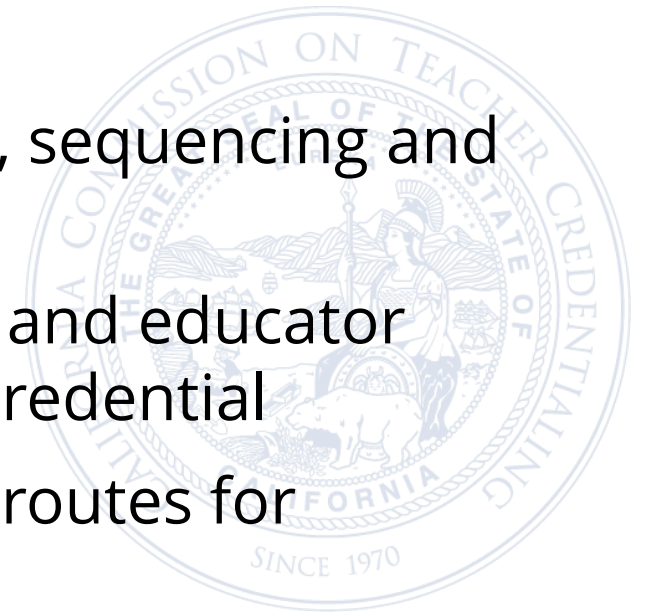
FINDINGS

1. Substantial interest in dual credential pathways with uneven awareness of available options
2. Multiple barriers may compound workload concern of earning an additional credential
3. Support for reducing duplicative requirements.
4. Clinical practice requirements present a tension between feasibility and preparation quality.



FINDINGS

5. Program and LEA implementation capacity is a condition for expanding dual credential pathways.
6. Existing dual credential models vary in structure, sequencing and implementation
7. Current credentialed teachers identify workload and educator protection concerns when seeking subsequent credential
8. Inquiry supports consideration of differentiated routes for distinct candidate and credential-holder groups.



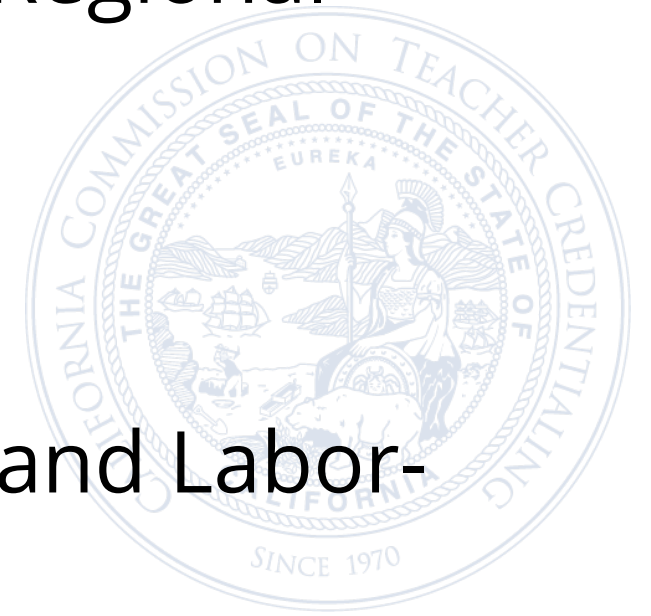
OTHER AREAS FOR CONSIDERATION

1. Supplementary Authorizations
2. Undergraduate and Intern Pathways
3. Program Approval, Standards, and Accreditation Structures
4. Recognition of Prior Preparation, Experience, and Demonstrated Competency



OTHER AREAS FOR CONSIDERATION

5. Role of County Offices, SELPAs, and Regional Intermediaries
6. Definition of Inclusive Placement
7. PK-3 and Early Childhood Pathways
8. Candidate Motivation, Recruitment, and Labor-Market Signaling



OTHER AREAS FOR CONSIDERATION

9. Approaches in Other States

10. Potential Statutory Changes



COMMISSION DISCUSSION

- Do the findings and interpretations accurately reflect the issues emerging from the inquiry to date?
- Which findings or areas of the inquiry would the Commission like staff to examine more deeply as route development begins?
- Are there additional considerations, perspectives, or implementation issues that should inform the next phase of work?

