

2015-2016 Annual Assessment Report Template

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Report:

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☒ 19. Other, specify any assessed PLOs not included above:

a.

b.

c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

Specialist Credential TPE 2: Monitoring student learning during instruction: The Moderate/Severe Specialist Credential Program is a post-baccalaureate, non-degree, credential program accredited by the California Commission on Teacher Credentialing (CCTC). As such, the program must adhere to the Teaching Performance Expectations (TPEs) that serve as our own PLOs. In order to be accredited in California, each program must provide evidence of how the program addresses each of the TPEs. Since the Moderate/Severe Specialist Preparation program is a postbaccalaureate program, the TPEs are not explicitly linked to the

Sac State BLGs. The closest link would be to inquiry and analysis since monitoring student learning involves informal and formal assessment (inquiry) which then would need to be analyzed (analysis) in order to determine the next steps of instruction. The TPE states: "Candidates for an Education Specialist Teaching Credential use progress monitoring based on each student's Individualized Education Program at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards."

Specialist Credential TPE 3: Interpretation and use of assessments: As stated above, the TPEs guide our program. Again, this particular TPE is linked to the inquiry and analysis Sac State BLG. In this case, the focus is on utilization of varied assessments to determine program and plan instruction. Continuing with the TPE verbiage, "Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction."

Q1.2.1.

Do you have rubrics for your PLOs?

- ☒ 1. Yes, for all PLOs
- ☐ 2. Yes, but for some PLOs
- ☐ 3. No rubrics for PLOs
- ☐ 4. N/A
- ☐ 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q1.5**)
- ☐ 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

- ☐ 1. Yes
- ☒ 2. No, but I know what the DQP is
- ☐ 3. No, I don't know what the DQP is
- ☐ 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Select PLO from list

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Other was not an option above.

The PLO selected for this analysis is TPE 2: Monitoring student learning during instruction. The full TPE from the Commission on Teacher Credentialing is copied below.

“Candidates for an Education Specialist Teaching Credential use progress monitoring based on each student’s Individualized Educational Program at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.”

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

The attached rubric is the student teaching evaluation tool for the final semester of student teaching. The rubric is on a 4 point scale. In order to pass student teaching and apply for the credential, candidates must have scores of 4 (proficient) in at least 80% of the areas. There are 11 categories of skills with a total of 60 items which are scored.



Mod Severe Final Student Teaching Evaluation.pdf
181.14 KB



No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	10. Other, specify: <input type="text" value="On Taskstream which is our electronic portfolio system."/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2.

Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

In the candidates' Augmentative and Alternative Communication Course (EDSP 209), the candidates complete 2 full assessments using ongoing data collection overtime in order to develop instructional programs and then collect data on progress over time. The assessments are due the 8th week of the semester, and then progress data on implementation is due in the final week of the semester. These skills are directly linked to Area #8 on the student teaching rubric: Evaluation, design, and implementation of AAC systems. Specifically item #37: "Systematically assesses both the receptive and expressive communication needs of each student," connects to this TPE.

In the candidates' course on Evidence-based Practices (EDSP 208), the candidates complete a functional assessment of challenging behavior and design positive behavioral intervention plans based on use of the data from numerous assessments. This is due in the 6th week of the semester, and candidates implement the intervention plan, collect data over time and make adjustments as necessary. Progress data is summarized in the final week of the semester. These skills are directly linked to Area #9 on the student teaching evaluation rubric: Positive behavioral support. Specifically item #43: "Utilizes multiple sources of data to develop and implement individualized behavior support plans," connects to this TPE.

In the candidates' course on Methods for Students with Low Incidence Disabilities (EDSP 218), taken in their final semester of our two-year program, the candidates select 2 students for a final progress monitoring project. Candidates ensure that all Individual Educational Plan (IEP) goals are measurable and that systematic instruction is taking place. The monitor progress on all of the students' goals over the entire semester, making adjustments as necessary to the instructional strategies. Progress is summarized at the end of the semester. These skills are directly linked to Area #11 on the student teaching evaluation rubric: Program management, evaluation, and systems change. Specifically item #58: "Establishes efficient data management systems for progress monitoring. Evaluates IEPs and adjusts programs accordingly," connects to this TPE

The student teaching evaluation tool is directly linked to the projects through several items in the rubric as stated above, but also has a section which is Area 5: Systematic assessment and instruction. This section specifically evaluations the TPE in a general context across all social, functional, and academic skills. Items 21, 22, 23, and 25 are direct measures of the TPE.

Item 21: Effectively develops systematic strategies for assessing a wide range of skills.

Item 22: Utilizes data and other team input to develop measurable & robust goals.

Item 23: Designs systematic instructional plans for direct instruction across domains.

Item 25: Utilizes data regularly within the context of instruction and to differentiate instruction and monitor progress

(**Remember:** Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.7**)
- ☐ 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures were used? [**Check all that apply**]

- ☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☒ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☒ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☒ 5. External performance assessments such as internships or other community-based projects
- ☐ 6. E-Portfolios
- ☐ 7. Other Portfolios
- ☐ 8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

The signature assignments in the 3 classes described above are currently graded jointly by the student teaching supervisor and the course instructor because these signature assignments are implemented within the student teaching placements. We are working to make sure that these signature assignments have rubrics which can be electronically scored through and evaluated through Taskstream starting next year.

The data sample used for this report are scores on the items from the Student Teaching Evaluation tool which I've listed related to each of the 4 assessments above. This has a 4 point rubric and is uploaded electronically. Scoring is done by the student teacher's mentor teacher and the University supervisor.



Mod Severe Final Student Teaching Evaluation.pdf
181.14 KB



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Q3.4.

What tool was used to evaluate the data?

- ☐ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ☐ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ☒ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ☐ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

All 4 faculty involved in the Model

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

All 4 faculty members participa...

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Because candidates must be measured using the Commissions TPEs, the items on the student teaching evaluation tool were selected for review that directly focus on the skills needed for TPE #2: Monitoring student learning during instruction.

Q3.6.1.

How did you **decide** how many samples of student work to review?

All work samples related to items 21,22,25,37, 43, & 58 were reviewed as well as direct observation in the student teaching setting.

Q3.6.2.

How many students were in the class or program?

10

Q3.6.3.

How many samples of student work did you evaluate?

70 (10 students X 7 items from t

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- ☒ 1. Yes
- ☐ 2. No

☐ 3. Don't know

(**Remember:** Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q3.8**)
- ☐ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [**Check all that apply**]

- ☐ 1. National student surveys (e.g. NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☐ 3. College/department/program student surveys or focus groups
- ☐ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☐ 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:



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No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

Q3.8.2.

Were other measures used to assess the PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q4.1**)
- ☐ 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

The student teaching evaluation rubric was developed based on the CCTC's standards for the Moderate/Severe Specialist Credential and the TPEs for the specialist credential.



Special-Education-Standards and TPEs.pdf
679.94 KB



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(**Remember:** Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

The table of results and conclusions is attached.



Table of results.docx
127.97 KB



No file attached

Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes, all students improved between the midterm evaluation and the final evaluation. The goal is for each student to have ratings of 4 on at least 80 percent of the total of 60 items. For these seven items it can be seen that all students improved to a rating of 4 on each of the 7 items related to this TPE except for 3 students on item #58.

Item 58 reads as follows: “Establishes efficient data management systems for progress monitoring. Evaluates IEPs and adjusts programs accordingly.” This area seemed to be an area of struggle for 3 of the 10 students. While they were able to monitor progress for individual students required by class projects, IEPs, etc., they found it more difficult when in charge of the whole caseload of students. Finding ways to give them easy but effective measurement tools and putting an emphasis on whole caseload progress monitoring will be an important intervention to correct this. Over the summer, as program coordinator, I plan to work with mentor teachers and University supervisors and faculty to develop strategies for supporting our candidates to improve in this area.



No file attached



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Q4.3.

For the selected PLO, the student performance:

- ☒ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q5.2**)
- ☐ 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of *how* you plan to assess the impact of these changes.

Looking at the results, as indicated above, students struggled most with progress monitoring for an entire caseload of students, vs. just a few students. Data management systems will be introduced earlier on in the program, and during the final semester of student teaching supervisors and mentor teachers will guide and mentor the student teacher to gradually take over progress monitoring for all students and regular use of the data for program adjustment.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
21. Professional development for faculty and staff					

	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

Last year we utilized the assessment data to make several changes in particular courses. The EDSP 230 course was revised and the EDSP 208 course was also revised. This improved the results for the items related to monitoring progress in the area of positive behavioral support on the rubric. In addition changes were made to EDSP 216 and EDSP 218 creating a more cohesive emphasis on assessment and instruction for students with low incidence disabilities.

(Remember: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:



No file attached



No file attached

Q7.

What PLO(s) do you plan to assess next year? [**Check all that apply**]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline

☒ 19. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

Student teaching evaluation rubric

Table of data

Matrix of courses for the Moderate/Severe Specialist Credential

Program Information (**Required**)

P1.

Program/Concentration Name(s): [by degree]

Cred. Mod/Sev Disabilities

P1.1.

Program/Concentration Name(s): [by department]

Select...

P2.

Report Author(s):

Kathy Gee

P2.1.

Department Chair/Program Director:

Stephanie Biagetti

P2.2.

Assessment Coordinator:

n/a

P3.

Department/Division/Program of Academic Unit

Education - Credential

P4.

College:

College of Education

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

328

P6.

Program Type:

- ☐ 1. Undergraduate baccalaureate major
- ☒ 2. Credential
- ☐ 3. Master's Degree

☐ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

☐ 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

0

P7.1. List all the names:

P7.2. How many concentrations appear on the diploma for this undergraduate program?

0

P8. Number of **master's degree programs** the academic unit has?

0

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?

0

P9. Number of **credential programs** the academic unit has?

Don't know

P9.1. List all the names:

Pull down menu was not functioning.

Multiple Subject

Multiple Subject with Bilingual Authorization

Single Subject

Single Subject with Bilingual Authorization

Special Education: Mild/Moderate

Special Education: Dual Mild/Moderate with Multiple Subject

Special Education: Moderate/Severe

Special Education: Dual Moderate/Severe with Multiple Subject

P10. Number of **doctorate degree programs** the academic unit has?

Don't know

P10.1. List all the names:

n/a

When was your assessment plan ...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

P11.3.

Please attach your latest **assessment plan**:

 No file attached


P12.

Has your program developed a **curriculum map**?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

P12.1.

Please attach your latest **curriculum map**:

 CTC Standards Matrix Mod-Severe.pdf
67.14 KB

P13.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ☐ 1. Yes
☒ 2. No
☐ 3. Don't know

P14.

Does your program have a capstone class?

- ☐ 1. Yes, indicate:
☒ 2. No
☐ 3. Don't know

P14.1.

Does your program have **any** capstone project?

- ☐ 1. Yes
☒ 2. No
☐ 3. Don't know

(**Remember:** Save your progress)

**California State University
College of Education
Moderate/Severe Disabilities Specialist Credential**

EDS 414 and EDS 415 Evaluation Tool

Student Teacher:_____ **Semester**_____ **Circle: 414 or 415**

University Supervisor_____ **Mentor Teacher**_____

School/District/County_____

Program and/or grade levels:_____

When utilizing this tool, first read what is in the fourth column labeled “Proficient.” This is the skill that the student is working to develop. Columns 1 through 3 are ways for you to indicate how close you feel the student is to being proficient.

By the end of EDS 414, students should be at the level of “developing proficiency” in all areas. There can only be exceptions in situations where the opportunities are not available due to the types of students, ages of students, etc. If there is no opportunity to address that set of competencies because of the current placement, then a plan should be made for the final semester to get adequate opportunities. At the end of EDS 414, the supervisor and mentor teacher will determine if the student can pass on to EDS 415. Then, the student will meet with the moderate/severe credential program advisors and develop an individualized plan for EDS 415.

By the end of EDS 415, all areas must be at a proficient level.

At the beginning of the semester the student will meet with the mentor teacher and supervisor to discuss ways to meet the competencies in each area. It is the student’s responsibility to make sure that the supervisor and mentor teacher have the opportunity to observe each area. During the 7th or 8th week a midterm evaluation will be done and areas of need identified. During finals week, the final evaluation will be done.

Please fill out each item in the evaluation for both the midterm and the final, noting whether you have based your score on the following criteria. You can indicate more than one type in the box.

O = observed A = assignment I = interview or discussion

If there was no opportunity or you did not observe, indicate N.O.

Indicate the following:

Midterm date:_____

Final date:_____

Area 1: Collaboration, Communication, and Professional Commitment

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
1.	* Is not yet aware of his/her own needs or is resistant to change.	* Sees the need for these skills, but is having difficulty	* Is developing these skills but needs more practice.	+ Develops rapport with faculty & staff; collaborates well with the team
2.	* Student is not interested in the program beyond his/her requirements.	* Is still focused on assignments alone, not seeing the big picture.	* Is developing an understanding of the students needs and beginning to jump in.	+ Demonstrates care and interest in students beyond assignments. Demonstrates high ethical standards
3.	* Has not grasped these concepts and is not able to articulate areas of need.	* Understands the concepts but needs more information and examples.	* Developing an understanding, still expresses doubts or lacks some skills	+ Demonstrates enthusiasm and commitment to inclusive lifestyles for all students
4.	* is resistant to feedback and has trouble self-reflecting.	* Having difficulty using feedback consistently but tries.	* Is beginning to show positive self-reflection and using feedback.	+ Self- reflects and problem solves; utilizes feedback constructively
5.	* Does not seem to grasp the seriousness of lack of skill in this area.	* Having difficulty with follow through and initiating , timelines.	* Could improve in this area by following through more readily & meeting timelines.	+ Demonstrates ability to initiate, commit, follow-through, meet timelines, and take responsibility.
Comments on #1-5: Indicate whether based on: O A I Or, if N.O.				

Area 2: IEP development, program development, ecological assessment, self-determination, and self-advocacy.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
6.	* Does not demonstrate an understanding and/or is resistant.	* Beginning to understand these concepts and participate in them.	* Understands these concepts, needs more practice to be proficient.	Successfully utilizes family-centered, collaborative, ecological assessment
7.	* Does not yet demonstrate these concepts.	* Does not yet fully grasp these concepts but is working on it.	* Beginning to show these skills, needs more practice.	Priorities reflect self-determination, meaningful skills, and membership.
8.	* Does not understand or is resistant to this idea.	* Still working on these concepts.	* Needs more practice in this area.	Effectively includes students with disabilities in their own IEP development.
9.	* Skills are not yet emerging.	* Beginning to demonstrate this.	* Needs more practice.	Writes meaningful IEP documents and measurable goals.
10.	* Does not understand these concepts.	* Beginning to demonstrate this.	* Needs more practice	Determines a schedule of instruction to meet IEP goals for each child.
Comments on #6-10: Indicate whether based on: O A I Or, if N.O.				

Area 3: General Education Curriculum and Instruction in General Ed Classrooms

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
11.	* Struggles in this area. Has difficulty using feedback.	* Needs more work in this area; opportunities and feedback needed.	* Has had some success in gen ed classes, needs more practice.	Collaborates with gen ed teachers to plan effective lessons in core curriculum for heterogeneous groups
12.	* Struggles in this area. Has difficulty using feedback	* Needs more work in this area; opportunities and feedback needed.	* Has had some experiences with large and/or small groups, needs more practice.	Successfully implements instruction in a variety of formats and groupings
13.	* Struggles and/or forgets to facilitate cooperation and partnering.	* Needs more work in this area. Still having difficulty.	* Is beginning to facilitate cooperation and partnering .	Creates opportunities for learners to cooperate and partner
14.	* Does not demonstrate an understanding of what it means to be responsive in teaching.	* Is not yet able to balance the needs of the whole and the individual.	* Is beginning to demonstrate responsiveness. Needs more practice.	Demonstrates responsiveness and flexibility in instructional delivery.
15.	* Is not able to use feedback to make changes in this area.	* Needs more work in this area; struggles to engage all students in positive ways.	* Shows beginning skills in positive engagement and management.	Positively engages and manages student involvement.
Comments on #11-15: Indicate whether based on: O A I Or, if N.O.				

Area 4: Access; modifications; adaptations for students with moderate/severe disabilities in the core curriculum in general education classes.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
16.	* Does not understand and is resistant to these principles.	* Is beginning to understand but not yet able to articulate these principles and struggles to understand modified outcomes.	* Understands these principles, but needs more practice and modeling .	Demonstrates enthusiasm for and an understanding of the principles of including all students, regardless of the severity of their disabilities, in the gen. curriculum/activities
17.	* Does not understand how to do this and is not yet able to modify and adapt.	* Skills are still emerging; does not yet successfully modify outcomes and design adaptations	* Understands how to do this but needs more practice.	Works with gen ed teachers to understand units and lessons - modifies outcomes and designs adaptations as necessary.
18.	* Struggling to do this; does not understand.	* Beginning to understand partic. & support plans.	* Understands how to do this but needs more practice.	Successfully develops and implements participation and support plans
19.	* Does not seem to understand how to do this.	* Not yet seeing these opportunities; still uncomfortable.	* Needs more practice in this area.	Successfully facilitates the social participation within the classroom
20.	* Is not able to do this because still struggling with plans.	* Support plans still not at the level for sharing and teaching.	* Is beginning to be able to do this, needs more practice.	Teaches others to implement plans and shares information as necessary
Comments on #16-20: Indicate whether based on: O A I Or, if N.O.				

Area 5: Systematic assessment and instruction

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
21.	* Is having difficulty understanding, not using feedback.	* Is struggling to understand how to do this. Needs more work	* Beginning to develop skills in this area. Needs more practice.	Effectively develops systematic strategies for assessing a wide range of skills
22.	* Is having difficulty understanding, not using feedback.	* Skills are just emerging.	* Beginning to develop skills in this area. Needs more practice.	Utilizes data and other team input to develop measurable & robust goals
23.	* Does not see the need for this; having trouble understanding	* Trying hard to understand how to do this.	* Beginning to develop skills in this area. Needs more practice.	Designs systematic instructional plans for direct instruction across domains
24.	* Still having difficulty with systematic instruction. Needs more work.	* Still struggling with the concepts; and not yet ready to train others.	* Ready to begin to try to train others.	Trains other staff to implement systematic instruction
25.	* Does not understand the need for this. Needs direct instruction.	* Still struggling to take data.	* Beginning to develop skills in this area. Needs more practice.	Utilizes data regularly within the context of instruction and to differentiate instruction and monitor progress
Comments on #11-15: Indicate whether based on: O A I Or, if N.O.				

Area 6: Instruction in non-classroom environments (i.e. community, employment, school activities, etc.)

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
26.	* Does not yet understand how or why to do this.	* Beginning to understand why this is important and beginning to find ways to do this.	* Beginning to find ways to do this. Discusses ideas and acts on them with guidance.	Develops ways of involving students with mod/severe disabilities in age-appropriate activities with their nondisabled peers outside of the classroom.
27.	* Does not yet understand the differences between what is going on or what he/she is doing and what is needed.	* Sees ways to improve community based instruction, but needs help to change.	* Community based instruction is beginning to improve, becoming more meaningful, needs practice.	Develops community-based programs which are meaningful to individual students, & lead to integration and social relationships
28.	* Does not see the need and/or creates barriers to learn these skills.	* Is still struggling to develop these skills, needs more direct instruction and practice.	* Has begun to show these skills, needs more practice to be proficient.	Understands how to do job development in the community which results in supported employment - real work for real pay.
29.	* Does not see the need and/or creates barriers to learn these skills.	* Is still struggling to develop these skills, needs more direct instruction and practice.	* Shows beginning skills in this area, needs more practice.	Understands how to develop natural supports in the school, & at work.
30.	* Struggles in this area; and/or is resistant to feedback.	* Is just beginning to develop these skills.	* Good skills in this area, just needs more practice.	Assists peers and community members to develop respect and rapport with individuals with mod/severe disabilities
Comments on #11-15: Indicate whether based on: O A I Or, if N.O.				

Area 7: Facilitation of social relationships and friendships.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
31.	* Does not comprehend the need for this and does not do things to enhance.	* Is beginning to understand the need for this but is struggling to put it into practice.	* Shows some sense of the need for developing friendships, and has some skills, but needs more practice.	.Demonstrates enthusiasm and commitment toward developing social relationships and friendships between children/youth with and without disabilities.
32.	* Does not show the ability to provide appropriate support, and does not grasp the difference.	* Is just beginning to understand these skills and the reasons why he/she needs to improve.	* Is beginning to develop these skills and with more practice will improve.	Provides information and support in ways that are sensitive to the individual. Understands how to fade in and out as necessary.
33.	* Does not understand how to facilitate interactions between peers with and without disabilities.	* Is still working on feeling comfortable with this aspect of the job. Is working on these interpersonal skills.	* Understands how he/she impacts the situation. Sees the need for facilitation. Needs more practice to be proficient.	Demonstrates consistent sensitivity to his/her own impact on the interactions between peers with and without disabilities. Utilizes good interpersonal skills to enhance relationships.
34.	* Does not use feedback, and does not understand the concepts.	* Is still working to understand these skills and implement them – needs more practice.	* Demonstrates knowledge of these skills, but needs more practice.	Facilitates students being perceived as competent and the primary receivers of interactions. Assists peers to utilize AAC devices
35.	* Does not understand the need and is having trouble developing the skill.	* Is beginning to understand the need for this and developing this skill.	* Has discussed with mentor/supervisor, but needs more practice.	Successfully finds ways to develop friendships which extend outside of school/work,etc.
Comments on #31 - 35: Indicate whether based on: O A I Or, if N.O.				

Area 8: Evaluation, design, and implementation of AAC systems

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
36.	* Does not understand nonsymbolic and symbolica communication.	* Beginning to develop an understanding of nonsymbolic and symbolic communication.	* Is beginning to read symbolic and nonsymbolic comm.. behaviors in all students.	.Understands that everyone communicates. Is able to read both the nonsymbolic and symbolic communication behaviors of all students.
37.	* Is struggling to grasp these strategies.	* Is just learning these strategies.	* Still needs support to develop these strategies	Systematically assesses both the receptive and expressive communication needs of each student.
38.	* Is struggling to grasp these strategies.	* Is just learning these strategies.	* Still needs support to develop these strategies.	Develops and implements strategies to increase communication skills with nonverbal learners across the school day.
39.	* Is struggling to understand and develop this skill.	* Beginning to understand and identify these.	* Understands this, but needs more practice in how to.	Selects vocabulary and systems that will empower the learner.
40.	* Is struggling to understand and develop this skill.	* Is beginning to understand how to do this but needs more direct instruction.	* Understands this, but needs more practice with students throughout the day.	Assists students to initiate communication, not just respond. Facilitates social interactions through communication instruction and support.
Comments on #36 – 40. Indicate whether based on: O A I Or, if N.O.				

Area 9: Functional analysis of challenging behavior and the development and implementation of positive behavior support plans and use of PBS principles.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
41.	* The student struggles in this area. Is not demonstrating satisfactory progress.	* Beginning to grasp and implement these principles. This is an area that needs more practice and more feedback.	* Understands these principles, but is not yet consistently demonstrating with all students and across situations.	.Utilizes the principles of positive behavioral support generally. Shows an awareness of behavior as communication and being connected to quality of life. Encourages positive behavior in all students.
42.	* The student struggles to understand this concept.	* Is beginning to understand this; discusses and asks questions.	* This is developing as projected. Needs more practice.	Understands when a challenging behavior requires further analysis and a consistent support plan.
43.	* The student is having difficulty learning these skills.	* The student is just learning these skills and needs more direct instruction.	* This is a developing skill. More practice is needed to be proficient.	Utilizes multiple sources of data to develop and implement individualized behavior support plans.
44.	* The student is having difficulty learning these skills	* The student is just learning these skills and needs more direct instruction.	* This is a developing skill. More practice is needed to be proficient.	Consistently reviews and analyzes data from all team members to make ongoing changes/modifications.
45.	* The student is having difficulty with self-reflection & understanding concepts.	* Is not yet confident, and has trouble self-reflecting on the process.	* Is somewhat confident but needs more practice & feedback.	Is confident in her/his ability to affect changes in behavior. Self-reflects regularly on the process.
Comments on #41 - 45: Indicate whether based on: O A I Or, if N.O.				

Area 10: Accommodating students with multiple and complex disabilities.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
46.	* Is having difficulty understanding the impact of these disabilities.	* Is just beginning to get comfortable with students with these disabilities and needs more direct instruction.	* Developing an understanding, is confident with the students, but needs more practice and opportunity.	.Demonstrates an understanding of the impact of physical and sensory disabilities on the learning and participation of students who also have intellectual disabilities.
47.	* Is having difficulty understanding, and/or does not want to engage in this.	* Is eager to learn these skills, and beginning to take initiative to adapt, etc.	* Developing problem solving in these areas, but needs more practice.	Demonstrates problem solving skills related to adaptations, teaching strategies, and supports for students with sensory disabilities.
48.	* Is having difficulty understanding, and/or does not want to engage in this.	* Is eager to learn these skills, and beginning to take initiative to adapt, etc.	* Developing problem solving in these areas, but needs more practice.	Demonstrates problem solving skills related to positioning, carrying, transferring, and mobilizing students with physical disabilities.
49.	* Does not see or understand the teacher's role in this area.	* Is just beginning to understand how families may need support & assistance.	* Identifies the needs, and discusses with supervisor and mentor.	Advocates for and assists families in gaining the services, adaptations, and supports they need to improve their child's quality of life.
50.	* Does not take an interest in understanding the teacher's role.	* Is just beginning to understand what this involves and what the teacher's role is.	* Has begun to learn about collaboration in this area. Identifies needs; takes interest in the teacher's role	Understands specialized health care plans, and how to collaborate with nurses and other related service staff for a variety of oral-motor needs and health care needs.
Comments on #46-50. Indicate whether based on: O A I Or, if N.O.				

Area 11: Program management, evaluation, and systems change.
Note: In EDS 414, this section is only filled out for Intern teachers..

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
51.	* Is struggling to understand the need for this type of planning.	* Is beginning to understand the need for scheduling which addresses all student and staff needs.	* Is working on developing these skills. The schedule is in the process of development.	Plans and implements a schedule in which all students are engaged in meaningful activities/classes/experiences.. The schedule gives all staff and the teacher a clear set of roles and responsibilities across the day, including who they are working with and when.
52.	* Has trouble understanding these concepts.	* Is just beginning to understand these concepts.	* Discusses these ideas with supervisor. Has some parts of the day up to standards but needs more consistency across the day.	If the home base is a self-contained classroom, creates a schedule which is instructionally rich, age-appropriate, and activity-based, similar to the schedule of their same-age nondisabled peers.
53.	* Having difficulty within small and large groups. Does not yet understand differentiation.	* Not yet able to easily differentiate for students within groups but understands the need.	* Developing the ability to differentiate for all; needs more practice.	Demonstrates the ability to differentiate instruction in large and small groups, making sure everyone has a means for participation.
54.	* Too many skills are needed before recommending that this happen.	* Is not yet ready to take this responsibility on.	* Is beginning to take this responsibility; needs more practice.	Provides coaching and direction to paraprofessionals and other volunteers/staff across the day.
55.	* Does not demonstrate an understanding of how to respond.	* Not yet confident in this area, but understands what to work on.	* Shows developing skills in this area; takes initiative.	.Effectively responds to unexpected events or issues which arise with flexibility, calm, and problem solving.
56.	* Has trouble understanding how to do this and has difficulty with the balance.	* Just beginning to get a picture of the whole class/caseload needs and how to balance.	* Developing the ability to balance the needs of the individual and the class/caseload.	Balances the needs of the whole class/caseload while meeting the needs of individual students.
57.	* Has trouble with staff relationships; does not yet understand this role.	* Beginning to see her/his role but not yet confident or skilled at these relations.	* Developing these skills; has good interpersonal skills.	Successfully facilitates an environment that is positive for learning and working for all students and staff.
58.	* Has difficulty with data and/or does not demonstrate an interest in learning.	* Beginning to understand progress monitoring.; is eager to learn.	* These skills are developing but need more practice.	Establishes efficient data management systems for progress monitoring. Evaluates IEPs and adjusts programs accordingly.
59.	* Tends to let barriers get in the way; does not see the need to problem solve and help create change.	* Has trouble seeing solutions to barriers; but is identifying issues and discussing.	* Developing these reflective skills and problem solving skills. Needs more assistance to problem solve.	Evaluates and reflects on the school system and its impact on program. Problem solves ways to facilitate moving forward . Creates solutions vs. barriers.
60.	* Is resistant to this.	* Has difficulty doing this; but sees the need.	* Is developing this skill but needs more input.	Self-reflects on how her/his own behavior can have a positive influence in professional situations.
Comments on #51 – 60: Indicate whether based on: O A I Or, if N.O.				

Signature page for EDS 414: The supervisor fills this page out with input from the mentor.

Date of Midterm:_____

Summarize areas of strength and make a plan to address areas of need. If there are major areas of concern that need improvement in order to pass EDS 414 with most areas at Developing Proficiency, make a clear plan for what is needed to pass.

Signatures:

Student:_____ **Mentor Teacher:**_____

(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor:_____

Date of Final:_____

Is it recommended that the student pass on to EDS 415? Yes___ No___

If yes, summarize areas of strength and indicate any areas of need for the EDS 415 phase of student teaching. If no, make a plan for next steps with the student using the COE contract.

Signatures:

Student:_____ **Mentor Teacher:**_____

(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor: _____

Signature page for EDS 415: The supervisor fills this out with input from the mentor.

Date of Midterm:_____

Summarize areas of strength and make a plan to address areas of need. If there are any concerns at this point that might indicate the student is in jeopardy of passing, make a clear contract for what needs to improve in order to pass.

Signatures:

Student:_____

Mentor Teacher:_____

(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor:_____

.....

Date of Final:_____

Is it recommended that the student pass EDS 415? Yes___ No___

If yes, summarize areas of strength. If no, make a plan for next steps with the student using the COE contract.

Signatures:

Student:_____

Mentor Teacher:_____

(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor:

**California State University
College of Education
Moderate/Severe Disabilities Specialist Credential**

EDS 414 and EDS 415 Evaluation Tool

Student Teacher:_____ **Semester**_____ **Circle: 414 or 415**

University Supervisor_____ **Mentor Teacher**_____

School/District/County_____

Program and/or grade levels:_____

When utilizing this tool, first read what is in the fourth column labeled “Proficient.” This is the skill that the student is working to develop. Columns 1 through 3 are ways for you to indicate how close you feel the student is to being proficient.

By the end of EDS 414, students should be at the level of “developing proficiency” in all areas. There can only be exceptions in situations where the opportunities are not available due to the types of students, ages of students, etc. If there is no opportunity to address that set of competencies because of the current placement, then a plan should be made for the final semester to get adequate opportunities. At the end of EDS 414, the supervisor and mentor teacher will determine if the student can pass on to EDS 415. Then, the student will meet with the moderate/severe credential program advisors and develop an individualized plan for EDS 415.

By the end of EDS 415, all areas must be at a proficient level.

At the beginning of the semester the student will meet with the mentor teacher and supervisor to discuss ways to meet the competencies in each area. It is the student’s responsibility to make sure that the supervisor and mentor teacher have the opportunity to observe each area. During the 7th or 8th week a midterm evaluation will be done and areas of need identified. During finals week, the final evaluation will be done.

Please fill out each item in the evaluation for both the midterm and the final, noting whether you have based your score on the following criteria. You can indicate more than one type in the box.

O = observed A = assignment I = interview or discussion

If there was no opportunity or you did not observe, indicate N.O.

Indicate the following:

Midterm date:_____

Final date:_____

Area 1: Collaboration, Communication, and Professional Commitment

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
1.	* Is not yet aware of his/her own needs or is resistant to change.	* Sees the need for these skills, but is having difficulty	* Is developing these skills but needs more practice.	+ Develops rapport with faculty & staff; collaborates well with the team
2.	* Student is not interested in the program beyond his/her requirements.	* Is still focused on assignments alone, not seeing the big picture.	* Is developing an understanding of the students needs and beginning to jump in.	+ Demonstrates care and interest in students beyond assignments. Demonstrates high ethical standards
3.	* Has not grasped these concepts and is not able to articulate areas of need.	* Understands the concepts but needs more information and examples.	* Developing an understanding, still expresses doubts or lacks some skills	+ Demonstrates enthusiasm and commitment to inclusive lifestyles for all students
4.	* is resistant to feedback and has trouble self-reflecting.	* Having difficulty using feedback consistently but tries.	* Is beginning to show positive self-reflection and using feedback.	+ Self- reflects and problem solves; utilizes feedback constructively
5.	* Does not seem to grasp the seriousness of lack of skill in this area.	* Having difficulty with follow through and initiating , timelines.	* Could improve in this area by following through more readily & meeting timelines.	+ Demonstrates ability to initiate, commit, follow-through, meet timelines, and take responsibility.
Comments on #1-5: Indicate whether based on: O A I Or, if N.O.				

Area 2: IEP development, program development, ecological assessment, self-determination, and self-advocacy.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
6.	* Does not demonstrate an understanding and/or is resistant.	* Beginning to understand these concepts and participate in them.	* Understands these concepts, needs more practice to be proficient.	Successfully utilizes family-centered, collaborative, ecological assessment
7.	* Does not yet demonstrate these concepts.	* Does not yet fully grasp these concepts but is working on it.	* Beginning to show these skills, needs more practice.	Priorities reflect self-determination, meaningful skills, and membership.
8.	* Does not understand or is resistant to this idea.	* Still working on these concepts.	* Needs more practice in this area.	Effectively includes students with disabilities in their own IEP development.
9.	* Skills are not yet emerging.	* Beginning to demonstrate this.	* Needs more practice.	Writes meaningful IEP documents and measurable goals.
10.	* Does not understand these concepts.	* Beginning to demonstrate this.	* Needs more practice	Determines a schedule of instruction to meet IEP goals for each child.
Comments on #6-10: Indicate whether based on: O A I Or, if N.O.				

Area 3: General Education Curriculum and Instruction in General Ed Classrooms

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
11.	* Struggles in this area. Has difficulty using feedback.	* Needs more work in this area; opportunities and feedback needed.	* Has had some success in gen ed classes, needs more practice.	Collaborates with gen ed teachers to plan effective lessons in core curriculum for heterogeneous groups
12.	* Struggles in this area. Has difficulty using feedback	* Needs more work in this area; opportunities and feedback needed.	* Has had some experiences with large and/or small groups, needs more practice.	Successfully implements instruction in a variety of formats and groupings
13.	* Struggles and/or forgets to facilitate cooperation and partnering.	* Needs more work in this area. Still having difficulty.	* Is beginning to facilitate cooperation and partnering .	Creates opportunities for learners to cooperate and partner
14.	* Does not demonstrate an understanding of what it means to be responsive in teaching.	* Is not yet able to balance the needs of the whole and the individual.	* Is beginning to demonstrate responsiveness. Needs more practice.	Demonstrates responsiveness and flexibility in instructional delivery.
15.	* Is not able to use feedback to make changes in this area.	* Needs more work in this area; struggles to engage all students in positive ways.	* Shows beginning skills in positive engagement and management.	Positively engages and manages student involvement.
Comments on #11-15: Indicate whether based on: O A I Or, if N.O.				

Area 4: Access; modifications; adaptations for students with moderate/severe disabilities in the core curriculum in general education classes.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
16.	* Does not understand and is resistant to these principles.	* Is beginning to understand but not yet able to articulate these principles and struggles to understand modified outcomes.	* Understands these principles, but needs more practice and modeling .	Demonstrates enthusiasm for and an understanding of the principles of including all students, regardless of the severity of their disabilities, in the gen. curriculum/activities
17.	* Does not understand how to do this and is not yet able to modify and adapt.	* Skills are still emerging; does not yet successfully modify outcomes and design adaptations	* Understands how to do this but needs more practice.	Works with gen ed teachers to understand units and lessons - modifies outcomes and designs adaptations as necessary.
18.	* Struggling to do this; does not understand.	* Beginning to understand partic. & support plans.	* Understands how to do this but needs more practice.	Successfully develops and implements participation and support plans
19.	* Does not seem to understand how to do this.	* Not yet seeing these opportunities; still uncomfortable.	* Needs more practice in this area.	Successfully facilitates the social participation within the classroom
20.	* Is not able to do this because still struggling with plans.	* Support plans still not at the level for sharing and teaching.	* Is beginning to be able to do this, needs more practice.	Teaches others to implement plans and shares information as necessary
Comments on #16-20: Indicate whether based on: O A I Or, if N.O.				

Area 5: Systematic assessment and instruction

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
21.	* Is having difficulty understanding, not using feedback.	* Is struggling to understand how to do this. Needs more work	* Beginning to develop skills in this area. Needs more practice.	Effectively develops systematic strategies for assessing a wide range of skills
22.	* Is having difficulty understanding, not using feedback.	* Skills are just emerging.	* Beginning to develop skills in this area. Needs more practice.	Utilizes data and other team input to develop measurable & robust goals
23.	* Does not see the need for this; having trouble understanding	* Trying hard to understand how to do this.	* Beginning to develop skills in this area. Needs more practice.	Designs systematic instructional plans for direct instruction across domains
24.	* Still having difficulty with systematic instruction. Needs more work.	* Still struggling with the concepts; and not yet ready to train others.	* Ready to begin to try to train others.	Trains other staff to implement systematic instruction
25.	* Does not understand the need for this. Needs direct instruction.	* Still struggling to take data.	* Beginning to develop skills in this area. Needs more practice.	Utilizes data regularly within the context of instruction and to differentiate instruction and monitor progress
Comments on #11-15: Indicate whether based on: O A I Or, if N.O.				

Area 6: Instruction in non-classroom environments (i.e. community, employment, school activities, etc.)

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
26.	* Does not yet understand how or why to do this.	* Beginning to understand why this is important and beginning to find ways to do this.	* Beginning to find ways to do this. Discusses ideas and acts on them with guidance.	Develops ways of involving students with mod/severe disabilities in age-appropriate activities with their nondisabled peers outside of the classroom.
27.	* Does not yet understand the differences between what is going on or what he/she is doing and what is needed.	* Sees ways to improve community based instruction, but needs help to change.	* Community based instruction is beginning to improve, becoming more meaningful, needs practice.	Develops community-based programs which are meaningful to individual students, & lead to integration and social relationships
28.	* Does not see the need and/or creates barriers to learn these skills.	* Is still struggling to develop these skills, needs more direct instruction and practice.	* Has begun to show these skills, needs more practice to be proficient.	Understands how to do job development in the community which results in supported employment - real work for real pay.
29.	* Does not see the need and/or creates barriers to learn these skills.	* Is still struggling to develop these skills, needs more direct instruction and practice.	* Shows beginning skills in this area, needs more practice.	Understands how to develop natural supports in the school, & at work.
30.	* Struggles in this area; and/or is resistant to feedback.	* Is just beginning to develop these skills.	* Good skills in this area, just needs more practice.	Assists peers and community members to develop respect and rapport with individuals with mod/severe disabilities
Comments on #11-15: Indicate whether based on: O A I Or, if N.O.				

Area 7: Facilitation of social relationships and friendships.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
31.	* Does not comprehend the need for this and does not do things to enhance.	* Is beginning to understand the need for this but is struggling to put it into practice.	* Shows some sense of the need for developing friendships, and has some skills, but needs more practice.	.Demonstrates enthusiasm and commitment toward developing social relationships and friendships between children/youth with and without disabilities.
32.	* Does not show the ability to provide appropriate support, and does not grasp the difference.	* Is just beginning to understand these skills and the reasons why he/she needs to improve.	* Is beginning to develop these skills and with more practice will improve.	Provides information and support in ways that are sensitive to the individual. Understands how to fade in and out as necessary.
33.	* Does not understand how to facilitate interactions between peers with and without disabilities.	* Is still working on feeling comfortable with this aspect of the job. Is working on these interpersonal skills.	* Understands how he/she impacts the situation. Sees the need for facilitation. Needs more practice to be proficient.	Demonstrates consistent sensitivity to his/her own impact on the interactions between peers with and without disabilities. Utilizes good interpersonal skills to enhance relationships.
34.	* Does not use feedback, and does not understand the concepts.	* Is still working to understand these skills and implement them – needs more practice.	* Demonstrates knowledge of these skills, but needs more practice.	Facilitates students being perceived as competent and the primary receivers of interactions. Assists peers to utilize AAC devices
35.	* Does not understand the need and is having trouble developing the skill.	* Is beginning to understand the need for this and developing this skill.	* Has discussed with mentor/supervisor, but needs more practice.	Successfully finds ways to develop friendships which extend outside of school/work,etc.
Comments on #31 - 35: Indicate whether based on: O A I Or, if N.O.				

Area 8: Evaluation, design, and implementation of AAC systems

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
36.	* Does not understand nonsymbolic and symbolica communication.	* Beginning to develop an understanding of nonsymbolic and symbolic communication.	* Is beginning to read symbolic and nonsymbolic comm.. behaviors in all students.	.Understands that everyone communicates. Is able to read both the nonsymbolic and symbolic communication behaviors of all students.
37.	* Is struggling to grasp these strategies.	* Is just learning these strategies.	* Still needs support to develop these strategies	Systematically assesses both the receptive and expressive communication needs of each student.
38.	* Is struggling to grasp these strategies.	* Is just learning these strategies.	* Still needs support to develop these strategies.	Develops and implements strategies to increase communication skills with nonverbal learners across the school day.
39.	* Is struggling to understand and develop this skill.	* Beginning to understand and identify these.	* Understands this, but needs more practice in how to.	Selects vocabulary and systems that will empower the learner.
40.	* Is struggling to understand and develop this skill.	* Is beginning to understand how to do this but needs more direct instruction.	* Understands this, but needs more practice with students throughout the day.	Assists students to initiate communication, not just respond. Facilitates social interactions through communication instruction and support.
Comments on #36 – 40. Indicate whether based on: O A I Or, if N.O.				

Area 9: Functional analysis of challenging behavior and the development and implementation of positive behavior support plans and use of PBS principles.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
41.	* The student struggles in this area. Is not demonstrating satisfactory progress.	* Beginning to grasp and implement these principles. This is an area that needs more practice and more feedback.	* Understands these principles, but is not yet consistently demonstrating with all students and across situations.	.Utilizes the principles of positive behavioral support generally. Shows an awareness of behavior as communication and being connected to quality of life. Encourages positive behavior in all students.
42.	* The student struggles to understand this concept.	* Is beginning to understand this; discusses and asks questions.	* This is developing as projected. Needs more practice.	Understands when a challenging behavior requires further analysis and a consistent support plan.
43.	* The student is having difficulty learning these skills.	* The student is just learning these skills and needs more direct instruction.	* This is a developing skill. More practice is needed to be proficient.	Utilizes multiple sources of data to develop and implement individualized behavior support plans.
44.	* The student is having difficulty learning these skills	* The student is just learning these skills and needs more direct instruction.	* This is a developing skill. More practice is needed to be proficient.	Consistently reviews and analyzes data from all team members to make ongoing changes/modifications.
45.	* The student is having difficulty with self-reflection & understanding concepts.	* Is not yet confident, and has trouble self-reflecting on the process.	* Is somewhat confident but needs more practice & feedback.	Is confident in her/his ability to affect changes in behavior. Self-reflects regularly on the process.
Comments on #41 - 45: Indicate whether based on: O A I Or, if N.O.				

Area 10: Accommodating students with multiple and complex disabilities.

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
46.	* Is having difficulty understanding the impact of these disabilities.	* Is just beginning to get comfortable with students with these disabilities and needs more direct instruction.	* Developing an understanding, is confident with the students, but needs more practice and opportunity.	.Demonstrates an understanding of the impact of physical and sensory disabilities on the learning and participation of students who also have intellectual disabilities.
47.	* Is having difficulty understanding, and/or does not want to engage in this.	* Is eager to learn these skills, and beginning to take initiative to adapt, etc.	* Developing problem solving in these areas, but needs more practice.	Demonstrates problem solving skills related to adaptations, teaching strategies, and supports for students with sensory disabilities.
48.	* Is having difficulty understanding, and/or does not want to engage in this.	* Is eager to learn these skills, and beginning to take initiative to adapt, etc.	* Developing problem solving in these areas, but needs more practice.	Demonstrates problem solving skills related to positioning, carrying, transferring, and mobilizing students with physical disabilities.
49.	* Does not see or understand the teacher's role in this area.	* Is just beginning to understand how families may need support & assistance.	* Identifies the needs, and discusses with supervisor and mentor.	Advocates for and assists families in gaining the services, adaptations, and supports they need to improve their child's quality of life.
50.	* Does not take an interest in understanding the teacher's role.	* Is just beginning to understand what this involves and what the teacher's role is.	* Has begun to learn about collaboration in this area. Identifies needs; takes interest in the teacher's role	Understands specialized health care plans, and how to collaborate with nurses and other related service staff for a variety of oral-motor needs and health care needs.
Comments on #46-50. Indicate whether based on: O A I Or, if N.O.				

Area 11: Program management, evaluation, and systems change.
Note: In EDS 414, this section is only filled out for Intern teachers..

	Unsatisfactory	Emerging	Devel. Proficiency	Proficiency
51.	* Is struggling to understand the need for this type of planning.	* Is beginning to understand the need for scheduling which addresses all student and staff needs.	* Is working on developing these skills. The schedule is in the process of development.	Plans and implements a schedule in which all students are engaged in meaningful activities/classes/experiences.. The schedule gives all staff and the teacher a clear set of roles and responsibilities across the day, including who they are working with and when.
52.	* Has trouble understanding these concepts.	* Is just beginning to understand these concepts.	* Discusses these ideas with supervisor. Has some parts of the day up to standards but needs more consistency across the day.	If the home base is a self-contained classroom, creates a schedule which is instructionally rich, age-appropriate, and activity-based, similar to the schedule of their same-age nondisabled peers.
53.	* Having difficulty within small and large groups. Does not yet understand differentiation.	* Not yet able to easily differentiate for students within groups but understands the need.	* Developing the ability to differentiate for all; needs more practice.	Demonstrates the ability to differentiate instruction in large and small groups, making sure everyone has a means for participation.
54.	* Too many skills are needed before recommending that this happen.	* Is not yet ready to take this responsibility on.	* Is beginning to take this responsibility; needs more practice.	Provides coaching and direction to paraprofessionals and other volunteers/staff across the day.
55.	* Does not demonstrate an understanding of how to respond.	* Not yet confident in this area, but understands what to work on.	* Shows developing skills in this area; takes initiative.	.Effectively responds to unexpected events or issues which arise with flexibility, calm, and problem solving.
56.	* Has trouble understanding how to do this and has difficulty with the balance.	* Just beginning to get a picture of the whole class/caseload needs and how to balance.	* Developing the ability to balance the needs of the individual and the class/caseload.	Balances the needs of the whole class/caseload while meeting the needs of individual students.
57.	* Has trouble with staff relationships; does not yet understand this role.	* Beginning to see her/his role but not yet confident or skilled at these relations.	* Developing these skills; has good interpersonal skills.	Successfully facilitates an environment that is positive for learning and working for all students and staff.
58.	* Has difficulty with data and/or does not demonstrate an interest in learning.	* Beginning to understand progress monitoring.; is eager to learn.	* These skills are developing but need more practice.	Establishes efficient data management systems for progress monitoring. Evaluates IEPs and adjusts programs accordingly.
59.	* Tends to let barriers get in the way; does not see the need to problem solve and help create change.	* Has trouble seeing solutions to barriers; but is identifying issues and discussing.	* Developing these reflective skills and problem solving skills. Needs more assistance to problem solve.	Evaluates and reflects on the school system and its impact on program. Problem solves ways to facilitate moving forward . Creates solutions vs. barriers.
60.	* Is resistant to this.	* Has difficulty doing this; but sees the need.	* Is developing this skill but needs more input.	Self-reflects on how her/his own behavior can have a positive influence in professional situations.
Comments on #51 – 60: Indicate whether based on: O A I Or, if N.O.				

Signature page for EDS 414: The supervisor fills this page out with input from the mentor.

Date of Midterm:_____

Summarize areas of strength and make a plan to address areas of need. If there are major areas of concern that need improvement in order to pass EDS 414 with most areas at Developing Proficiency, make a clear plan for what is needed to pass.

Signatures:

Student:_____

Mentor Teacher:_____

(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor:_____

Date of Final:_____

Is it recommended that the student pass on to EDS 415? Yes___ No___

If yes, summarize areas of strength and indicate any areas of need for the EDS 415 phase of student teaching. If no, make a plan for next steps with the student using the COE contract.

Signatures:

Student:_____

Mentor Teacher:_____

(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor: _____

Signature page for EDS 415: The supervisor fills this out with input from the mentor.

Date of Midterm:_____

Summarize areas of strength and make a plan to address areas of need. If there are any concerns at this point that might indicate the student is in jeopardy of passing, make a clear contract for what needs to improve in order to pass.

Signatures:

Student:_____

Mentor Teacher:_____

(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor:_____

.....

Date of Final:_____

Is it recommended that the student pass EDS 415? Yes___ No___

If yes, summarize areas of strength. If no, make a plan for next steps with the student using the COE contract.

Signatures:

Student:_____

Mentor Teacher:_____

(To the student: By signing this page, you are indicating that you have received it but not necessarily your agreement with it.)

Supervisor:



Commission on Teacher Credentialing

Education Specialist Teaching and Other Related Services Credential Program Standards

Adopted by the Commission, December 2008-January 2010

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The California Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation and Educator Competence.

For each type of professional credential in education, the Commission has developed and adopted standards which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering academic and professional preparation in education. There are different types of program standards.

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Part II: Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Preconditions can be found within each program's standard document.

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Part III: Standards

Common Standards

The Common Standards deal with aspects of program quality that cross all approved educator preparation programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. When a new program is proposed, the institution submits a Common Standards Addendum to address how the new program will integrate with the already approved programs.

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Program Standards

Program standards address aspects of program quality and effectiveness that apply to each type of educator preparation program offered by a program sponsor. Program standards contain statements describing the nature and purpose of each standard and language that details the requirements that all approved programs must meet. Program sponsors must meet all applicable program standards before the program application may be approved by the Commission.

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Preconditions

Education Specialist Teaching Credential and Other Related Services Program

This table provides information on which Preconditions must be addressed by each type of Education Specialist and Other Related Services Preparation Program

Education Specialist Teaching Credential and Other Related Services Preparation Programs		Preconditions	
		General	Program Specific
Preliminary Teaching Credentials Mild/Moderate Moderate/Severe Physical and Health Impairments Deaf and Hard-of-Hearing Visual Impairments Early Childhood Special Education Language and Academic Development		1-10	11-14 Intern Delivery Model 15-26
Added Authorizations	Autism Spectrum Disorders	1-10	11-12
	Adapted Physical Education	1-10	11-14
	Deaf-Blind	1-10	11-12
	Early Childhood Special Education	1-10	11-13
	Emotional Disturbance	1-10	11-12
	Orthopedic Impairments	1-10	11-12
	Other Health Impairments	1-10	11-12
	Resource Specialist	1-10	11-12
	Traumatic Brain Injury	1-10	11-12
Clear Teaching Credential		1-10	11-16
Other Related Services	Clinical or Rehabilitative		
	Orientation and Mobility	1-10	-
	Audiology	1-10	-
	Speech-Language Pathology	1-10	11

Standards

Education Specialist Teaching Credential and Other Related Services Program

This table provides information on which Standards must be addressed by each type of Education Specialist and Other Related Services Preparation Program

Education Specialist Teaching Credential and Other Related Services Preparation Programs		Standards		
		Program Design	Preliminary Teaching	Specialty Area
Preliminary Teaching Credentials	Mild/Moderate	1-8	9-16	M/M 1-6
	Moderate/Severe	1-8	9-16	M/S 1-8
	Physical and Health Impairments	1-8	9-16	PHI 1-11
	Deaf and Hard-of-Hearing	1-8	9-16	DHH 1-11
	Visually Impairments	1-8	9-16	VI 1-10
	Early Childhood Special Education	1-8	9-16	ECSE 1-10
	Language and Academic Development	1-8	9-16	LAD 1-8
Added Authorizations	Autism Spectrum Disorder	-	-	ASDAA 1-3
	Adapted Physical Education	-	-	APEAA 1-4
	Deaf-Blind	-	-	DBAA 1-5
	Early Childhood Special Education	-	-	ECSEAA 1-4
	Emotional Disturbance	-	-	EDAA 1-3
	Orthopedic Impairments	-	-	OIAA 1-4
	Other Health Impairments	-	-	OHIAA 1-4
	Resource Specialist	-	-	RSAA 1-6
	Traumatic Brain Injury	-	-	TBIAA 1-4
Clear Teaching Credential		Clear 1-7		
Other Related Services	Clinical or Rehabilitative			
	Orientation and Mobility	1-8	-	O & M 1-12
	Audiology	1-8	-	AUD 1-8
	Speech-Language Pathology	1-8	-	SLP 1-8

Documents Eligible to Earn the Added Authorization in Special Education

Yes - May add the authorization to credential

No – Already authorized and may not add authorization to credential

Education Specialist Credential Held¹	Autism Spectrum Disorders	Adapted Physical Education²	Deaf-Blind	Early Childhood Special Education	Emotional Disturbance	Other Health Impairments	Orthopedic Impairments	Resource Specialist	Traumatic Brain Injury
Mild/ Moderate Disabilities¹	Yes	NA	Yes	Yes	No	No	Yes	No	Yes
Moderate/Severe Disabilities¹	No	NA	No	Yes	No	Yes	Yes	No	Yes
Deaf-and Hard-of-Hearing¹	Yes	NA	No	Yes	Yes	Yes	Yes	No	Yes
Physical and Health Impairments¹	Yes	NA	Yes	Yes	Yes	No	No	No	No
Visual Impairments¹	Yes	NA	No	Yes	Yes	Yes	Yes	No	Yes
Early Childhood Special Education¹	No	NA	Yes	No	No	Yes	Yes	No	Yes

¹ *These are the credentials issued based on the 1997 standards. All preliminary Education Specialist Teaching Credentials issued based on the 2008 standards will include an autism spectrum disorders (ASD) authorization for all specialty areas.*

² *Currently an Education Specialist Teaching Credential is not an appropriate prerequisite. Proposed regulations in 2010 will seek to add these credentials as prerequisites for the Adapted Physical Education Added Authorization.*

Preconditions for All Education Specialist Credential Preparation Programs

General Preconditions for all Educator Preparation Programs

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) Accreditation and Academic Credit.** To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.)

For school districts or county offices of education wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board's approval of sponsorship of the program.

- (2) Responsibility and Authority.** To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.
 - (a)** Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).
 - (b)** Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program.
- (3) Personnel Decisions.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (4) Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more

school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

- (5) **Practitioners' Participation in Program Design.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (6) **Commission Assurances.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.
- (7) **Requests for Data.** To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.
- (8) **Faculty Participation.** Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*
- (9) **Basic Skills Requirement.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST) or one of the approved alternatives. The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (a)(1).*

For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to meet the basic skills requirement prior to assuming intern teaching responsibilities. Reference: Education Code Section 44252 (b).

Clarification of General Precondition 9

Legislative Intent General Precondition 9 does not require satisfaction of the Basic Skills Requirement for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST or other approved alternative. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Applicants Residing Out of State When They Apply for Admission Persons residing outside of California when they apply for admission must take the CBEST or other approved alternative no later than the second available administration of the test after enrolling in the program.

- (10) **Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching or clinical responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d).*

For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities.

Preconditions for Preliminary Education Specialist Teaching Credential Programs

In addition to the Commission's ten General Preconditions, each program of professional preparation that leads to the issuance of an Education Specialist Teaching Credential shall adhere continually to the following requirements of California State law or Commission Policy.

- (11) **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.*
- (12) **Program Admission.** The sponsor of an education specialist 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 an appropriate Commission approved 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.

(13) Subject Matter Proficiency. The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student 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 subject matter examination; or
2. 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 specialized science; or
3. Complete a Commission-approved subject matter program in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
4. Hold a California general education teaching credential, in any subject.

For employment purposes, Education Specialists will have to meet the subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.

- a. For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)
- b. For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.
- c. Those Education Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.

- (14) **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 other than in professional education 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).]

Preconditions for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

- (15) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.
- (16) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the intern is authorized to teach. Each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the intern is authorized to teach. Each Education Specialist intern admitted into the program has met the subject matter requirement for the subject area(s) in which the intern is authorized to teach. Reference: Education Code Section 44325(c) (3).
- (17) **Pre-Service Requirement.**
- (a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English learners.
 - (b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning,

reading/language arts, specialty specific pedagogy, human development, and teaching English learners.

- (18) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
- (a) Provisions for an annual evaluation of the district intern.
 - (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of pre-service or other clinical training, if any, including student teaching.
 - (d) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
 - (e) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.
- (19) **Supervision of Interns.**
- (a) In all internship programs, the participating institutions shall provide supervision of all interns.
 - (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.
- (20) **Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 44458.
- (21) **Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452. (This may include charter schools and officially designated non-public schools as well)
- (22) **Early Program Completion Option. (Does not apply to an Education Specialist intern program)** Each multiple and single subject intern program must make available to candidates who qualify for the option the opportunity to choose an early program

completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

- (a) Pass a written assessment adopted by the Commission that assesses knowledge of teaching foundations as well as all of the following:
 - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. Pending implementation of the teaching performance assessment, the program may recommend an intern for a preliminary multiple subject or single subject teaching credential based on demonstrated competence in the field experience component of the internship program.
- (c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program (Reference: Education Code Section 44468).

- (23) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325 (b).
- (24) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- (25) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated

persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

- (26) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

**Preconditions for
Education Specialist: All Added Authorization Programs**

In addition to the Commission's ten General Preconditions, each program of professional preparation for an Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (11) Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.
- (12) The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program.

Additional Precondition for Early Childhood Special Education Added Authorization

In addition to the Commission's ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Early Childhood Special Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (13) Candidates accepted into the Early Childhood Special Education Added Authorization program must currently hold a preliminary education specialist teaching credential Mild/Moderate or Moderate/Severe or be eligible for the same education specialist teaching credential prior to recommendation for the Early Childhood Special Education Added Authorization.

Additional Preconditions for Adapted Physical Education Added Authorization

In addition to the Commission's ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Adapted Physical Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

- (13) Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) teaching credentials issued under prior statutes with comparable authorizations to 1-3.
- (14) Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework.

**Preconditions for
Clear Education Specialist Credential Programs**

In addition to the Commission's ten General Preconditions, pursuant to Education Code Sections 44227(a) and 44265, each program of Education Specialist Clear Credential preparation shall adhere to the following requirements of the Commission.

- (11) A program sponsor that operates a program for the Clear Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Education Specialist Credential.
- (12) A program sponsor that operates a program for the Clear Education Specialist Credential shall provide for the development of a written Individual Induction Plan (IIP) which may include a maximum of 12 semester units of coursework, 180 hours of professional development or a combination of coursework and professional development, developed in consultation among the candidate, employer and program sponsor.
- (13) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each Clear Education Specialist candidate's teacher support provider holds an appropriate California special education teaching credential or has equivalent professional background and experience. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.
- (14) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop an IIP for the support and development of each beginning teacher.
- (15) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the IIP will be initiated within 60 days of employment.
- (16) A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual

Induction Plan, so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7.

Preconditions for Other Related Services Credentials

In addition to the Commission's ten General Preconditions, pursuant to Education Code Sections 44227(a) and 44265, each program of Speech-Language Pathology Services Credential preparation shall adhere to the following requirements of the Commission.

Preconditions for the Preliminary Speech-Language Pathology Services Credential

- (11) A Commission-accredited program sponsor shall determine prior to recommending a candidate for a credential, that the candidate holds or has been recommended for a master's degree in Speech-Language Pathology from a program accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation.

Preconditions for the Clear Speech-Language Pathology Services Credential

- (11) A Commission-accredited program sponsor shall determine prior to recommending a candidate for a Clear Speech-Language Pathology Credential that the candidate has satisfied all of the following criteria:
- a. The Candidate has a Preliminary Speech-Language Pathology Services Credential.
 - b. The Candidate holds a master's degree in speech-language pathology from a program accredited by the American Speech-Language-Hearing Association, or an equivalent degree or academic program, as determined by the American Speech-Hearing Association
 - c. The Candidate has achieved a passing score, as determined by the American Speech-Hearing-Language Association's certification requirements on the Educational Testing Services' national teachers' Praxis series written test in speech-language pathology or a successor exam.
 - d. The Candidate has completed a mentored practical experience period, in the form of a 36 week, full-time mentored clinical experience, or an equivalent supervised practicum, as deemed by the Commission.

Common Standards

Standard 1: Educational Leadership

The *institution* and education *unit* create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for *programs*, *courses*, teaching, *candidate performance* and experiences, *scholarship*, *service*, collaboration, and *unit* accountability. The *faculty*, *instructional personnel*, and relevant *stakeholders* are actively involved in the organization, coordination, and *governance* of all professional preparation *programs*. *Unit leadership* has the *authority* and *institutional support* needed to create effective strategies to achieve the needs of all *programs* and represents the interests of each *program* within the *institution*. The education *unit* implements and monitors a credential recommendation process that ensures that *candidates* recommended for a credential have met all requirements.

Standard 2: Unit and Program Assessment and Evaluation

The education *unit* implements an *assessment and evaluation system* for ongoing *program* and *unit evaluation* and improvement. The system collects, analyzes, and utilizes data on candidate and *program completer* performance and *unit* operations. *Assessment* in all *programs* includes ongoing and comprehensive data collection related to *candidate* qualifications, proficiencies, and *competence*, as well as *program* effectiveness, and is used for improvement purposes.

Standard 3: Resources

The *institution* provides the *unit* with the necessary budget, *qualified personnel*, adequate facilities and other *resources* to prepare *candidates* effectively to meet the state-adopted standards for educator preparation. Sufficient *resources* are consistently allocated for effective operation of each credential or *certificate* program for coordination, admission, advisement, curriculum and *professional development*, instruction, *field-based supervision and/or clinical experiences*, and *assessment* management. Sufficient *information resources* and related personnel are available to meet *program* and *candidate* needs. A process that is inclusive of all *programs* is in place to determine resource needs.

Standard 4: Faculty and Instructional Personnel

Qualified persons are employed and assigned to teach all *courses*, to provide *professional development*, and to *supervise field-based and/or clinical experiences* in each credential and *certificate program*. *Instructional personnel* and *faculty* have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, *scholarship*, and *service*. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in *P-12 settings/college/university units* and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The *institution* provides *support* for *faculty* development. The *unit* regularly *evaluates* the performance of *course instructors* and *field supervisors*, *recognizes* excellence, and retains only those who are consistently effective.

Standard 5: Admission

In each professional preparation program, applicants are admitted on the basis of well-defined *admission criteria* and procedures, including all Commission-adopted requirements. *Multiple measures* are used in an *admission* process that encourages and *supports* applicants from diverse populations. The *unit* determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The *institution* and/or *unit* provide *support* and assistance to candidates and only retain *candidates* who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Standard 7: Field Experience and Clinical Practice

The *unit* and its *partners* design, implement, and regularly *evaluate* a planned sequence of *field-based* and *clinical experiences* in order for *candidates* to develop and demonstrate the knowledge and skills necessary to educate and *support* all *students* effectively so that *P-12 students* meet state-adopted academic standards. For each credential and *certificate program*, the *unit* collaborates with its *partners* regarding the criteria for selection of school sites, effective *clinical personnel*, and site-based *supervising personnel*. *Field-based work and/or clinical experiences* provide *candidates* opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help *candidates* develop research-based strategies for improving student learning.

Standard 8: District-Employed Supervisors

District-employed supervisors are *certified* and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting *supervisors* who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. *Supervisors* are trained in *supervision*, oriented to the *supervisory* role, *evaluated* and *recognized* in a systematic manner.

Standard 9: Assessment of Candidate Competence

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and *support* effectively all *students* in meeting the state-adopted academic standards. *Assessments* indicate that *candidates* meet the Commission-adopted *competency requirements*, as specified in the program standards.

Common Standards Addendum

If an institution's full response to the Common Standards (2008) has been submitted, reviewed and approved, then the institution need only submit an addendum providing information that is specific to the proposed educator preparation program relative to the institution's recently submitted Common Standards.

- | | |
|------------|--|
| Standard 1 | Who in the Unit will have <i>leadership</i> responsibilities for this program? |
| Standard 2 | How will evaluation of this program fit into the Unit <i>Assessment System</i> ? |
| Standard 3 | How will this program be supported with <i>resources</i> ? |
| Standard 4 | What will be the criteria for selection of <i>faculty and instructional personnel for this program</i> ? |
| Standard 5 | Are there particular <i>admission criteria</i> for the proposed program? |
| Standard 6 | How will candidates be provided with timely and accurate information about the program? How will candidates requiring additional assistance be <i>guided and supported</i> ? |
| Standard 7 | What will the <i>field experiences and clinical practice</i> include? How will sites be selected and evaluated? |
| Standard 8 | What will be the criteria for selection of <i>district-employed supervisors</i> ? |
| Standard 9 | What will be the program <i>assessments used to determine candidate competence</i> as they move through the program? |

Program Design Standards for Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials

Program Standard 1: Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

Integrated/Blended Program Delivery Model:

An Integrated/Blended Program of Undergraduate Teacher Preparation provides candidates with:

- a carefully designed curriculum involving both subject matter and professional preparation that includes integrated and concurrent coursework of subject matter and related pedagogy at gradually more sophisticated levels
- a clearly developmental emphasis involving early and continuous advising, and early field experiences
- explicit and supported mechanisms for collaboration among all involved in the design, leadership, and ongoing delivery of the program

Intern Program Delivery Model:

The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 9, 10, 11, 13, and 15. The remaining content and fieldwork builds on the pre-service experiences and addresses all Commission-adopted standards. The partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program.

Program Standard 2: Professional, Legal and Ethical Practices

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research

and regulations necessary to the provision of services to individuals with disabilities and their families.

Program Standard 3: Educating Diverse Learners

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

Program Standard 4: Effective Communication and Collaborative Partnerships

The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

Program Standard 5: Assessment of Students

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

Program Standard 6: Using Educational and Assistive Technology

The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

Program Standard 7: Transition and Transitional Planning

The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning

The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

Preliminary Education Specialist Teaching Credentials Program Standards

Program Standard 9: Preparation to Teach Reading/Language Arts

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in Education Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The program provides candidates with systematic, explicit instruction to meet the needs of *the full range of learners including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners* who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught.

The Education Specialist credential program prepares candidates to do the following:

	Reading	Writing	Listening and Speaking
Instruct- ional Planning/ Objectives/ Design	<ul style="list-style-type: none"> Strategic selection and sequencing of curricula to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience. Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills. 		
	Reading	Writing	Listening and Speaking
Instruct- ional Delivery	1. Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include: <ul style="list-style-type: none"> word analysis fluency vocabulary, academic language, and 	Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> The systematic progression of instruction and application of foundational writing strategies, 	Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> The systematic progression of instruction and application to

	Reading	Writing	Listening and Speaking
	background knowledge <ul style="list-style-type: none"> • reading comprehension • literary response and analysis 2. Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> • orientation (e.g., engagement, teacher demonstration) • presentation (e.g., explicit instruction, modeling, pacing) • structured practice (e.g., reinforcement, questioning, feedback) • guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) • independent practice and application • independent practice (e.g. opportunities for students to show level of mastery) 	applications, and conventions <ul style="list-style-type: none"> • Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision • Writing applications according to genres (grade-level appropriate) and their characteristics • Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization and spelling). 	develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing. <ul style="list-style-type: none"> • Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate).
	Reading	Writing	Listening and Speaking
Assessment	<ul style="list-style-type: none"> • Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards, as referenced in Chapter Six of the Reading 		Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability

	Reading	Writing	Listening and Speaking
	Language Arts Framework (2007).		to utilize ongoing assessments, both formal and informal to determine students' progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.
	Reading	Writing	Listening and Speaking
Universal Access/ Differ-entiated Instruction	<p>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the <i>full range of learners</i>. For example:</p> <ul style="list-style-type: none"> • using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students • recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups) • using remediation strategies, accommodations, and modifications for students with special needs. • using flexible grouping, individualized instruction, and whole-class instruction as needed • using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i> 		

NOTE: This standard is not entirely required for the ECSE authorization since it focuses on school age reading skills. Programs who prepare Early Childhood Special Education candidates to provide literacy programs should be aligned to “*The Infant Toddler Learning and Development Foundations and Preschool Learning Foundations.*”

Intern Program Delivery Model:

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 9: Preparation to Teach Reading-Language Arts.

Program Standard 10: Preparation to Teach English Language Learners

The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and

candidates understand the local and school organizational structures and resources designed to meet English learner students' needs. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers. Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development. Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical, and individual factors affect students' language acquisition.

Intern Program Delivery Model:

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 10: Preparation to Teach English Language Learners as well as ongoing preparation throughout the program.

Program Standard 11: Typical and Atypical Development

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.

Intern Program Delivery Model:

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard

11: Typical and Atypical Development as well as ongoing preparation throughout the program.

Program Standard 12: Behavioral, Social, and Environmental Supports for Learning

The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.

Program Standard 13: Curriculum and Instruction of Students with Disabilities

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels. Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

Intern Program Delivery Model:

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation in general and specialty specific pedagogy relative to the authorized as well as ongoing preparation throughout the program.

Program Standard 14: Creating Healthy Learning Environments

Candidates learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety. Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves. Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy

nutrition of children and youth. Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.

Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. 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 and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. 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.

Intern Program Delivery Model:

This standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.

Program Standard 16: Assessment of Candidate Performance

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate's credential area. An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate's Induction Program. (TPEs may be found on pages 73-86 of this document).

Education Specialist Preliminary Teaching Credentials

In addition to the **Program Design** and **Preliminary Teaching Standards**, each Program must address the appropriate Specialty Standards

Mild/Moderate Disabilities (M/M)

M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified with specific learning disabilities, mild/moderate mental retardation, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery.

M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities

The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities covered under the authorization. The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students. The program prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress. The program prepares candidates to plan for and participate in state-mandated accountability measures.

M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction

The program prepares candidates to select curricula and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. The program prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. The program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders. The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families.

M/M Standard 4: Positive Behavior Support

The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. The program prepares candidates to demonstrate

the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. The program prepares candidates to participate effectively in school wide behavior support processes.

M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities

The program provides each candidate with a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings. The program prepares candidates to know how mild/moderate disabilities impact student learning in these areas and know how to insure that evidence-based methods for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities. The program prepares candidates to know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas.

M/M Standard 6: Case Management

The program prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.

Moderate/Severe Disabilities (M/S)

M/S Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities

The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery.

M/S Standard 2: Communication Skills

The program provides opportunities for each candidate to demonstrate the ability to assess their students' verbal and non-verbal communication abilities. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction and 5) develop communication methods to demonstrate student academic knowledge.

M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context.

Each candidate collaborates with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.

M/S Standard 4: Assessment, Program Planning and Instruction

Each candidate demonstrates the ability to utilize person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. The instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. Each candidate is able to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Each candidate is able to utilize assessment data from multiple sources to develop effective programs and guide instruction.

M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care

Each candidate demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. The candidate uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment. Each candidate demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings. Each candidate will consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings.

Each candidate demonstrates an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student's sensory, movement, mobility and specialized health care services.

M/S Standard 6: Positive Behavioral Support

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. Each candidate is able to participate effectively in school wide behavior support processes.

M/S Standard 7: Transition and Transitional Planning

In addition to the Common Core Transition and Transitional Planning Standard, each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.

M/S Standard 8: Augmentative and Alternative Communication

Each candidate demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities. Each candidate demonstrates knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.

Early Childhood Special Education (ECSE)

ECSE Standard 1: Theoretical, Philosophical, and Empirical Foundations

The program provides the candidate with an opportunity to demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences' underlying evidence based practices in the field of Early Intervention and Early Childhood Special Education and uses this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies.

ECSE Standard 2: Typical and Atypical Child Development

The program provides opportunities for each candidate to demonstrate comprehensive knowledge of typical early childhood development from prenatal through pre-kindergarten including knowledge of early childhood developmental stages and their implications for learning. Each candidate demonstrates comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Each candidate demonstrates skill required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.

ECSE Standard 3: Role of Family in Early Childhood Special Education

The program provides opportunities for each candidate to demonstrate knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. Each candidate demonstrates skill required to engage families as collaborative partners, and applies relationship based, family-centered approaches in all components of early intervention and education for infants and young children with disabilities. Each candidate demonstrates understanding of the impact of the child's disability on the family and is trained in the skills to sensitively elicit family's concerns, priorities, and resources in relation to their child. Each candidate demonstrates skill required to implement routines-based interventions and assist families with embedding educational activities into family daily life.

ECSE Standard 4: Assessment and Evaluation of Infants, Toddlers and Preschoolers

Each program provides the opportunity for the candidates to demonstrate skill in assessment and evaluation that leads to appropriate interventions, and reflects an understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches and strategies, (e.g. naturalistic play-based assessment, family interviewing), the influence of specific disabilities on development and learning, and the role of the interdisciplinary team. Further, each candidate demonstrates skill in utilizing multiple sources of developmentally and standards based assessment instruments and practices in natural environments to determine the child's development, functional behaviors, strengths, and needs within the context of the family's concerns and priorities.

ECSE Standard 5: Individualized Family Service Plan, Individualized Education Program and Transition

Each program offers an opportunity for the candidate to demonstrate knowledge of the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and transition processes. Each candidate demonstrates skills in the development, implementation, and monitoring of progress of the IFSP/IEP with the family and other members of the team. Each candidate demonstrates skill required to implement processes and strategies that support transitions among settings for infants and young children. These settings include hospital to home, home to center based, early intervention to preschool classroom, and preschool to kindergarten. Each candidate demonstrates knowledge of Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and uses this knowledge when implementing effective IFSPs, IEPs, and transition.

ECSE Standard 6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten

Each program provides opportunities for candidates to demonstrate skills required to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate, and reflect family's concerns and priorities. Each candidate demonstrates knowledge of the role of social- emotional relationships as the foundation for early learning. Each candidate demonstrates skill required to utilize strengths-based, relationship-based approaches to early intervention, and to embed specific interventions within daily routines and natural environments (particularly in-home strategies) with the child's family and peers. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional functioning, and emergent literacy for all learners, including English language learners.

ECSE Standard 7: Learning Environments

Each program provides opportunities for candidates to demonstrate skill required to support positive learning experiences for children with disabilities in a wide range of natural environments (e.g., home, child care, preschool/pre-K and other community settings). Each candidate demonstrates knowledge of the full range of service delivery settings and supports including educational and community programs and agencies. Each candidate demonstrates skill required to organize space, time, and materials to match the child's individual learning needs in safe, natural and structured environments. Each candidate demonstrates knowledge and skills related to the provision of effective support for children with disabilities within inclusive learning environments, including co-teaching and collaborative consultation models of support.

ECSE Standard 8: Collaboration and Teaming

The program provides each candidate opportunities to demonstrate the knowledge and skills required to consult and collaborate with other professionals, paraprofessionals, families, caregivers, and community agency personnel (e.g., child development specialists) in a range of settings to meet the individualized needs of infants and young children who have or are at risk for developmental delays and disabilities. Each candidate demonstrates knowledge of interagency collaboration and service coordination, including interagency agreements, referral, and consultation. Each candidate demonstrates skill required participating as a team member, to identify and enhance team roles, communicate, and problem solve, including recognizing the

scope of practice parameters of ECSE and roles and expertise of other professionals and disciplines. Each candidate demonstrates skill required to consult, collaborate and/or co-teach with colleagues in general education (e.g., Head Start, typical preschool environments).

ECSE Standard 9: Low Incidence Disabilities in Early Childhood Special Education Programs

The program provides the opportunity for each candidate to demonstrate skill required to identify developmental and learning characteristics associated with low incidence disabilities (e.g. visual impairment, hearing loss, motor disabilities, deaf-blindness). Each candidate has the knowledge of the impact of a specific low incidence disability on a child's social, emotional, communication, and other areas of development, the family, and the interaction between the young child and members of the family, and peers. Each candidate has knowledge of specific educational, developmental, and health issues and community resources related to a particular low incidence disability and assists families in accessing local, state, and national resources for children with a specific low incidence disability. Each candidate consults and collaborates with appropriate specialists in implementing culturally, linguistically, and developmentally appropriate intervention plans for infants, toddlers, and preschoolers with low incidence disabilities and their families.

ECSE Standard 10: Field Experience in Early Childhood Special Education Programs

The program provides an opportunity for each candidate to document observations in a variety of settings from birth to pre-kindergarten. Additionally, each candidate has field experiences in early childhood settings with families with young children who have a range of abilities and needs including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/pre-kindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings.

Deaf and Hard-of-Hearing (DHH)

DHH Standard 1: Characteristics of Learners

Candidates demonstrate knowledge of etiologies related to hearing loss, the research regarding access to language and theories of learner characteristics that impact the unique needs for education, language and cognitive development, as well as social growth of students, ages birth to 22, who are deaf or hard-of-hearing including students who are deaf-blind, and/or said learners with additional disabilities.

DHH Standard 2: Development of Professional Perspectives

Candidates demonstrate an understanding of essential themes, concepts, and issues related to philosophical, historical, and legal foundations of the education of students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities. Candidates are able to apply their understanding of the models and theories of deaf education and demonstrate sensitivity to and respect for varied beliefs, languages, whether spoken or signed, modes of communication, parental choices, and cultural differences, including Deaf culture. Candidates demonstrate the ability to plan and implement instruction about the contributions of individuals and technological innovations that have benefited both deaf and hearing people.

DHH Standard 3: Candidate Communication Skills

Each candidate demonstrates skills in a repertoire of communication strategies that facilitate communication exchanges in signed and spoken language usage, as appropriate. Each candidate demonstrates appropriate language proficiency to communicate directly and effectively with students who are deaf and hard-of-hearing, including those who are deaf-blind, and/or those with additional disabilities, to engage and sustain student interest in the learning process. Communication and language proficiency should be sufficient to ensure that a comprehensible flow of information; to develop higher-order cognitive and linguistic skills; and for the development of literacy skills.

DHH Standard 4: Language and Cognitive Development Strategies

Candidates demonstrate the knowledge of and ability to apply techniques to engage students in the learning process in order to develop language and cognitive skills, whether through visual (signed) and/or auditory (spoken) input, in students who are deaf or hard-of-hearing including those who are deaf-blind and/or those with additional disabilities.

DHH Standard 5: Specialized Assessment

In addition to the Special Education Program Standard: Assessment of Students with Disabilities, candidates demonstrate the ability to select, adapt, administer (where appropriate), interpret and explain assessments, and make recommendations regarding services and educational progress for students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities. Candidates understand the importance of appropriate, ongoing, and a variety of assessments using the language and the communication system of students who are deaf or hard-of-hearing.

DHH Standard 6: Instructional Techniques

In addition to the Special Education Program Standards: Curriculum and Instruction of Students with Disabilities, each candidate demonstrates an understanding of and ability to implement effective, individually designed instruction for students, ages birth to 22, who are deaf or hard-of-hearing including those who are deaf-blind and/or those with additional disabilities, in diverse learning environments, using instructional techniques that provide access to the state curriculum standards.

DHH Standard 7: Early Childhood Intervention and Education

Each candidate demonstrates knowledge, skills, and attitudes necessary for collaborating effectively on a multi-disciplinary educational team to provide assessments, planning, and implementation strategies for an appropriate intervention and education program for children birth to age 5 who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, and their families, with particular focus on the development of language, cognitive, and social skills.

DHH Standard 8: Hearing Loss and Additional Disabilities

Each candidate will be able to identify the characteristics of students who are deaf and hard-of-hearing who also exhibit one or more of any of the disability categories identified in IDEA (e.g., specific learning disability, visual impairment, emotional disturbance, and autism spectrum disorder) that are associated with hearing loss and significant enough to require considerations of specialized adaptations and/or modifications in the learning process.

DHH Standard 9: Managing Student Behavior and Social Interaction Skills

Each candidate demonstrates the ability to foster appropriate student behavior patterns, social interaction skills, and self-advocacy skills, as well as the ability to discriminate between behavior that is typical for various ages/stages and that behavior which might be attributable to limited language and ineffective communication skills.

DHH Standard 10: Transition and Transitional Planning

In addition to the Special Education Program standards: Transition and Transitional planning each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.

DHH Standard 11: Collaborative Partnerships

In addition to the Special Education Program Standards: Effective Communication and Collaborative Partnerships, each candidate demonstrates the ability to work collaboratively with families, support providers (i.e. interpreters, audiologists, speech/language pathologists, paraprofessionals, and other members of the educational team), general education professionals, community agencies, and the d/Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities.

Physical and Health Impairments (PHI)

PHI Standard 1: Characteristics of Physical and Health Impairments

Each candidate demonstrates knowledge of disability characteristics and the educational and psychosocial implications of these characteristics for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

PHI Standard 2: Historical and Legal Foundations of Physical and Health Impairments

Each candidate demonstrates knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

PHI Standard 3: Specialized Assessment, Planning, and Program Development

Each candidate demonstrates the ability to select, modify, and administer appropriate state and local assessments to facilitate access (including appropriate assessment for assistive technology) for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. In collaboration with appropriate related services personnel, each candidate uses students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IFSP, IEP, and ITPs that address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

PHI Standard 4: Specialized Health Care and Physical Supports

Each candidate utilizes information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with physical/orthopedic disabilities, other health impairments, and multiple disabilities who require medical services not requiring a physician. Candidates must be able to provide a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. Candidates must be able to facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures. In addition, they must demonstrate knowledge of the appropriate services that can be provided by other agencies.

PHI Standard 5: Instructional Strategies and Adaptations

Each candidate identifies stages and sequences of child growth and development, birth through 22 years, and implements appropriate curricular accommodations and modifications to support student access and participation in the least restrictive/natural environment. Each candidate identifies and supports performance of essential skills unique to students with physical/orthopedic disabilities, other health impairments, and multiple disabilities, including academics, independent living skills, personal independence skills, career and vocational experiences, communication skills, and the psychosocial development.

PHI Standard 6: Student Communication Skills

Each candidate demonstrates the ability to observe, evaluate, and document verbal and non-verbal communication modes, language and cognitive level(s), and physical/sensory needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. Each candidate identifies and implements appropriate techniques to address students' individual and group communication needs and participation in classroom, community, and social activities appropriate to their age and development.

PHI Standard 7: Assistive Technology

Each candidate demonstrates understanding of mandated considerations for assistive technology for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. Each candidate demonstrates knowledge and application of low and high assistive technology devices, services, and software applications that facilitate curriculum access, and improved academic performance and skill development of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

PHI Standard 8: Instructional Service Delivery Models

Each candidate collaborates with appropriate related services personnel to support access to, and optimal learning experiences for, students with physical/orthopedic disabilities, other health impairments, and multiple disabilities in a wide variety of specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

PHI Standard 9: Augmentative and Alternative Communication

Each candidate demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. Each candidate demonstrates knowledge and application of augmentative and alternative communication devices and services to facilitate communication, improved academic performance, and skill development of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

PHI Standard 10: Implications of Disability and Self-Determination for Students with Physical/Orthopedic Disabilities, Health Impairments, and Multiple Disabilities

Each candidate uses strategies to support positive psychosocial development and self-determined behavior of students with physical/orthopedic disabilities, health impairments, and multiple disabilities. Each candidate demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. Each candidate identifies factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences from infancy through post-secondary outcomes for individuals with physical/orthopedic disabilities, health impairments, and multiple disabilities and their families.

PHI Standard 11: Early Childhood Education

Each candidate demonstrates knowledge of typical and atypical physical and emotional development and the impact of disability on families. Each candidate develops and demonstrates

the ability to assess infants and young children with physical/orthopedic disabilities, health impairments, and multiple disabilities to determine service eligibility and appropriate program implementation, including referrals to community and state resources for infants and young children and their families through collaborative partnerships.

Visual Impairments (VI)

VI Standard 1: Vision and Functional Implications of Vision Loss

Each candidate demonstrates knowledge of the anatomy and physiology of the eye, disorders of the eye, brain functions related to vision, and the functional/educational implications of vision loss and vision dysfunction. The candidate applies that knowledge in individualized program planning and implementation.

VI Standard 2: Impact of Vision Loss on Development and Learning

Each candidate demonstrates knowledge of the impact of a visual impairment on learning and development that incorporates the effects of physical, emotional, cultural, language, social, and cognitive factors. Each candidate further demonstrates the impact of varying levels of functional vision combined with additional disabling conditions.

VI Standard 3: Specialized Assessment and Techniques

Each candidate demonstrates knowledge of methods for conducting functional vision assessment, assessment to determine the appropriate reading media or learning media, and an assessment of literacy skills, including Braille literacy. Each candidate is knowledgeable of and able to evaluate options for specialized materials and equipment relevant for learners with visual impairments, and appropriate to student age, grade, educational setting, cultural linguistic differences, and present levels of functioning as they relates to the selection, procurement, and use of appropriate assessment procedures and techniques, and in the interpretation of assessment results to determine students' unique needs related to the core curriculum and Expanded Core Curriculum (ECC). Each candidate demonstrates knowledge of assessment techniques related to ECC areas for students with visual impairments including students who are deaf-blind and those with additional disabilities.

VI Standard 4: Braille Competency and Braille Literacy Instruction

Each candidate demonstrates proficiency in reading and writing alphabetic and fully contracted Braille using a variety of devices such as the Braillewriter, slate and stylus, computer-generated translation, and electronic note takers. Each candidate demonstrates proficiency in basic Nemeth Code for Mathematics and an understanding of advanced Nemeth code. The program provides substantive, research-based instruction that effectively prepares each candidate to teach Braille literacy and to be prepared to deliver a comprehensive program of systematic instruction aligned to the state adopted English Language Arts Content Standards and the California Braille Standards for Reading and Mathematics. The program provides basic knowledge of the various additional Braille codes currently in use such as computer Braille code, foreign language codes, and music.

VI Standard 5: Specialized Communication Skills and Instruction

Each candidate demonstrates methods and instructional strategies for teaching specialized communication skills used by individuals who are visually impaired including students who are deaf-blind and those with additional disabilities. These skills include: Braille reading and writing, slate and stylus, signature and script writing, touch typing and keyboarding for specialized technology, electronic and digital media, listening, aural, and large print reading. Each candidate demonstrates methods, instructional strategies, and the ability to adapt materials for teaching disability-specific academic and functional academic curriculum. In addition, the program provides information to enable the candidate to access appropriate specialized resources.

VI Standard 6: Determining Learning Medium

Each candidate demonstrates the ability to use multiple sources of information, including functional vision assessment, observation of sensory channels, formal and informal literacy assessment, as criteria in determining the appropriate reading and learning medium or media, and continuously applies this information when evaluating the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment for the learner who has a visual impairment. Each candidate considers individual learner needs during assessment procedures, such as deaf-blindness, additional disabilities, struggling or at-risk performance, English language development, cultural and linguistic background, limited or no communication/language systems, and gifted learners.

VI Standard 7: Instruction in Functional Skills and Expanded Core Curricula

Each candidate demonstrates knowledge of the methods and instructional strategies for teaching specialized functional skills and the ECC to individuals with visual impairments, birth to 22 years of age including students who are deaf-blind and those with additional disabilities, which includes and is not limited to: self-help skills, personal management skills, social skills, spatial and environmental concepts, sensory-motor development, use of remaining vision, and skills for academic and social inclusion. In addition, each candidate designs and implements functional and age appropriate instructional programs for learners of different cognitive abilities.

VI Standard 8: Orientation and Mobility for Teachers of the Visually Impaired

Each candidate demonstrates knowledge of the importance of orientation and mobility instruction for individuals with visual impairments including students who are deaf-blind and those with additional disabilities. Each candidate will receive instruction in knowledge of basic orientation concepts, basic mobility skills, and guide techniques.

VI Standard 9: Early Childhood Intervention and Education

Each candidate demonstrates ability to assess infants and young children with visual impairments including students who are deaf-blind and those with additional disabilities determine eligibility for services and when appropriate to plan, coordinate, collaborate, and/or implement appropriate programs for them and their families.

VI Standard 10: Resources and Support/Related Services

The program provides knowledge of informational counseling, guidance, or referral services. Each candidate demonstrates knowledge of service delivery models, funding sources, selection, procurement, maintenance, storage, and use of specialized equipment and materials.

Language and Academic Development (LAD)

LAD Standard 1: Characteristics of Students with Communication Needs

Candidates have knowledge of students identified per the categories of IDEA with Language and Academic Development needs including but not limited to the following areas: language development, social communication, school readiness skills, literacy development, academic competencies across the curriculum in listening, speaking, reading, writing and who demonstrate lack of communication and language literacy skills to access and have meaningful benefit from academic instruction.

LAD Standard 2: Language Development

Candidates have knowledge of language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. Candidates have knowledge of the characteristics of second language development and the distinction between language disorders, disabilities, and language differences. Candidates have opportunities to demonstrate comprehensive knowledge of typical and atypical language development.

LAD Standard 3: Assessment and Evaluation of Language Skills

Candidates demonstrate knowledge and skills relating to using and interpreting a variety of individual assessments and evaluation approaches appropriate for students with communication disabilities. Candidates demonstrate knowledge and skill for interpreting and communicating the results of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum based and appropriate to the diverse needs of individual students. Candidates understand the implications of their findings based on data collected, is able to make appropriate educational decisions on the basis of data and makes trans-disciplinary referrals when necessary.

LAD Standard 4: Academic Assessment and Instruction

Candidates demonstrate competence in administering, interpreting and utilizing the results of the assessment of the academic skills of students with language disabilities for the purposes of developing and implementing academic instruction. Academic skills include but are not limited to the following areas: literacy development, written language, and quantitative reasoning. Each candidate demonstrates a depth of knowledge and skills in the teaching of strategies for early literacy skills, reading, writing and the language arts that ultimately enable students to access the academic core curriculum. Candidates demonstrate the knowledge of and ability to apply instructional models and strategies that align with ongoing assessment results. Candidates apply research-based interventions that are effective at early and intermediate academic levels.

LAD Standard 5: Planning and Implementing Curriculum and Instruction

Each candidate identifies and utilizes curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with communication disabilities across an array of environments and activities. The curricula and evidenced based instructional strategies are responsive to the unique communication needs of the student and requirements of their educational setting, core curriculum, and are implemented and adjusted systematically to

promote maximum learning. Candidates have knowledge of evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially-designed curricula and methods for language and literacy development, quantitative reasoning and reading/language arts instruction in order to enable individuals to access the core curriculum.

LAD Standard 6: Literacy Instruction

Each candidate identifies and utilizes current research based strategies, methods, and materials for developing fluent reading in student across ages and environments, including speakers of English and English Language learners. Each candidate demonstrates knowledge and skills in utilizing research based intervention strategies including but not limited to multi-sensory and direct instruction; small group and individualized instruction. The program provides instruction in strategies to develop early literacy skills, linguistic elements of reading, decoding/word analysis strategies, vocabulary, comprehension, academic language, spelling, and written language.

LAD Standard 7: Social/Pragmatic Communication Skills

Each candidate identifies and utilizes the most appropriate technique/s for social communication and plans activities to actively engage students with limited communication abilities in classroom and social activities appropriate to the age level of the student. Each candidate collaborates with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve meaningful social relationships. This includes assessment of verbal and non-verbal communication abilities and needs, identification of effective intervention techniques, social skill instruction and creating opportunities for interaction in a variety of educational environments. Candidates have skills in creating social and pragmatically appropriate support partnerships with parents/families/teachers/employers.

LAD Standard 8: Behavior Based Teaching Strategies

The candidate identifies and utilizes behavioral based teaching strategies in the design and implementation of language instruction to effectively serve students with behavioral challenges including, but not limited to, students with autism spectrum disorders and emotional disturbance. Candidates understand the impact of sensory deficits on the development and application of language and other communications. Candidates have an understanding of the use of positive behavioral supports and current behavior practices in the field. Candidates have skills in creating instructional and behavior support partnerships with parents/families/teachers/ employers.

TPEs for Education Specialist Preliminary Teaching Credential Programs

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information: TPE 1. TPE 1 has two categories since self-contained classroom teachers are responsible for instruction in several subject areas, while departmentalized teachers have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

Education Specialist teachers instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. They understand how to deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP). Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP. Candidates demonstrate the ability to adopt, modify, accommodate and supplement the instruction of students with identified specific disabilities.

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to

determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Teaching Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

Teaching History-Social Science in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Teaching English-Language Arts in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (7-12). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for

students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating. They understand how to teach the advanced skills of research-based discourse; incorporate technology into the language arts as a tool for conducting research or creating finished manuscripts and multimedia presentations; focus on analytical critique of text and of a variety of media; and provide a greater emphasis on the language arts as applied to work and careers. Candidates teach students how to comprehend and produce complex text, how to comprehend the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Teaching Mathematics in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Mathematics demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, to use them to solve common problems, and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, Single Subject Candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

Teaching Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in Science demonstrate the ability to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, Single Subject Candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single Subject

Candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

Teaching History-Social Science in a Single Subject Assignment

Candidates for a Single Subject Teaching Credential in History-Social Science demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects and student research activities.

Additionally, History-Social Science Single Subject Candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race and gender issues), and encourage students to reflect on and share their insights and values. They design activities to counter illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

B. Assessing Student Learning

TPE 2: Monitoring Student Learning During Instruction

Candidates for an Education Specialist Teaching Credential use progress monitoring based on each student's Individualized Educational Program at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of

diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be confused with manifestations of a disability.

C. Engaging and Supporting Students in Learning

TPE 4: Making Content Assessable

Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the

classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

TPE 5: Student Engagement

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure that the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9-12.¹

Developmentally Appropriate Teaching Practices for Education Specialists

Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional

¹ TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to supplement and not replace the broader range of pedagogical skills and abilities described in the TPEs.

activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a Teaching Credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

TPE 6C: Developmentally Appropriate Practices in Grades 9-12

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching Credential establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

TPE 7: Teaching English Learners

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon

information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.² They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

D. Planning Instruction and Designing Learning Experiences for Students

TPE 8: Learning About Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of

² Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10: Instructional Planning

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

Candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.

TPE 11: Social Environment

Education Specialist Candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

F. Developing as a Professional Educator

TPE 12: Professional, Legal and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in

which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

TPE 13: Professional Growth

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

Added Authorizations

Autism Spectrum Disorders Added Authorization Standards (ASDAA)

ASDAA Standard 1: Characteristics of ASD

The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery.

ASDAA Standard 2: Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorder.

The program ensures that each candidate is able to demonstrate knowledge, skills, and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition through generalization.

ASDAA Standard 3: Collaborating with Other Service Providers and Families

The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.

Adapted Physical Education Added Authorization (APEAA)

APEAA Standard 1: Characteristics of Students in Adapted Physical Education

The program provides opportunities for the candidate to be able to identify students with a disability who may qualify for Adapted Physical Education services, including but not limited to motor behavior, neurological conditions and physiological performance. The candidate demonstrates knowledge and application of kinesiology as it pertains to individuals with disabilities. The candidate uses knowledge of kinesiology and motor development to assess a student's eligibility for adapted Physical Education services. As a member of the IEP team, the Adapted Physical Education Specialist will identify the disability categories, as identified in IDEA or under a Section 504 plan, and apply these to the characteristics presented by the student.

APEAA Standard 2: Motor Behavior as Applied to Adapted Physical Education

The program provides opportunities for the candidate to demonstrate knowledge of the principles and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities. In addition, the program provides candidates instruction in the principles of neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of individuals with disabilities.

APEAA Standard 3: Scientific Principles of Human Behavior

The program provides opportunities for the candidate to demonstrate the knowledge and application of scientific principles of exercise and movement including an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the physiological and biomechanical performance of individuals with disabilities.

APEAA Standard 4: Instructional Strategies and Adaptation

The program provides opportunities for the candidate to demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings. This knowledge of instructional strategies and adaptations should include comprehensive curriculum planning, content standards, lesson and unit plans, behavior management, collaboration, consultation, and transition planning to comply with legislative mandates.

Deaf-Blind Added Authorization (DBAA)

DBAA Standard 1: Characteristics of Students who are Deaf-Blind

The program provides opportunities for the candidate to identify the unique features of deaf-blindness. The candidate demonstrates knowledge of the impact of combined hearing and vision impairments on communicating, learning, and accessing environments.

DBAA Standard 2: Sensory Systems

The program ensures that each candidate understand the structure and function of the auditory and visual sensory systems. The program ensures that each candidate is able to assess functional hearing and vision, and use assessment findings to guide program development. The program ensures that each candidate understands the other sensory systems and how they are impacted by vision and hearing loss.

DBAA Standard 3: Learning and Psychosocial Implications of Deaf-Blindness

The program prepares each candidate to demonstrate knowledge and skills related to understanding how deaf-blindness impacts learning. The program provides opportunities for the candidate to identify learning styles and individualized instruction appropriate for students who are deaf-blind. The program prepares candidates to have an understanding of deaf-blind cultural identity and its impact on behavior and communication.

DBAA Standard 4: Communication and Language Development

The program ensures that each candidate demonstrate knowledge and skills in the development of effective receptive and expressive communication systems. The program ensures that each candidate demonstrate an understanding of the distinction between communication, language, and modalities as each relates to individuals who are deaf-blind. The program ensures that each candidate demonstrates the skills necessary to develop communication-rich environments that support communicative and social engagement within the context of age-appropriate, functional and meaningful activities.

DBAA Standard 5: Collaborative Partnerships

The program prepares each candidate to collaborate with related service providers to support multidisciplinary educational teams. The program prepares the candidate to identify resources, organizations and agencies that provide technical assistance to students who are deaf-blind, their families, and their educational teams. The program prepares the candidate to identify organizations that provide support for families. The program prepares the candidate to demonstrate knowledge of how to access specialized equipment and materials.

Early Childhood Special Education Added Authorization (ECSEAA)

ECSEAA Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs

Each candidate demonstrates comprehensive knowledge of the developmental and learning characteristics, and evidence-based practices associated with young children (birth to pre K) with developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe mental retardation, emotional disturbance, and low incidence and multiple disabilities. Each candidate demonstrates skill required to ensure that the intervention and/or instructional environments are appropriate to the child's chronological age, developmental differences, and disability-specific needs.

ECSEAA Standard 2: Role of the Family in Early Childhood Special Education

Each candidate demonstrates knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. Each candidate demonstrates skill required to engage families as collaborative partners, and applies relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants and young children with disabilities. Each candidate demonstrates understanding of the impact of the child's disability on the family and is trained in skills to sensitively elicit family concerns, priorities, and resources in relation to their child. Each candidate demonstrates required to assist families in learning about their legal rights, advocating effectively for their child, developing support systems, and accessing desired services, programs, and activities in their school and community. Each candidate demonstrates skill required to implement routines-based interventions and assist families with embedding educational activities into daily life.

ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten

Each candidate demonstrates skill in assessment that leads to appropriate interventions and reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, (e.g., naturalistic play-based assessment, family interviews), the impact of cultural and linguistic differences, the influence of specific disabilities on development and learning and the role of the interdisciplinary team. Each candidate demonstrates skill required designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development, and emergent literacy for all children including English language learners. Each candidate demonstrates skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily routines), adaptations, assistive technologies, and other supports that minimize the effects of the child's disability and maximize the child's learning potential and family outcomes.

ECSEAA Standard 4: Experience in Early Childhood Special Education Programs

Each candidate has documented observations in a variety of settings from birth to prekindergarten. Additionally, each candidate has in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/prekindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings. Each candidate participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator.

Emotional Disturbance Added Authorization (EDAA)

EDAA Standard 1: Causes, Characteristics, and Definitions of Students with Emotional Disturbance

The program provides opportunities for candidates to identify the causes, characteristics, and definitions of students with emotional disturbance (ED) from multiple points of view and conceptual orientations. The program prepares candidates to demonstrate knowledge of the legal and political issues of eligibility, assessment, and placement of students with serious emotional needs.

EDAA Standard 2: Assessment, Curriculum Design, and Interventions in Academic and Social Domains for Students with ED

The program ensures that candidates are able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multi-faceted strategies and interventions necessary in teaching and engaging students with ED. The program provides opportunities for candidates to critically examine ecological, behavioral, social, emotional, medical interventions and crisis management techniques related to the needs of students with ED. The program prepares candidates to apply knowledge of current issues, research, trends, and practices in the education of students with ED, such as systems of care and general education inclusion and re-integration. The program prepares candidates to utilize assessment data to design relevant, meaningful curriculum for students with ED in the areas of: academic skills, affective development, social skills, self-management, study skills, vocational skills, and behavior and impulse control. The program requires that candidates are able to implement varied instructional strategies including teacher-directed/mediated, student-initiated, peer-supported, and vocational/community-supported (i.e.: service learning).

EDAA Standard 3: Consultation and Coordination with Families and Other Service Providers

The program provides opportunities for candidates to identify and discuss community resources including: mental health agencies, child protective services, regional centers, and probation departments to augment public school service options for students with ED and their families. The program ensures that candidates are able to articulate factors that promote parent/professional collaboration, and collaboration among professionals, i.e.: medical doctors, general and special educators, mental health professionals, etc.)

Orthopedic Impairments Added Authorization (OIAA)

OIAA Standard 1: Characteristics of Students with Orthopedic Impairments

Each candidate demonstrates knowledge of disability characteristics and the educational and psychosocial implications for students with physical disabilities birth to age 22 at school, in families and in the community caused by neuromotor impairments, degenerative diseases and orthopedic and musculoskeletal disorders including physical disabilities caused by congenital anomaly, disease, cerebral palsy, acquired/ traumatic brain injury, amputations, and fractures and burns that can cause contractures. Credential candidates are prepared to address functional limitations of movement and/or sensation, co-existing health impairments, as well as mild, moderate or significant intellectual disabilities that can accompany an OI, and be able to serve students with OI who may present with average or above average intellectual abilities, but have difficulty accessing their education due to physical limitations.

OIAA Standard 2: Assessment, Communication, Educational Access and Adaptations for Students with OI

The program ensures that each candidate demonstrates the knowledge, skills and abilities to utilize appropriate assessment to drive program decisions, and implement evidence based and multi-faceted methodologies and strategies based upon those assessments in the LRE, including curricular accommodations and modifications necessary to teach and engage students with OI. Candidates identify and support performance of essential skills unique to students with OI including academics, independent living skills, personal independence skills, career and vocational experiences, communication skills, and psychosocial development. Candidates demonstrate knowledge and application of mandated consideration of low and high assistive technology devices, services, and software applications that facilitate communication (including alternative augmentative communication), curriculum access, and improved academic performance and skill development of students with OI. Candidates are well versed in delivering these 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.

OIAA Standard 3: Specialized Health Care and Supports for Students with OI

Each candidate utilizes information from individualized health care plans (IHCP'S) developed in collaboration with the school nurse, to support a safe environment and implement specialized health care methodologies, regulations and technological procedures required by students with OI who require medical services in school not requiring a physician. Candidates provide a safe environment for all students that include the consistent use of universal precautions, specialized equipment, mobility devices and sensory accommodations. Candidates will facilitate student health and access to school activities through alternate forms of mobility, utilizing safe lifting, positioning and feeding techniques and appropriate use of other supportive devices/equipment. Candidates provide adequate storage for and possess the knowledge, skills and ability to operate medical equipment and assure safe, accessible and private areas for specific procedures to be carried out effectively. Candidates assure students' access to their education by supporting all needed health care procedures and by practicing safe techniques and by instructing/supervising other personnel in such procedures.

OIAA Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with OI

The program provides proactive monitoring opportunities for candidates working with students with OI to demonstrate skills as a member of a collaborative team with other disciplines and agencies. Candidates are prepared to interface with other service providers (school, medical and agency based) including but not limited to: hospital/clinic based personnel, the School Nurse, Occupational Therapist, Speech and Language Specialist, Physical Therapist, Psychologist, Orthopedist, Paraprofessional/Health Care Assistant, California Children's Services, Regional Center, Department of Mental Health, Department of Rehabilitation and other appropriate service providers. Candidates provide guidance and support as the student transitions into/from hospitals and rehabilitation facilities as well provide linkage to appropriate post-school placements/agencies and services through the ITP process. Each candidate demonstrates knowledge, skills and abilities to address the unique experiences, specifically the psychosocial aspects, of students and their families who are orthopedically impaired, are hospitalized and/or in transition to/from hospitalization, and/or who have degenerative/terminal conditions.

Other Health Impairments Added Authorization (OHIAA)

OHIAA Standard 1: Characteristics of Students with Other Health Impairment

The program provides opportunities for the candidate to demonstrate knowledge of disability characteristics and the educational and psychosocial implications of students with Other Health Impairment from birth to age 22. The candidate demonstrates unique knowledge of the core challenges in school, in families and in the community that arise due to chronic or acute health problems that adversely affect educational performance, including, but not limited to: attention deficit hyperactivity disorder, asthma, diabetes, epilepsy, cancer, acquired brain injury (due to stroke, lack of oxygen, brain infection, brain tumor), heart conditions, hemophilia, lead poisoning, cystic fibrosis, infectious diseases, and terminal illnesses. The candidate will be knowledgeable about the implications these health conditions can have on program planning and service delivery.

OHIAA Standard 2: Assessment, Communication, Teaching and Learning for Students with OHI

The program ensures that each candidate is able to demonstrate knowledge, skills and abilities by utilizing appropriate assessment to drive program decisions, and then implementing evidence based and multi-faceted methodologies and strategies necessary in teaching and engaging students with OHI based upon those assessments. Candidates are able to implement learning strategies from acquisition to generalization and understand and appropriately utilize structured, behaviorally based teaching strategies, use of visual supports and positive behavior supports 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. Candidates demonstrate knowledge and application of low and high assistive technology devices, services, and software applications that facilitate communication (alternative augmentative communication), curriculum access, and improved academic performance and skill development of students with other health impairments.

OHIAA Standard 3: Specialized Health Care and Supports for Students with OHI

Each candidate utilizes information from individualized health care plans (IHCP'S) developed in collaboration with the school nurse, to support a safe environment and implement specialized health care methodologies, regulations and technological procedures required by students with other health impairments who require medical services in school not requiring a physician. Candidates must be able to provide a safe environment for all students that include adequate storage and operation of medical equipment, implementation of universal precautions, as well as a safe, accessible and private area for specific procedures to be carried out. Candidates must be able to facilitate student's access to their education by supporting needed health care procedures and by practicing appropriate and safe techniques for administering medications/procedures and instruct/supervise other personnel in such procedures. In addition, they must demonstrate the ability to document medical episodes, and be aware of when to call for emergency medical support.

OHIAA Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with OHI

The program provides proactive monitoring opportunities for candidates working with students with OHI to demonstrate skills as a member of a collaborative team with other disciplines and agencies. Candidates are prepared to interface with other service providers (school, medical and agency based) including but not limited to: hospital/clinic based personnel, the School Nurse, Occupational Therapist, Speech and Language Specialist, Physical Therapist, Psychologist, Psychiatrist, Paraprofessional/Health Care Assistant, California Children's Services, Regional Center, Department of Mental Health, Department of Rehabilitation and other appropriate service providers. Candidates provide guidance and support as the student transitions into/from hospitals and rehabilitation facilities as well provide linkage to appropriate post-school placements/agencies and services. Each candidate demonstrates the knowledge, skills and abilities of the unique experiences, specifically the psychosocial aspects of students and their families, who are chronically ill, are hospitalized and/or in transition to/from hospitalization, and/or who have degenerative/terminal conditions.

Resource Specialist Added Authorization (RSAA)

RSAA Standard 1: Characteristics of Students with Disabilities Served by Resource Specialists

The program provides opportunities for each candidate to provide instruction and services to those students with disabilities whose instructional needs have been identified by the individualized education program (IEP) team. Candidates may serve these students by teaching, co-teaching, collaboration or consulting with the classroom teachers to address implications of these characteristics for service delivery, such as placement decisions, IEP development, and access to the core curriculum.

RSAA Standard 2: Assessment and Evaluation of Students with Disabilities Served by Resource Specialists

The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with disabilities covered within the authorization. The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and prepares the candidate to facilitate instructional accommodations and modifications appropriate to the diverse needs of individual students. The program prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress. The program prepares candidates to plan for and facilitate student participation in state-mandated accountability measures.

RSAA Standard 3: Planning and Implementing the Core Curriculum and Instruction for Students with Disabilities Served by Resource Specialists

The program prepares candidates to select curricula that will give access to core standards and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with disabilities, whose instructional needs have been identified by the individualized education program (IEP) team across an array of learning activities. The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families including but not limited to consultation, resource information, and material.

RSAA Standard 4: Specific Instructional Strategies for Students with Disabilities Served by Resource Specialists

The program provides each candidate with a depth of knowledge and skills within the core curriculum including the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings. The program prepares candidates to know how the disability/disabilities impact student learning in these areas and know how to insure that evidence-based methods are used for teaching developmental reading and subject-specific reading skills to students with disabilities. The program prepares candidates to know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach

mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas. The program prepares candidates to provide appropriate strategies and accommodations/modifications to classroom teachers.

RSAA Standard 5: Positive Behavior Support for Students with Disabilities Served by Resource Specialists

The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment where interventions are positive, proactive, and respectful of students. The program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination meetings. The program prepares candidates to participate effectively in school wide behavior support processes.

RSAA Standard 6: Transition and Transitional Planning for Students with Disabilities Served by Resource Specialists

Each candidate demonstrates knowledge, advocacy skills, and goal setting related to the various transitions experienced by students with disabilities as identified by the individualized education program team as they move from kindergarten to adulthood. Each candidate demonstrates the ability to guide students in the implementation of strategies for self determination and student led IEPs, school and community career education preparation programs and resources.

Traumatic Brain Injury Added Authorization (TBIAA)

TBIAA Standard 1: Characteristics of Students with Traumatic Brain Injury

The program provides opportunities for the candidate to identify the unique characteristics of students within Traumatic Brain Injury. The candidate demonstrates knowledge of the core challenges associated with the neurology of open or closed head injuries resulting in impairments in one or more areas such as: cognition; language; memory; attention; reasoning, abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Transition from hospital/home instruction for appropriate school reintegration and knowledge that the child is recovering and will make changes in these areas is vital for appropriate service delivery.

TBIAA Standard 2: Assessment, Communication, Teaching & Learning for Students with TBI

The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multi-faceted methodologies and strategies necessary in teaching and engaging students with TBI. The candidate is able to use/interpret appropriate assessments from school as well as medical and neuropsychological assessments to drive program decisions, particularly for those students regaining skills that were lost due to the injury. Candidates are able to adjust teaching strategies based upon the unique profile of students who present with physical access/medical issues, splinter skills, or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory and processing, as well as neurobehavioral issues. The candidate understands and appropriately utilizes research based teaching strategies, structured teaching, as well as the use of adaptations, compensatory strategies, assistive technology, behavior intervention strategies and visual supports.

TBIAA Standard 3: Specialized Health Care and Behavior and Emotional Issues and Strategies for Students with TBI

The program will focus on developing the candidate's knowledge regarding the underlying cause of a student's physical, health, behavioral and emotional issues following a traumatic brain injury. The candidate will demonstrate the appropriate and consistent application of the Individualized Health Care Plan as developed by the school nurse to address any medical or physical needs the students present with. The candidate will also demonstrate an understanding of the psycho-social/behavioral needs that often accompany a TBI, and possess the knowledge, skills and abilities to implement positive behavioral supports to ensure that the safety and appropriate management of their behaviors. Candidates will possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a TBI as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

TBIAA Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with TBI

The program provides proactive monitoring opportunities for candidates working with students with TBI to demonstrate skills as a member of a collaborative team with other disciplines and

agencies. Candidates are prepared to interface with other service providers (school, medical and agency based) including but not limited to: hospital/clinic based personnel, the School Nurse, Occupational Therapist, Speech and Language Specialist, Physical Therapist, Psychologist, Orthopedist, Physiatrist, Psychiatrist, Paraprofessional/Health Care Assistant, California Children's Services, Regional Center, Department of Mental Health, Department of Rehabilitation and other appropriate service providers. Candidates provide guidance and support as the student transitions into/from hospitals and rehabilitation facilities as well provide linkage to state agencies for needed services. They also are prepared to provide appropriate linkages for post-school placements/agencies and services through the ITP process. Each candidate also demonstrates the knowledge, skills and abilities to understand and address the needs of the peers and family members of the student who has sustained the TBI as they transition to school and present with a change in function.

Clear Education Specialist Teaching Credentials

The Program Rationale and Design and Effective Teaching strategies are the general education Induction Program Standards: 1 - 6 developed by CTC and adopted June 2008. The standards were revised in March 2009 to include Education Specialist Teaching Credentials. These six program standards with additional special education language to serve the educational specialist program candidates are imbedded in the day to day workings of the candidate monitored by the school district that has hired the candidate to serve the district's special needs population. Standard 7 is a standard that focuses specifically on growth and development issues for the Education Specialist candidate and not applicable to candidates clearing their general education credential.

Induction Standard 1: Program Rationale and Design

The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all students in each of the categories under IDEA including birth to age 22 and retain high quality teachers. The design is responsive to individual teachers' needs, and is consistent with applicable sections of the Education Code. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.

The program design provides systematic opportunities for the application and demonstration of pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the California Standards for the Teaching Profession. The induction program collaborates with birth to 22 special education services and agency organizations and P-12 to integrate induction program activities with district and partner organizations' professional development efforts.

Education Specialist:

The design involves collaboration between the approved clear credential program and the employer, offering multiple opportunities for support and professional development of Education Specialist candidates in their early years of teaching. Education Specialist teachers shall select appropriate professional development and/or preparation program-based coursework to expand skills and to pursue advanced study with consideration of assignment and Education Specialist authorization. These skills should be designed to enhance the participant's teaching abilities and reflect inquiry based methodology and reflective practice.

Induction Standard 2: Communication and Collaboration

The induction program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

The induction program collaborates regularly with partner school district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site district professional development opportunities. Programs offer professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimizes participating teachers' success and implementing effective steps to ameliorate or overcome challenging aspects of teachers' work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator, and which also includes collaboration between general education induction and special education induction to allow for participating education specialist teachers to be part of the larger education community.

Education Specialist:

The program demonstrates the capacity to offer an induction program for one or more of the education specialist authorizations by verifying the special education expertise within the program and/or through collaboration with other entities, e.g. institutions of higher education. Induction for the Education Specialist includes collaboration between general education induction and special education induction to allow for participating education specialist teachers to be part of the larger education community.

The Induction program collaborates with schools and participating teachers, colleagues and peers to assure that the candidate is able to provide necessary services to students in their Least Restrictive Environment regarding Case Management, IFSP/IEP and transition planning teams, Advocacy, Consultation and Collaboration, Co-teaching and/or Professional Learning Community(ies).

Induction Standard 3: Support and Professional Development Providers

The induction program for both the general and educational specialist programs selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider's assigned responsibilities in the program.

Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training including the development of knowledge and skills of mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards Category B of the Education Specialist Program Standards, as well as the appropriate use of the instruments and processes of formative assessment systems.

The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing.

The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provides formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria.

Education Specialist:

Education Specialist Support Providers must hold the same Education Specialist authorization as the participating Education Specialist teacher. In areas of low incidence and rural and remote areas, induction programs are expected to work with other educational entities such as SELPAs, county offices of education and state schools, and/or to use technology to facilitate communication between support providers and beginning teachers.

Induction Standard 4: Formative Assessment

The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program's inquiry-based formative assessment, system characterized by a plan, teach, reflect, and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on *The California Standards for the Teaching Profession* (CSTP) and in alignment with the P-12 academic content standards (or for Early Childhood Special Education, the Child Development standards). Evidence of practice includes multiple measures such as self assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and /or other colleagues as designated by the induction program.

Participating teachers and support providers collaborate to develop professional goals (and Individualized Induction Plan) based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individualized Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The IIP is a working document, and is periodically revisited.

Education Specialist:

The Transition Plan will be provided to the Induction Program by the Education Specialist and used as one basis for the Individual Induction Plan. The IIP will be developed by the Education Specialist, the employing district designee and the approved clear credential program representative. The IIP will incorporate a clear action plan, with dates, research, application, and expected impact on teaching/student achievement. The participant's work in formative assessment must be aligned with the credential authorization and participant's teaching assignment.

Induction Standard 5: Pedagogy

Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession. Instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

Education Specialist

The Education Specialist Individual Induction Plan includes the advanced and applied pedagogy to expand the holder's expertise in delivering services. The participant shall demonstrate awareness of current research, issues and trends, evidence based practices in the field re: social, academic and behavioral intervention, and current legal issues. Education Specialists utilize advanced level data-driven instruction. Participants reflect on their preliminary teacher preparation and design a specific emphasis for their Induction based on their authorization and their employment assignment.

The Education Specialist Individual Induction Plan includes a menu of options such as coursework in advanced specialty specific areas, additional authorizations, opportunities for

leadership or professional advancement, professional development and related to distinct specified protocols.

Induction Standard 6: Universal Access: Equity for all Students

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices. Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel, and families to provide the full range of learners equitable access to the state-adopted academic content standards.

a) Teaching English Learners

To ensure that academic achievement and language proficiency for English learners, participating teachers adhere to legal and ethical obligations for reaching including the identification, referral and re-designation processes. Participating teachers plan instruction for English learners based on the students' levels such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments. Participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD. Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

b) Teaching Special Populations

To ensure that academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special services). Participating teachers implement district policies regarding support services or special populations. Participating teachers communicate and collaborate with *both general education and* special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed students needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student's strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing para-educators, using assistive and other technologies).

Education Specialists demonstrate proficiency in the Teaching Special Populations portion of Standard 6 through the context of practices within the scope of special education service delivery at the site, district and Special Education Local Planning Area (SELPA) levels and through collaboration, consultation and co-teaching with general education teachers in the Least Restrictive Environment.

Induction Standard 7: Education Specialist Induction Program Menu

Each Education Specialist teacher shall design an Individualized Induction Plan for professional development and advanced study to clear their Preliminary Credential(s). Each participant should select appropriate professional development and/or preparation program based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance the participant's teaching abilities for the current teaching assignment. In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school wide positive behavior support relevant to employment.

The Induction program is characterized by a depth of experience that challenges the Education Specialist fostering critical reflection, extending understanding and allows for meaningful integration of theory and practice. The participant should reflect on their preliminary teacher preparation and design a thoughtful specific emphasis from a menu of options. The specific induction emphasis should detail inquiry based methodology and reflective practice. The participant shall demonstrate that they are a consumer of the research; i.e., current issues and trends, journal articles, evidence based research in the field, current legal issues and they are capable of advanced level data driven instruction.

Other Related Services Credentials

Clinical Rehabilitation Services Credentials

All Clinical Rehabilitative Services Programs must also address Program Design Standards 1-8 (Pages 14-17) in addition to the appropriate standards below.

Audiology (AUD)

AUD Standard 1: Bases of Hearing Impairment

Each candidate demonstrates understanding of the bases and consequences of hearing impairment.

AUD Standard 2: Speech, Language, and Hearing Mechanism

Each candidate demonstrates understanding of the underlying mechanisms of speech, language, and hearing.

AUD Standard 3: Speech, Language, and Hearing Acquisition

Each candidate exhibits knowledge of the development and acquisition of speech, language, and hearing skills, including language difference/dialectical variation and second language acquisition.

AUD Standard 4: Evaluation of Hearing Impairments

Each candidate demonstrates the knowledge and skills necessary to evaluate hearing impairment.

AUD Standard 5: Habilitation of Hearing Impairments

Each candidate demonstrates the knowledge and skills necessary to habilitate/rehabilitate individuals with hearing impairments.

AUD Standard 6: Perspectives for the Education of Deaf and Hard-of-Hearing Students

Each candidate demonstrates knowledge of the historical and legal foundations of the education of deaf and hard-of-hearing students. In addition, each candidate exhibits understanding of the educational philosophies related to communication, including but not limited to, oral communication and sign language.

AUD Standard 7: Field Experience

Each candidate acquires experience with a variety of populations, pathologies, assessment and treatment techniques.

Orientation & Mobility for the Blind and Visually Impaired (O&M)

O&M Standard 1: Professional Information

Each candidate demonstrates knowledge of basic laws and regulations that affect O&M services, resources for learners to obtain services, support, and/or information related to visual impairment, professional resources pertinent to the O&M profession, and the major historical events and persons responsible for the establishment of the O&M profession as it exists today.

O&M Standard 2: Knowledge of Relevant Medical Information

Each candidate demonstrates knowledge of the anatomy and physiology of the visual system, including common eye conditions/etiologies of learners and their implications on visual functioning and has experience interpreting eye reports. Each candidate demonstrates knowledge of the basic anatomy and physiology of the auditory system and is familiar with the components of audiological reports. Each candidate demonstrates knowledge of basic procedures necessary to react appropriately to medical situations (e.g., insulin reaction, seizures) during O&M lessons.

O&M Standard 3: Understanding and Applying Learning Theories to Orientation and Mobility

Each candidate demonstrates knowledge of basic principles of learning theories and their implications for Orientation & Mobility instruction.

O&M Standard 4: Planning and Conducting O&M Assessments

Each candidate demonstrates knowledge of the assessment policies, procedures and tools for O&M assessment for learners who have visual impairments including those who have additional disabilities, that includes obtaining and interpreting medical, education, and rehabilitation reports; developing an assessment plan; interviewing the learner and relevant others; and selecting appropriate assessment tools, materials, activities, and settings. Each candidate demonstrates knowledge of the roles of related professionals (e.g., Occupational Therapy, Physical Technical, low vision specialists, rehabilitation specialists, optometrists, teachers, and ophthalmologists) who provide relevant O&M assessment information.

O&M Standard 5: Planning O&M Programs

Each candidate demonstrates knowledge of service delivery models for O&M programs such as itinerant, center-based, and residential. Each candidate demonstrates knowledge of the components of and process for developing early intervention, education, transition and applicable rehabilitation plans [e.g., (Individualized Family Service Plan (IFSP), Individualized Educational Program (IEP), Individualized Transition Plan (ITP), Individualized Plan for Employment (IPE)].

O&M Standard 6: O&M Related Concepts

Each candidate demonstrates knowledge of the relationship of O&M-related concepts to purposeful movement, the impact of visual impairment on the development of concepts, and how learners develop concepts.

O&M Standard 7: Orientation Strategies and Skills

Each candidate demonstrates knowledge of orientation skills through the use of environmental features. Each candidate demonstrates knowledge of spatial organizational skills using cognitive mapping and spatial updating. Each candidate demonstrates knowledge of route planning using various approaches such as route shapes, mapping skills, and use of cardinal directions. Each candidate demonstrates knowledge of problem solving strategies related to establishing and maintaining orientation while traveling. Each candidate demonstrates knowledge of techniques using various frames of reference that can be used to familiarize learners to novel environments. Each candidate demonstrates knowledge of the strategies for orienting a dog guide handler to a new environment.

O&M Standard 8: Mobility Skills

Each candidate demonstrates knowledge of the mechanics of locomotion that affect efficient mobility (e.g., integration of reflexes, muscle tone, coordination, balance, gait patterns, posture). Each candidate demonstrates knowledge of the advantages and disadvantages of mobility devices and/or mobility systems including but not limited to human guide, long cane, dog guide, electronic devices, functional vision, and Adaptive Mobility Device. Each candidate demonstrates knowledge of basic O&M skills, including protective and human guide techniques, as well as O&M cane skills; and the rationale for teaching these skills. Each candidate demonstrates knowledge of the environmental sequence and selection for teaching orientation and mobility skills, including indoor travel, residential, business and urban travel. Each candidate demonstrates knowledge of special travel environments and orientation and mobility skills unique to their circumstance, including adverse weather conditions, rural areas, airports, malls, stores, and gas stations.

O&M Standard 9: Use of Sensory Information

Each candidate demonstrates knowledge of the principles of vision development as they apply to visual efficiency training. Each candidate demonstrates knowledge of the use of low vision in maintaining safe and independent movement and orientation (such as use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems). Each candidate demonstrates knowledge of the uses of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive, and kinesthetic awareness) and strategies for enhancing learners' sensory skills.

O&M Standard 10: Learners Who Have Additional Disabilities

Each candidate demonstrates knowledge of the implications of additional disabilities upon O&M instruction (e.g., physical and health impairments, cognitive disabilities, hearing impairments, traumatic brain injury), and potential accommodations and modifications that might be effective. Each candidate demonstrates knowledge of the value of active collaboration and working as member of a team in meeting the needs of learners who have additional disabilities.

O&M Standard 11: Analyze and Modify Environments

Each candidate demonstrates knowledge of pertinent aspects of ADA (Americans with Disabilities Act), white cane laws, IDEA (Individuals with Disabilities Education Act), Section 504 of the Voc-Rehab Act that apply to access in home, school, work, and community environments.

O&M Standard 12: Psycho-Social Implications of Blindness and Visual Impairments

Each candidate demonstrates knowledge of factors to be considered to minimize the psychosocial impact of vision loss for learners with congenital or adventitious visual impairments and their families or caregivers. Each candidate demonstrates knowledge of strategies to assist learners during the process of adjustment to visual impairment.

O&M Standard 13: Supervised Fieldwork

In conjunction with the university program, successful completion of 350 hours of discipline specific, supervised practice that includes, but is not limited to, direct service hours, and related phone calls, meetings, observations, and report writing. The practice must be supervised by an onsite Certified Orientation Mobility Specialist.

Speech-Language Pathology Services Credential (SLP)

All Speech-Language Pathology Services Programs must also address Program Design Standards 1-8 found on pages 14-17.

ASHA Accredited programs may use the ASHA developed program document and submit the additional Commission required information. Please consult the National Accreditation web page: <http://www.ctc.ca.gov/educator-prep/accred-alignment.html> for more information on using national standards during California's accreditation activities.

For the CTC-ASHA Standards Alignment Matrix please access this web page: <http://www.ctc.ca.gov/educator-prep/accred-files/CTC-ASHA-Alignment-Matrix.doc> .

SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms

Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing. Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.

SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition

Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.

SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders

Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

SLP Standard 4: Assessment of Speech and Language Disorders

Each candidate demonstrates competency in the collection of relevant information regarding individuals' past and present status and family and health history. Candidates exhibit proficiency in screening and evaluation, including procedures, techniques, and instrumentation used to assess

the speech and language status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.

SLP Standard 5: Management of Speech and Language Disorders

Each candidate exhibits comprehension of methods of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students. Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.

SLP Standard 6: School Field Experience

Each candidate will complete the equivalent of a semester/quarter field experience in the schools. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).

SLP Standard 7: Consultation and Collaboration

Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process. Candidates also demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students' learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.

SLP Program Standard 8: Assessment of Candidate Performance

Prior to recommending each candidate for a services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the knowledge and skills using formative processes. Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising master clinician.

Standards for the Clinical Rehabilitative Services Credential: Special Class Authorization

Standard 1 Knowledge and Skills of Assessment in General Education

Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

Rationale

Before assuming daily teaching responsibilities, candidates develop knowledge and skills related to determining students' needs and accountability for the effectiveness of instruction within general education settings. It is important that all professional preparation programs for teaching specialties "ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with non-special education pupils" (Education Code Section 44265).

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of basic test and measurement principles and uses that knowledge to analyze and interpret the results of individual assessments.
- Each candidate demonstrates an understanding of and the ability to use a variety of standardized and non-standardized general education assessment techniques appropriate for initial determination of students' learning needs.

- Each candidate demonstrates an understanding of and the ability to apply standardized achievement procedures used in general education.
- Each candidate demonstrates the ability to use assessment strategies that promote equitable learning opportunities, including effective approaches for assessing individuals who are culturally, linguistically, ethnically, socio-economically, and ability diverse.
- Each candidate demonstrates skill in the interpretation and communication of information related to assessment, curriculum and instruction to various audiences, such as students, parents, school board members, and educational and related service personnel.
- Each candidate demonstrates the ability to develop strategies and ongoing evaluation procedures to determine effectiveness of instruction.
- Each candidate demonstrates knowledge and understanding of developmental levels and the development of instructional and classroom management strategies appropriate to the students.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Special Class Authorization

Standard 2
Curricular and Instructional Skills in General Education

Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

Rationale

It is important that all special education professional preparation programs for teaching specialties "ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with non-special education pupils" (Education Code Section 44265). Learning to solve problems and think critically gives students access to a greater depth of knowledge beyond the basic skills important to a general education setting.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of curricula for the development of language, motor, cognitive, academic, affective, and functional life skills.
- Each candidate demonstrates the ability to develop clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated, consistent with each other and related to subjects commonly taught in public schools.
- Each candidate plans a unit of instruction appropriate for general education with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill or topic is taught and sequenced effectively.
- Each candidate uses a variety of appropriate pedagogical approaches in the teaching of basic academic skills in a general education setting.

- Each candidate demonstrates the ability to provide access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' backgrounds, interests, and abilities.
- Each candidate facilitates the development of students' cognitive skills while considering students' diverse cultural, linguistic, ethnic and socio-economic backgrounds.
- Each candidate uses ongoing assessment information to select and modify instructional strategies, activities and materials that appeal to and challenge the diverse abilities and interests of students.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Special Class Authorization

Standard 3
General Education Field Experiences

Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that provide multiple opportunities to interrelate theories and practices in general education settings.

Rationale

Individualized field experience in a variety of schools and classrooms enable candidates to understand and apply the principles and practices presented in their courses. Education Code Section 44265 requires all professional preparation programs for teaching specialties to "ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with non-special education pupils".

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate's supervised field experiences include a planned sequence of activities that provide opportunities for candidates to observe, apply and evaluate educational theories and pedagogical principles taught in coursework.
- Each candidate observes general education teachers, has a variety of field experiences with different teaching arrangements in schools and related service settings, such as individual, small group, and/or large group instruction, and receives prompt feedback and guided practice from supervisors.
- Each candidate's field placements include a variety of experiences related to the age range authorized by the credential, such as preschools, elementary, middle, and secondary schools, and/or adult settings.
- Each candidate uses a variety of pedagogical approaches to teaching academic basic skills in public schools.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Special Class Authorization

Standard 4
Assessment of Academic Abilities

Each candidate demonstrates competence in the assessment of the academic skills of students with severe disorders of language. These academic skills include but are not limited to literacy, written language arts, and quantitative concepts.

Rationale

An essential aspect of effective classroom instruction is the assessment of children's academic skills. Each candidate must be able to effectively evaluate the students' performance and progress in reading, written language arts, and quantitative reasoning.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of current principles, procedures, techniques, and instruments used in assessing reading and written language skills. Assessment techniques should include assessments that are appropriate for bilingual and multicultural children and formal and informal methods.
- Each candidate exhibits understanding of current principles, procedures, techniques, and instruments used in the assessment of quantitative reasoning.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Special Class Authorization

**Standard 5
Academic Instruction**

Each candidate demonstrates competency in the academic instruction of students with severe disorders of language. Academic instruction includes but is not limited to teaching literacy, written language arts, and quantitative concepts.

Rationale

Each candidate must become proficient in effective methods of academic instruction to effectively teach students academic skills. Of particular importance are techniques in teaching reading and written language arts, as students with oral language difficulties are at high risk for developing problems in these areas.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of current theories, principles, and techniques in teaching literacy. Reading techniques must include a broad range of approaches and curriculum modifications for severe language handicapped children.
- Each candidate exhibits comprehension of current theories, principles, and techniques for teaching written language arts. Language arts techniques must include methods for teaching severe language handicapped students writing and spelling skills.
- Each candidate demonstrates understanding of current theories, principles, and techniques for teaching quantitative concepts.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Program Planning Prompts (PPP)

Program Planning Prompts (PPP) are designed to support prospective and approved programs in understanding the thinking behind the standards as they were developed by the Advisory Panel. The PPP provide examples, suggestions, and clarification as to the breadth and depth of the language of the standards.

The PPP should not be viewed as writing prompts for the program narrative, but should be considered as suggestions for the program developers and leaders to consider. Programs are held to the language of the standard, not the PPP.

All programs are encouraged to carefully review each PPP and use the prompt to assist in the initial development and ongoing program improvement for the Education Specialist and Other Related Services educator preparation program.

Program Design Planning Prompts for Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials

Program Standard 1: Program Design, Rationale and Coordination

- How does the program provide a range of program entry points and program delivery options that is consistent with its vision, the needs of the service area of the program and the students the program recruits?
- How does the design of an internship program, allow for the fact that interns do not have all of the “theoretical” background desirable for successful service at the beginning of the program, but they do have the opportunity to combine theory with practice. Does the design also recognize that the intern may need a different support system than what is available in the regular program?
- How effective is the coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, program personnel, institutional colleagues, local educational agencies, and schools where candidates pursue field experience?
- How does the program integrate with general education?
- How does the program relate to community programs—articulations, recruitment plans, and advisement?
- How does the program provide opportunities for distance learning?
- How does the program provide the candidates with information related to supporting students with disabilities in a variety of settings?

Program Standard 2: Professional, Legal and Ethical Practices

The standard provided the information needed to address the standard so no prompts are necessary.

Program Standard 3: Educating Diverse Learners

- How does the program's curriculum and instructional practices address this standard?
- How does the collaborative design of the program assist in meeting this standard?

Program Standard 4: Effective Communication and Collaborative Partnerships

- How does the program provide candidates with the opportunity to demonstrate knowledge of the concepts and processes effective in building social networks for individuals with disabilities?
- How does the program provide candidates with the opportunity to collaborate/cooperate and/or co-teach effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel, specialists, paraprofessionals, members of the School Study Team, Intervention Team, the IEP team and family members, including non-family caregivers?
- How does the program provide opportunities for candidates to work with families, and relevant agencies, such as the Department of Rehabilitation, the Regional Centers,

California Children's Services, County Mental Health, and various, related associations, for the alignment of needed services and for long-term planning of educational and community services, with attention to personal priorities, concerns, and needed resources?

- How does the program provide opportunities for candidates to demonstrate the skills necessary to consult with specialized health care and nursing specialists in the provision of services to individuals with disabilities in the classroom and in the community learning environments?
- How does the program offer the opportunity for candidates to demonstrate collaboration with the work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environments?
- How does the program prepare candidates to utilize effective communication skills in adversarial and/or litigious situations and problematic relationships?

Program Standard 5: Assessment of Students

- How does the program provide candidates with the knowledge to assess academic, social-emotional and behavioral performance?
- How does the program provide candidates with an understanding of the assessment process and the roles that parents, students, and professionals play on the multidisciplinary assessment teams?
- How does the program provide candidates with an understanding of the appropriate use of a variety of formative and summative evaluations, for example, work samples, observations, portfolios, curriculum-based assessments?
- How does the program provide the candidate with the knowledge needed to monitor and develop students' progress?
- How does the program provide candidates with the opportunities to analyze assessment data, plan instruction, and support individual student learning?

Program Standard 6: Using Educational and Assistive Technology

- How does the program provide instruction in the selection, use, and adaptation of low and high technology materials and equipment to meet the educational objectives of a particular student?
- How does the use of technology enhance the learning environment and accommodate for individual differences?
- How does the program provide candidates with an understanding of the legal and ethical issues involved in the use of technology?
- How does the program prepare candidates to access information and obtain consultation from other professionals regarding technology related to student needs?
- How does the program ensure candidates demonstrate an understanding of the need for low and high technology in the educational program of students with disabilities?

Program Standard 7: Transition and Transitional Planning

- How does the program ensure that candidates understand the sequential and continuous nature of preparing students with disabilities for successful adult transition and continuing educational, social, behavioral, and career development?

- How does the program create a broad understanding of transitional issues for students and their families?
- How does the program support the candidates in understanding the life of individual students with disabilities relative to planning for educational and transitional experiences?

Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning

The standard provided the information needed to address the standard so no prompts are necessary.

Preliminary Education Specialist Teaching Credentials Program Planning Prompts

Program Standard 9: Preparation to Teach Reading/Language Arts

- How does the program prepare candidates to adapt reading/language arts curriculum and instruction to meet the needs of all students.
- How does the program prepare candidates to understand the development of reading and language arts skills in students who do not use standard English or cannot benefit from an aural/oral communication system?

Program Standard 10: Preparation to Teach English Language Learners

- How does the program provide opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework?
- How does the program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers?
- How does the program provide planned prerequisite and/or professional preparation, for candidates to learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs?
- How does the program design provide candidates opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development?
- How does the program's coursework and field experience include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals?
- How does the program's coursework and field experience prepare candidates to learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test, including how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum?
- How is the program designed to provide opportunities for candidates to learn and understand the importance of students' family and cultural backgrounds and experiences?
- How does the program provide opportunities for candidates to incorporate English Language Learners strategies through the use of a bilingual approach (English/ASL) or using signs in a manually-coded English word order (CASE, SEE, etc.) to allow students who are deaf or hard-of-hearing to access the English language arts standards?

Program Standard 11: Typical and Atypical Development

- How does the program prepare candidates to demonstrate the ability to determine that the intervention or instructional environment is appropriate to the student's chronological age and developmental differences?
- How does the program prepare candidates to adjust developmental expectations to account for varying cultural perspectives and preferences?
- How does the program prepare candidates to adjust developmental expectations to account for factors other than disability such as prematurity, emotional trauma, chronic illness, and environmental conditions?
- How does the program ensure that candidates understand the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development?
- How does the program prepare candidates to provide information to parents and other family members regarding typical developmental expectations as well as the impact of the disability on developmental progress?

Program Standard 12: Behavioral, Social, and Environmental Supports for Learning

- How do candidates demonstrate the ability to work with the IEP team using a variety of functional analysis assessment strategies to determine where target behavior is likely to occur or not occur and the function/ communicative intent of the behaviors for individual students?
- How do candidates appropriately identify and describe the types of antecedent and consequent events that contribute to acting out as well as physically aggressive and withdrawal behaviors of individual students?
- How do candidates demonstrate the ability to design the components of behavioral plans that include, environmental (furniture, materials, schedule) and antecedent modifications, instructional and curricular modifications, teaching replacement behavior, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and where necessary, emergency intervention strategies?
- How do candidates demonstrate understanding of the difference between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies?
- How do candidates demonstrate working knowledge of current laws regarding bullying and harassment?
- How does the program create an understanding for candidates of the impact a student's deficiency in language usage or a lack of a common communication system have on reporting or indicating a crisis or life-threatening situation?

Program Standard 13: Curriculum and Instruction of Students with Disabilities

- How do candidates demonstrate the ability to develop, modify and implement instruction based on assessment information and to use this instruction for diagnostic purposes?
- How well do candidates design and implement effective lesson plans based on core curriculum standards in which the instructional objectives, teaching strategies and materials are coordinated and consistent with each other?

- How does the program provide the candidates with exposure to and opportunity to use the K-12 student content frameworks?
- How does each candidate demonstrate the ability to select, implement, monitor and modify instructional programs to accommodate the needs of individual students across a range of instructional settings?
- How does each candidate demonstrate the ability to co-teach, collaborate and consult and work with instructional teams to enhance curriculum and instruction of students with disabilities?

Program Standard 14: Creating Healthy Learning Environments

- Does each candidate study and learn the major laws, concepts and principles related to student health and safety and applies concepts and strategies that foster student health and contribute to a healthy environment for learning, with emphasis on:
- The health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety;
- Common and chronic diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school;
- Effective strategies for encouraging the healthy nutrition of children and youth;
- Knowledge and understanding of the psychological and sociological effects of alcohol, narcotics and tobacco, and the ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems;
- Common etiologies and disorders of various disabilities and how to collaborate with medical and other community resources to better identify student needs?
- How do candidates work collaboratively with other professionals to ensure healthy learning environments?
- How does the program ensure candidates effectively facilitate student health and mobility by demonstrating safe lifting and positioning practices of students with motor impairments, and demonstrate an ability to use and instruct other personnel in the appropriate use, maintenance, and care of rehabilitative and medically necessary equipment such as wheelchairs, walkers, orthotics, prosthetics, etc.?

Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

- How does the program ensure that candidates' supervised field experiences include a planned sequence of activities that provide opportunities for candidates to observe, apply, and evaluate educational theories and pedagogical principles in general education classroom?
- How does the program ensure that the intern's experiences cover a broad range of service delivery options?

Program Standard 16: Assessment of Candidate Performance

- How are candidates assessed through the use of formative and summative assessments embedded throughout the program? Are candidates informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that

prepare them for the summative assessment, and provided timely feedback on the performance in relation to the TPEs?

- How does the program create its systematic summative assessment which is administered by qualified individuals who are knowledgeable about the TPEs as they apply to the subjects and specialization of the authorization of the Credential?
- Does at least one supervising teacher and one institutional supervisor document the assessment of each candidate's performance in relation to the TPEs using procedures and instruments that are clear, fair, and effective?
- How does the program ensure that one or more persons who are responsible for the program decide to recommend candidates for the appropriate credentials on the basis of all information of each candidate's competence and performance?
- How does the program ensure that an Individualized Development Plan will be written before the candidate exits the preliminary preparation program that will include TPEs and ideas for future specific emphasis in the Clear Credential Program?

Education Specialist Preliminary Teaching Credentials

In addition to the **Program Design** and **Preliminary Teaching Standards**, each Program must address the appropriate Specialty Standards

Mild/Moderate Disabilities (M/M)

M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities

- How does the program ensure that candidates can define and describe the learning, academic, and social/emotional characteristics associated with each of the above groups?
- How does the program ensure that candidates demonstrate knowledge of the needs of students who are both gifted and have a mild/moderate disability?
- How does the program ensure that candidates demonstrate knowledge of the behavioral characteristics of students with specific learning disabilities and other mild/moderate disabilities and the possible resultant social/emotional/learning problems?
- How does the program ensure that candidates are able to articulate the historical trends in defining and providing educational services to students with mild/moderate disabilities?
- How does the program ensure that candidates demonstrate knowledge of approaches and methods for determining eligibility for services for students with specific learning disabilities and other mild/moderate disabilities?

M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities

- How does the program ensure that candidates are able to assess and determine specific curricular, instructional, behavioral, and social needs of individual students with mild/moderate disabilities?
- How does the program ensure that candidates use measures specific to students with specific learning disabilities, mild/moderate mental retardation, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders?
- How does the program ensure that candidates develop and implement individualized academic and behavioral assessment plans in order to evaluate student performance in varied learning environments, including the general education classroom?
- How does the program ensure that candidates use data from multi-tiered interventions, standardized assessments and classroom-based assessments to make decisions regarding eligibility, academic progress, and program evaluation?
- How does the program ensure that candidates acquire the ability to assess students with mild/moderate disabilities on CA Frameworks, core curriculum and content standards?
- How does the program ensure that candidates demonstrate skill in evaluating, selecting, administering and interpreting assessment devices and processes according to its purposes, technical quality, administrative considerations, disability, and cultural, socioeconomic and linguistic influences?

M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction

- How does the program ensure that candidates demonstrate a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes?

- How does the program ensure that candidates are able to use student outcome data to systematically adapt and modify instruction and learning environments based on specific learning disabilities and other handicapping conditions?
- How does the program ensure that candidates demonstrate knowledge of the relationship between the individual educational program and the individualized transition plan?
- How does the program ensure that candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings?
- How does the program ensure that candidates are able to plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains?

M/M Standard 4: Positive Behavior Support

- How does the program ensure that candidates demonstrate the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment?
- How does the program ensure that candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings?
- How does the program ensure that candidates demonstrate the ability to teach appropriate self-regulatory strategies for students to cope with difficult or unpredictable situations?
- How does the program assess candidates' abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses?

M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities

- How does the program ensure that candidates demonstrate knowledge of California State Frameworks?
- How does the program ensure that candidates demonstrate the ability to adapt curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards?
- How does the program ensure that candidates demonstrate the ability to use the above skills to co-teach and collaborate with general education professionals regarding students with IEPs in general education settings?
- How does the program ensure that candidates are prepared to teach the math language skills and concepts needed by students with mild/moderate disabilities in order to access core math and science curriculum content standards?
- How does the program ensure that candidates demonstrate knowledge of best practice instructional strategies?
- How does the program ensure that candidates are prepared to incorporate a variety of instructional strategies (including performing arts activities) to meet individual needs of students with mild/moderate disabilities?
- How does the program ensure that candidates demonstrate use of supplementary

materials that wrap around the core content standards of language arts and mathematics?

- How does the program ensure that candidates are prepared to teach skills related to reading, writing, speaking, and language development?

M/M Standard 6: Case Management

- How does the program ensure that candidates demonstrate skills in case management including legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities?
- How does the program ensure that candidates demonstrate coordination of the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities?
- How does the program ensure that candidates demonstrate collaboration, communication and documentation of student needs, services and progress for identified students with mild/moderate disabilities and those in the referral process? (This would include collaboration and communication with Gen Ed teachers, other Sp. Ed service providers, paraprofessionals, community agencies, and parents.)
- How does the program ensure that candidates demonstrate skills in providing consultation, resource information, and materials regarding individuals with exceptional needs to their parents and to staff members?
- How does the program ensure that candidates demonstrate monitoring of pupil progress on a regular basis, participation in the review and revision of IEP's as appropriate, and referral of pupils who do not demonstrate appropriate progress to the IEP team?

Moderate/Severe Disabilities (M/S)**M/S Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities**

- How does the program ensure that candidates demonstrate knowledge and understanding of the full range of intellectual, behavioral, social/emotional, communication, neurological, sensory and /or motor impairments in students with moderate/severe disabilities?
- How does the program ensure that candidates can identify the need for and provide the appropriate support to address the unique learning needs of students with moderate/severe disabilities?
- How does the program ensure that candidates demonstrate knowledge of appropriate strategies to develop independent living skills, receptive and expressive communication skills of the student with moderate to severe disabilities?
- How does the program ensure that candidates demonstrate knowledge related to career and/or independent living skills?

M/S Standard 2: Communication Skills

- How does the program ensure that candidates demonstrate the ability to teach and facilitate the development of communication skills which promote choice making, independence and self advocacy?
- How does the program ensure that candidates demonstrate the ability to implement strategies, techniques, and technology that enhance effective communication in a variety of educational environments including natural settings, individual and group settings, classroom transitional and social activities appropriate to their age and developmental level?

M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context.

- How does the program ensure that candidates demonstrate the ability to teach interpersonal skills to promote acceptable social behavior that is similar to nondisabled peers in all settings?
- How does the program ensure that candidates demonstrate knowledge of current social techniques and methodologies that address the unique social communication needs of students in this category?
- How does the program ensure that candidates demonstrate how to utilize information from collaboratively developed IFSPs to prepare their students to engage in reciprocal, age appropriate relationships with typical developing peers in natural settings?

M/S Standard 4: Assessment, Program Planning and Instruction

- How does the program ensure that candidates demonstrate the ability to select, modify, and administer appropriate assessments to facilitate access to the learning environments

as well as interpret assessment data from each domain and design a comprehensive, educational program?

- How does the program ensure that candidates demonstrate the knowledge of modifications and accommodations and utilizes this information to adapt grade level, standards based instruction, across all settings, for students in this category?
- How does the program ensure that candidates demonstrate knowledge of instructional techniques which increase student motivation and performance in the areas of communication, affective and cognitive development, socialization, daily living skills and facilitates the active participation and learning of diverse groups of learners?
- How does the program ensure that candidates demonstrate the ability to provide appropriate support to each student through the effective coordination and supervision of classroom assistants who present instructional materials and care for the physical needs of students with moderate/severe disabilities?

M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care

- How does the program ensure that candidates demonstrate the skills to facilitate individual student initiation of and generalized use of mobility and other functional motor movements to promote maximum participation and involvement in activities?
- How does the program ensure that candidates demonstrate an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning?
- How does the program ensure that candidates demonstrate knowledge of current assistive and adaptive devices as well as knowledge of and a facility with the state adopted modifications and accommodations?
- How does the program ensure that candidates demonstrate the ability to share information regarding sensory, movement, mobility, and specialized health care needs and procedures with general educators, students, parents and others to increase the level of understanding and sensitivity?
- How does the program ensure that candidates demonstrate the ability to arrange classroom environments to accommodate sensory movement, mobility, specialized health care needs, while promoting positive, proactive and respectful behaviors, student's independence, and the dignity of students with disabilities?

M/S Standard 6: Positive Behavioral Support

- How does the program ensure that candidates demonstrate the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment?
- How does the program ensure that candidates work collaboratively with parents, agencies, general education teachers and other professionals to provide effective positive behavior support across all domains?
- How does the program ensure that candidates demonstrate the ability to teach appropriate self regulatory strategies for students to cope with difficult or unpredictable situations?
- How does the program ensure that candidates demonstrate the ability to work across programs and domains, with the IEP team to design, implement, evaluate, and modify

behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses?

M/S Standard 7: Transition and Transitional Planning

- How does the program ensure that candidates demonstrate understanding of the various protocols, community resources and supports, i.e., communication needs, assistive technology, augmentative communication devices, life skills, etc., as they affect each student for each transition including IFSPs, IEPs and ITPs:
 - From infant-toddler program to preschool
 - From preschool to elementary school
 - From elementary school to middle school
 - From middle school to high school
 - From high school to adulthood career opportunities
- How does the program ensure that candidates demonstrate the knowledge of how to teach self-advocacy/determination skills development?
- How does the program ensure that candidates demonstrate knowledge of the services that are appropriate in various contexts in the student's educational plan including skills for planning for transition, writing transition goals/objectives?
- How does the program ensure that candidates demonstrate understanding the need to advocate for services, including assistive technology at crucial transition times to continue the student's educational progress, i.e., itinerant services, speech and language services?
- How does the program ensure that candidates demonstrate the need to advocate for seamless service and support?
- How does the program ensure that candidates demonstrate knowledge of resources that work with social service agencies, the parents and student to develop a post-secondary program that utilizes student strengths and meets the student's needs for support in community-based and/or college-based settings?
- How does the program ensure that candidates demonstrate skills to advocate for services, including assistive technology support at the post-secondary level, i.e., vocational rehabilitation, social service agencies, and employment agencies and families including those agencies which develop and implement post-secondary programs that are serving individuals who are deaf-blind and/or additional disabilities, independent living centers and sheltered workshops that specialize in services for adults?

M/S Standard 8: Augmentative and Alternative Communication

- How does the program ensure that candidates demonstrate the ability to assess and plan for the low/high technology needs of a child with physical/orthopedic disabilities, health impairments, and multiple disabilities?
- How does the program ensure that candidates demonstrate the ability to determine the type of equipment and/or materials best suited to meet the needs and physical abilities of students, the knowledge of the use of that equipment and materials, and how it interfaces with other equipment, materials, curriculum and instructional strategies to help the

student become more independent?

- How does the program ensure that candidates demonstrate the ability to access information and obtain consultation from other professionals regarding technology related to student needs?
- How does the program ensure that candidates demonstrate the ability to select, obtain, use, adapt, and train others in the use of low and high technology materials and equipment to meet the educational objectives of specific students?
- How does the program ensure that candidates demonstrate the ability to support the use of students' assistive technology in a variety of environments, including school, community, and home?
- How does the program ensure that candidates are aware of a variety of funding and procurement sources for assistive technology devices, equipment, and services?

Early Childhood Special Education (ECSE)**ECSE Standard 1: Theoretical, Philosophical, and Empirical Foundations**

- How does the program ensure that candidates demonstrate knowledge of federal and state laws and regulations to support early intervention and education for young children and their families?
- How does the program ensure that candidates demonstrate knowledge and skill supporting evidence-based practices in early intervention, early childhood, and early childhood special education to provide information to families, administrators, community organizations and agencies regarding the importance of early services?
- How does the program ensure that candidates demonstrate their understanding of empirical versus non-research based practices?

ECSE Standard 2: Typical and Atypical Child Development

- How does the program ensure that candidates demonstrate knowledge of biological and environmental factors that affect pre-, peri-, and postnatal development and learning?
- How does the program ensure that candidates demonstrate understanding of the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development?
- How does the program ensure that candidates recognize the potential influence of varying cultural factors and practices on development?
- How does the program ensure that candidates are able to create an intervention or instructional environment is appropriate to the child's chronological age, developmental differences, and disability-specific needs?
- How does the program ensure that candidates provide information to parents and other family members regarding typical developmental expectations as well as the impact of the disability on developmental progress?

ECSE Standard 3: Role of Family in Early Childhood Special Education

- How does the program ensure that candidates sensitively elicit family concerns, priorities, and resources in relation to their child with special needs?
- How does the program ensure that candidates use culturally and linguistically appropriate strategies in working with families whose culture or language differs from his or her own?
- How does the program ensure that candidates collaboratively plan, assess, and implement programs and services with families and professional colleagues?
- How does the program ensure that candidates prepare and support family members throughout the IFSP/IEP process, and follow up with families to ensure that the IFSP/IEP document is consistent with the outcomes/goals that they have for their child and family?
- How does the program ensure that candidates demonstrate skill required to implement routines-based interventions and assist families with embedding educational activities into family daily life?

ECSE Standard 4: Assessment and Evaluation of Infants, Toddlers and Preschoolers

- How does the program ensure that candidates demonstrate knowledge of different assessment and evaluation requirements for infants/toddlers and preschoolers as specified under IDEA Part B and Part C?
- How does the program ensure that candidates have opportunities to gather assessment and evaluation information from multiple sources and environments?
- How does the program ensure that candidates demonstrate knowledge and skills in the use of a variety of assessment techniques appropriate for young children such as observation, naturalistic play-based assessment, family interviewing, curriculum-based and standards-based, assessment, and administration of selected norm-referenced assessment instruments and protocols?
- How does the program ensure that candidates demonstrate skills in modifying assessment procedures to accommodate or compensate for the impact of the child's disability on performance and to maintain the interest of infants and young children in the assessment process?
- How does the program ensure that candidates demonstrate skills in identifying the developmental level, functional behaviors, strengths, and needs of infants and young children within the context of the family's concerns and priorities?

ECSE Standard 5: Individualized Family Service Plan, Individualized Education Program and Transition

- How does the program ensure that candidates demonstrate knowledge and skill required to provide information to family and other team members about the legal requirements and functions of IFSP/IEP processes?
- How does the program ensure that candidates demonstrate skill required to collaborate with team members in the development of the IFSP/IEP including the demonstration of the ability to write developmentally and functionally appropriate outcomes and goals?
- How does the program ensure that candidates demonstrate skill required to solicit family members' and caregivers' immediate concerns and priorities about their child's development and education and to write outcomes that express the family's goals for their child and to follow up with families to ensure that the IESP/IEP document is consistent with the outcomes/goals that they have for their child and family?
- How does the program ensure that candidates demonstrate skill required to monitor a child's progress based on IFSP outcomes and IEP goals?
- How does the program ensure that candidates demonstrate skill required to implement processes and strategies that support transitions among settings for infants and young children? These settings including hospital to home, home to center based, early intervention to preschool classroom, and preschool to kindergarten.
- How does the program ensure that candidates demonstrate knowledge of Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations as well as awareness of Kindergarten standards and requirements?

ECSE Standard 6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten

- How does the program ensure that candidates demonstrate knowledge of curriculum approaches used in typical programs for young children, skills needed to modify and adapt curriculum approaches to meet the needs of young children with disabilities and ensure that their access to and success in activities in typical early childhood environments that build on a child's strengths?
- How does the program ensure that candidates demonstrate skill required to implement recommended and other evidence based practices in language and cognitive development, social-emotional development, emergent literacy, and math for all learners, including English language learners?
- How does the program ensure that candidates demonstrate skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g. hands-on, experiential, play-based activities within daily classroom routines), adaptations, assistive technologies and other supports that minimize the effects of the child's disability, and maximize the child's learning potential and family outcomes?
- How does the program ensure that candidates demonstrate skill required to utilize strengths-based, relationship-based approaches to early intervention, and to embed specific interventions within daily routines and natural environments (both in-home strategies which engage family members and caregivers and in the early childhood curriculum activities)?

ECSE Standard 7: Learning Environments

- How does the program ensure that candidates demonstrate skill required to provide services to infants/toddlers in natural environments (e.g., the home and community) using non-intrusive, respectful, and family-centered practices?
- How does the program ensure that candidates demonstrate skill required to support the inclusion of children into typical, age-appropriate community environments?
- How does the program ensure that candidates demonstrate skill required to provide an indoor and outdoor environment (including materials, media, adaptive and assistive technology, and other adaptations) that is responsive to the individual differences of children?
- How does the program ensure that candidates demonstrate skill required to structure the environment to provide learning support as needed for children with autism and other disabilities?

ECSE Standard 8: Collaboration and Teaming

- How does the program ensure that candidates demonstrate knowledge required to collaborate with caregivers, professionals, and agencies to support children's development and learning?

- How does the program ensure that candidates demonstrate knowledge required to support families' choices and priorities in the development of goals and intervention strategies?
- How does the program ensure that candidates demonstrate skill required to implement family-centered services based on the family's identified resources, priorities, and concerns?

ECSE Standard 9: Low Incidence Disabilities in Early Childhood Special Education Programs

- How does the program ensure that candidates demonstrate knowledge of the etiologies, types, and degrees of severity of the different low incidence disabilities?
- How does the program ensure that candidates have knowledge of basic intervention and instructional strategies and evidence-based practices that support the development and learning of young children with different low incidence disabilities?
- How does the program ensure that candidates, through the recommendations of a specialist in the low incidence area, have knowledge and skills in using assistive technology (low to high tech) available for young children with different low incidence disabilities?
- How does the program ensure that candidates, through the recommendations of a specialist in the low incidence area, adapt the natural environments, materials, and equipment to support the acquisition of skills and active participation in daily routines, and in family, community and school and activities by children with low incidence disabilities?

ECSE Standard 10: Field Experience in Early Childhood Special Education Programs

- How does the program ensure that candidates demonstrate skill in working with families with young children with disabilities?
- How does the program ensure that candidates demonstrate skill in working with young children in groups and individually?
- How does the program ensure that candidates demonstrate the ability to use a variety of approaches (e.g., relationship-based, routines-based, dyadic, and triadic) in home visits?
- How does the program ensure that candidates demonstrate the ability to organize and manage the classroom environment including the use of paraprofessionals?
- How does the program ensure that candidates demonstrate the ability to plan, organize, and implement interventions that support the development and learning of young children with IFSPs and IEPs?

Deaf and Hard-of-Hearing (DHH)**DHH Standard 1: Characteristics of Learners**

- How does the program present research on various factors affecting family and child development, including the effect of early language and cognitive development on the overall growth of the child?
- How does the program include research on cognition and the potential impact of language deprivation or language delay on cognitive development?
- How does the program handle research regarding the impact of etiologies, various levels of hearing loss, age of onset and identification, and age at which provision of services is provided for deaf, hard-of-hearing or deaf-blind students as well as for these learners who have additional disabilities?
- How does the program integrate brain research as specifically related to auditory (spoken) or visual (lip-reading or signed), language and its impact on brain structures, functioning and linguistic development?
- How does the program cover research on differences among communication features, including, but not limited to auditory, visual, spatial, and tactile, and how to make these features salient for each learner's effective language and cognitive development?
- How does the program incorporate the research and the educational and social implications for deaf or hard-of-hearing students with additional disabilities, such as deaf-blindness, autism spectrum disorders, emotional disturbance and cognitive delay?

DHH Standard 2: Development of Professional Perspectives

- How does the program cover the models, theories, current research, and philosophies that provide the basis for educational communication practices in deaf education, including, but not limited to languages, whether bilingual spoken, or ASL/English, as well as communication system approaches including auditory-oral, auditory-verbal, Cued Speech, and the various manually-coded English systems ?
- How does the program provide knowledge of the various historical personalities who have impacted the course of deaf education including, but not limited to Laurent Clerc, the Gallaudets, the Bells, Orin Cornett, William Stokoe, Samuel Gridley Howe, and Daniel Ling?
- How does the program instill knowledge of variations in beliefs, traditions, and values across cultures, including Deaf culture?
- How does the program present information which provides support and acceptance of families' education and communication choices for their children who are deaf or hard-of-hearing?
- How does the program impart knowledge of important federal and state special education legislation as it pertains specifically to students who are deaf or hard-of-hearing, including but not limited to IDEA (all Parts and Special Factors), equal access services including interpreting services and assistive technology services and the Deaf and Hard-of-hearing Children's Bill of Rights (Education Code 56000.5)?
- How does the program illustrate the impact of various educational placement options with regard to cultural identity, linguistic, academic, social-emotional development and family dynamics?

- How does the program include knowledge of the technological devices that have benefited hearing as well as deaf or hard-of-hearing individuals such as, but not limited to, CART, FM systems, sound field devices, video relay and text-written discourse (e.g., e-mail, texting, TDD, Blackberries)?

DHH Standard 3: Candidate Communication Skills

- How does each candidate demonstrate skills in a repertoire of communication strategies that facilitate communication exchanges, including, but not limited to languages, whether bilingual spoken, or ASL/English, as well as communication system approaches including auditory-oral, auditory-verbal, Cued Speech, and the various manually-coded English systems?
- How does each candidate demonstrate sufficient language proficiency in the language of instruction to effectively model and promote both conversational and academic language in the classroom?

DHH Standard 4: Language and Cognitive Development Strategies

- How does the program deliver knowledge of typical language and cognitive development to underscore the fact that children who are deaf or hard-of-hearing are able to acquire language in the same developmental stages/ages, given that language is accessible?
- How does the program demonstrate the application of developmental and remedial language strategies, as appropriate, to promote effective receptive and expressive language skills, including, but not limited to, language experiences, language through natural routines, and language through academic content?
- How does the program include knowledge of various strategies to actively engage the learner in the educational process and to facilitate the learner's meaningful access to language through cognitively appropriate activities?
- How does the program integrate knowledge and skills regarding the use of speech acoustics and auditory learning in teaching phonetic and phonologic speech, both individually and during content instruction?
- How does the program encompass the skills and abilities necessary to develop, implement and evaluate effective and receptive communication systems for students who are deaf-blind, including appropriate pre-symbolic and symbolic systems, augmentative and alternative devices and multiple modalities of communication?

DHH Standard 5: Specialized Assessment

- How does the program provide opportunities to select, adapt, administer, interpret and explain formal and informal assessments when needed to evaluate:
 - Receptive and expressive spoken language, including semantics, syntax, morphology, and pragmatics;
 - Receptive and expressive sign language, including semantics, syntax, morphology, and pragmatics;
 - Reading and writing;
 - Auditory skills;
 - Speech skills?

- How does the program furnish opportunities to practice knowledge and skills in assessing students' daily use of auditory devices by checking and monitoring students' assistive devices prior to instruction?
- How does the program integrate the knowledge and value of various assessments in domains that may be affected by a hearing loss, i.e., social-emotional, cognition, psychomotor, sensory integration?
- How does the program present information needed to select, adapt, administer, interpret and explain assessments pertaining to academic content and monitor progress toward achieving California state content standards?

DHH Standard 6: Instructional Techniques

- How does the program facilitate classroom design which emphasizes development of cognitive and academic knowledge, skills, and attitudes?
- How does the program examine and demonstrate classroom practices, instructional strategies, technologies, and materials that promote educational achievement using specific teaching strategies, including comprehensible input, language experience activities and stories, embedded contextualized learning, and teaching language through curricular content?
- How does the program include ability to design, accommodate, or modify (if needed) an appropriate learning environment?
- How does the program integrate research or evidence-based classroom practices, instructional strategies, technologies, and materials that promote educational achievement of students who are deaf and hard-of-hearing in various placement options?
- How does the program instill knowledge regarding the relationship between a comprehensive language base (whether spoken or signed) and transition to literacy by:
 - Demonstrating how to integrate auditory skills curricula, auditory practices, and auditory strategies into the teaching of reading.
 - Using sign language to teach literacy, and integrating sign language into a comprehensive language arts program ?
- How does the program blend knowledge of acoustic, visual, and safety modifications into the learning environment?
- How does the program demonstrate the use of appropriate media, technology, and assistive/augmentative devices in the learning process?

DHH Standard 7: Early Childhood Intervention and Education

- How does the program develop skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families and agencies?
- How does the program demonstrate the presentation of unbiased information regarding the range of educational opportunities available to the families of children who are deaf or hard-of-hearing, and to support parents in the decision making process?
- How does the program demonstrate the value of connecting families with appropriate parent-to-parent support and the value of role models who are deaf or hard-of-hearing using a range of languages and communication systems?

- How does the program impart an understanding of the potential impact of hearing loss on aspects of early development, particularly with regard to language deprivation due to lack of complete access to early language acquisition?
- How does the program include knowledge of the impact of having a child who is deaf or hard-of-hearing on family dynamics and caregiver-child relationships, which may impact later cognitive and linguistic development?
- How does the program provide an opportunity to understand and support diverse family systems, by assisting with the interaction and care-giving skills of family members?
- How does the program illustrate the need to assess infants and young children who are deaf or hard-of-hearing using assessment tools relevant to the developmental stages and ages (i.e., developmental age, chronological age, hearing age, etc.) and relevant norm group (hearing or deaf and hard-of-hearing), with the realization that many assessment tools must be used cautiously because of their reliance on spoken language?
- How does the program transmit knowledge of how to assist all families in learning about available hearing technologies, such as hearing aids, cochlear implants, bone conductors, bone-anchored hearing aids, etc.?
- How does the program demonstrate the ability to develop, coordinate, and/or implement an appropriate, individualized family service plan (IFSP) for infants and young children and their families?
- How does the program cultivate the knowledge and ability to access other community resources and state agencies that serve infants and young children who are deaf or hard-of-hearing and their families?
- How does the program maintain and convey relevant information regarding federal and state law and regulations that support early intervention, including, but not limited to legislation regarding IDEA, IFSP?

DHH Standard 8: Hearing Loss and Additional Disabilities

- How does the program convey knowledge of the potential impact of hearing loss and an additional disability on attachment/bonding between children and their primary caregivers (e.g., deaf-blind, deaf and autistic, etc.)?
- How does the program provide for the acquisition of the necessary skills and abilities to establish trusting relationships with the identified students?
- How does the program provide the opportunities to design and implement instruction that reflects the unique learning characteristics/considerations of identified students, which include various technologies to assist communication and learning?
- How does the program explain the psychosocial implications of hearing loss and an additional disability on cognition, behavior, learning styles, and social skills?
- How does the program imbue knowledge of the unique impact of hearing loss and an additional disability on environmental and spatial awareness, body awareness, balance, motor skills, and emotional control?
- How does the program cover knowledge of various community resources to assist in planning and providing a specialized program for children with hearing loss and an additional disability?

DHH Standard 9: Managing Student Behavior and Social Interaction Skills

- How does the program teach culturally and socially acceptable behaviors in a variety of environments relevant to both deaf and hearing settings/cultures?
- How does the program identify teacher attitudes and behaviors that influence student behavior, both positively and negatively?
- How does the program promote interactions in a variety of environments, including home, school, and community involving students who are deaf, hard-of-hearing, deaf-blind, and those with additional disabilities, with hearing, deaf or hard-of-hearing adults and children?
- How does the program disseminate knowledge of appropriate use of school and community resources and services for students?
- How does the program foster procedures to promote transfer and generalization of learning strategies, study skills, and social behaviors?

DHH Standard 10: Transition and Transitional Planning

- How does the program foster an understanding of the various protocols, community resources and supports, i.e., communication needs, assistive technology, interpreting, captioning, life skills, etc., as they affect each student for each transition:
 - From infant-toddler program to preschool;
 - From preschool to elementary school;
 - From elementary school to middle school;
 - From middle school to high school;
 - From high school to adulthood career opportunities?
- How does the program establish the value of developing self-advocacy skills?
- How does the program provide a listing of designated services that are available and appropriate in the student's educational plan?
- How does the program foster advocacy for designated services at crucial transition times to continue the student's educational progress, such as:
 - Itinerant services;
 - Interpreting needs;
 - Speech and language services;
 - Assistive technologies, such as FM and sound-field systems?
- How does the program develop an understanding of the need to advocate for designated services at the post-secondary level, such as:
 - Assistive technologies;
 - Vocational rehabilitation;
 - Deaf social service agencies, including those agencies that serve individuals who are deaf-blind and/or additional disabilities:
 - Independent living centers
 - Sheltered workshops that specialize in services for adults?

DHH Standard 11: Collaborative Partnerships

- How does the program instill knowledge of available local, state, and national resources, including but not limited to:

- California State Schools for the Deaf;
- Clerc Center at Gallaudet;
- Alexander Graham Bell Association for the Deaf and Hard-of-Hearing;
- National Technical Institute for the Deaf;
- National Association of the Deaf;
- National Cued Speech Association;
- American Society for Deaf Children;
- Independently Merging Parent Associations of California;
- American Speech Language Hearing Association;
- California Educators of the Deaf and Hard-of-Hearing;
- Parent Training and Information Centers;
- Protection and Advocacy;
- Council of American Instructors of the Deaf;
- Greater Los Angeles Council on Deafness;
- Braille Institute, Los Angeles;
- Blind Children's Center of Los Angeles;
- Other agencies that serve families and their children with other disabilities?
- How does the program instill information regarding the ethical and legal codes of conduct for relevant professions and organizations, including but not limited to:
 - California Commission on Teacher Credentialing;
 - Registry of Interpreters for the Deaf;
 - Department of Social Services;
 - American Speech Language Hearing Association;
 - Health Insurance Portability and Accountability Act?

Physical and Health Impairments (PHI)**PHI Standard 1: Characteristics of Physical and Health Impairments**

- How does the program ensure that candidates demonstrate knowledge of general characteristics of major physical/orthopedic disabilities, other health impairments, and multiple disabilities?
- How does the program ensure that candidates demonstrate knowledge of typical domains of development (cognition, communication, fine/gross motor, social/emotional, self-care) and the impact on development of major physical/orthopedic disabilities, other health impairments, and multiple disabilities?
- How does the program ensure that candidates apply knowledge of a variety of physical/orthopedic disabilities, health impairments, and multiple disabilities to their implications for physical, cognitive, social, and emotional development?
- How does the program ensure that candidates demonstrate knowledge of major medical and therapeutic treatments of major physical and health impairments?
- How does the program ensure that candidates demonstrate knowledge of resources available for identifying characteristics and implications of a variety of physical/orthopedic disabilities, other health impairments, and multiple disabilities?

PHI Standard 2: Historical and Legal Foundations of Physical and Health Impairments

- How does the program ensure that candidates demonstrate knowledge of historical treatment, social responsibility, and education of individuals with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
- How does the program ensure that candidates demonstrate knowledge of historic and contemporary philosophic models of disability (medical, social, bio-psychosocial) and their implications for individuals with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
- How does the program ensure that candidates demonstrate knowledge of the major federal and state civil rights and education laws that provide a legal basis for service to families and students with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
- How does the program ensure that candidates demonstrate knowledge of federal and state funding sources for special education and other agency services (Low Incidence, California Children's Services, Regional Center, Department of Rehabilitation, Medical, Social Security, etc.)?

PHI Standard 3: Specialized Assessment, Planning, and Program Development

- How does the program ensure that candidates select, modify, and administer appropriate assessments to facilitate access and appropriate response modes for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
- How does the program ensure that candidates demonstrate awareness and use of accepted accommodations allowed on mandated assessments and the effect of accommodations and modifications on outcomes of assessment results?

- How does the program ensure that candidates are able to implement appropriate assessment for assistive technology?
- How does the program ensure that candidates collaborate with appropriate education and related services personnel to plan, develop, and adapt/adjust IFSPs, IEPs, ITPs for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
- How does the program ensure that candidates integrate appropriate assistive technology into educational planning?

PHI Standard 4: Specialized Health Care and Physical Supports

- How does the program ensure candidates demonstrate knowledge of specific specialized health care procedures, including, but not limited to, catheterization, colostomy care, tracheotomy suctioning, gavage feeding, and the regulations governing provision of those procedures?
- How does the program ensure candidates collaborate with appropriate professional personnel in the development of individualized health care plans for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
- How does the program ensure candidates utilize information from individualized specialized health care plans to support a safe and dignified environment for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
- How does the program ensure candidates effectively facilitate student health, comfort, and mobility by obtaining and implementing transfer equipment and performing safe lifting, transferring, and positioning of students with physical/orthopedic and multiple disabilities?
- How does the program ensure candidates demonstrate an ability to use and instruct other personnel in the appropriate use, maintenance, storage and care of rehabilitative and medically necessary equipment such as wheelchairs, walkers, oxygen tanks, orthotics, prosthetics, etc.?
- How does the program ensure candidates are knowledgeable regarding the appropriate services that can be provided by other agencies that specialize in health care information and equipment?
- How does the program ensure candidates demonstrate knowledge and implementation of universal precautions for preventing the spread of infections?
- How does the program ensure candidates schedule specialized health care/medical procedures, and student personal care within the school day to allow for minimal interruptions to the educational process?

PHI Standard 5: Instructional Strategies and Adaptations

- How does the program ensure candidates demonstrate the ability to select and implement instructional strategies, activities, assistive technologies, and materials in different educational placement options which support and challenge the diverse abilities of students with physical/orthopedic disabilities, health impairments, and multiple disabilities?

- How does the program ensure candidates demonstrate the ability to model instructional techniques that facilitate the student's use of his or her assistive technology, enabling the student to participate as independently and efficiently as possible in classroom and extracurricular activities?
- How does the program ensure candidates implement activities to support essential physical, personal, and communication independence skills, psychosocial development, and career/vocational experiences that contribute to student independence and self-determination?

PHI Standard 6: Student Communication Skills

- How does the program ensure candidates demonstrate knowledge of factors related to speech and language development in relation to characteristics of physical/orthopedic disabilities, health impairments, and multiple disabilities?
- How does the program ensure candidates demonstrate knowledge and skills to evaluate, obtain, and instruct students on the use of a personal computer, computer interface, word processing programs and other non-verbal assistive devices that may enhance students' level of communication ability and accommodate the sensory and physical needs of students?
- How does the program ensure candidates implement appropriate communication interactions with students who have multiple disabilities that support joint attention, strengthens acceptance, rejection, and requesting behaviors, and establish predictable "yes/no" responses, as appropriate?
- How does the program ensure candidates are able to recognize and appropriately respond to students' use of nonverbal communication methods including body language, facial expression, physiologic response and behavior?
- How does the program ensure candidates strengthen students' social networks and facilitate multiple communication methods used in different context and with a variety of communication partners?

PHI Standard 7: Assistive Technology

- How does the program ensure candidates demonstrate the ability to assess and plan for the low/high technology needs of a child with physical/orthopedic disabilities, health impairments, and multiple disabilities?
- How does the program ensure candidates demonstrate the ability to determine the type of equipment and/or materials best suited to meet the needs and physical abilities of students, the knowledge of the use of that equipment and materials, and how it interfaces with other equipment, materials, curriculum and instructional strategies to help the student become more independent?
- How does the program ensure candidates demonstrate the ability to access information and obtain consultation from other professionals regarding technology related to student needs?
- How does the program ensure candidates demonstrate the ability to select, obtain, use, adapt, and train others in the use of low and high technology materials and equipment to

meet the educational objectives of specific students?

- How does the program ensure candidates are aware of a variety of funding and procurement sources for assistive technology devices, equipment, and services?

PHI Standard 8: Instructional Service Delivery Models

- How does the program ensure candidates have knowledge of the full range of educational service delivery options permissible under federal and state mandates?
- How does the program ensure candidates demonstrate knowledge of and the ability to provide effective learning opportunities for students with physical/orthopedic disabilities, health impairments, and multiple disabilities in a variety of educational placement options and learning communities?

Visual Impairments (VI)**VI Standard 1: Vision and Functional Implications of Vision Loss**

- How does the program ensure candidates demonstrate knowledge of the normal development, anatomy and physiology, basic terminology, and structure and function of the human visual system which includes the eye and brain structures related to vision?
- How does the program ensure candidates demonstrate knowledge and implications of working with students with congenital versus acquired visual impairment and dysfunction as well as stable versus progressive conditions?
- How does the program ensure candidates demonstrate knowledge of basic terminology related to diseases and disorders of the human visual system, common eye disorders, possible effects of medications, and their implications in the home, classroom and other learning environments?
- How does the program ensure candidates demonstrate an understanding of the interaction of additional disabilities, including their effects on learning and development and the effects of treatment and medication on visual performance?
- How does the program ensure candidates demonstrate the ability to conduct appropriate functional low vision assessments?
- How does the program ensure candidates instruct learners who are visually impaired on appropriate use of optical and non-optical devices?
- How does the program ensure candidates demonstrate the ability to interpret medical eye reports and visual functioning information and communicates it in ways that can be understood by their students with low vision, families and other professionals?
- How does the program ensure candidates demonstrate the ability to identify the role and functions of eye care facilities and professionals that specialize in low vision, and demonstrates a commitment to collaborate with such professionals and an understanding of how to collaborate with them?
- How does the program ensure candidates demonstrate the ability to use information from the functional vision assessment as one criterion in determining the appropriate reading medium or learning medium for learners who have low vision or are functionally blind?
- How does the program ensure candidates demonstrate the ability to interpret visual functioning information to determine appropriate option or range of options applicable (including specialized materials, equipment and/or methods) which enable access to learning and the instructional programs commensurate with individual age, setting, and present levels of developmental and/or academic functioning?

VI Standard 2: Impact of Vision Loss on Development and Learning

- How does the program ensure candidates demonstrate knowledge of potential effects of a visual impairment on development and learning in the following areas: sensory/motor development, vocational/transitional skills development, communication and social skills?
- How does the program ensure candidates demonstrate knowledge of the impact cultural and linguistic differences and family values on development and learning for a student with a visual impairment?

- How does the program ensure candidates demonstrate an awareness of physical and environmental factors that can impact visual performance?
- How does the program ensure candidates demonstrate knowledge of the potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical and health impairment, deaf-blindness, autism spectrum disorder, or developmental delay, and when the student needs specialized services for multiple disabilities?
- How does the program ensure candidates demonstrate an understanding of the impact of vision and vision impairment associated with prenatal or postnatal brain injury on development and learning?
- How does the program ensure candidates demonstrate the impact of combined vision and hearing impairment on development and learning including cognition, language, and motor skills?

VI Standard 3: Specialized Assessment and Techniques

- How does the program ensure candidates demonstrate knowledge and skills related to effective assessment of visually impaired individuals including those with multiple disabilities and deaf-blind, as it incorporates the effects of visual impairments on learning and experience?
- How does the program ensure candidates can articulate specialized terminology used in assessing individuals who are visually impaired, both as it relates to the visual system and to each area of importance?
- How does the program ensure candidates demonstrate an understanding of the ethical considerations and legal provisions, regulations, and guidelines related to the assessment of students with visual impairments, including functional definitions of blindness and low vision and definitions associated with entitlement to services?
- How does the program ensure candidates demonstrate knowledge in the referral process for students with visual impairments including pre-referral and referral steps (such as functional vision evaluations and learning media assessments) as well as legal definitions that determine the classification of students as visually impaired?
- How does the program ensure candidates demonstrate knowledge in the selection, procurement, and use of fair, accessible, and unbiased informal/formal assessment procedures of the core curriculum and the ECC, using multiple methods, including disability-specific assessment instruments, cultural and language differences, while taking into consideration the individual needs of a given student?
- How does the program ensure candidates demonstrate knowledge and skills in alternative assessment techniques when using tests that are not standardized for students who are blind or who have low vision?
- How does the program ensure candidates demonstrate the ability to determine appropriate accommodations, modifications, and/or test variations, with regard to their visual impairment, learning media, and related disability needs, and to communicate these needs in collaboration with other professionals and service providers to assure appropriate decision making for the selection of assessment tools and methods?

VI Standard 4: Braille Competency and Braille Literacy Instruction

- How does the program ensure candidates demonstrate proficiency in the reading and writing alphabetic and fully contracted Braille code commensurate with English Language Arts Content Standards and the California Braille Standards for Reading and Mathematics?
- How does the program ensure candidates have a means for systematic, explicit Braille literacy instruction to meet the needs of the full range of learners (including struggling readers, students with additional disabilities, English Language Learners, speakers of non-standard English, students who have no or a limited communication/language system, and advanced learners) who have varied reading levels and language backgrounds?
- How does the program ensure candidates demonstrate basic proficiency in the Nemeth Braille Code for Mathematics, this includes basic operations, numbers, spatial arrangements, and mathematical symbols, and how does the candidate teach and apply the use of Nemeth code in the pre-kindergarten through high school curricula?
- How does the program ensure candidates demonstrate knowledge of methods of producing Braille such as Braillewriter, slate and stylus, computer-generated, and Braille duplication methods, as well as the use of Braille translation software including the use of electronic Braille files and optical character recognition for scanning and translating Braille?
- How does the program ensure candidates demonstrate proper use and care of Braille production devices and equipment?
- How does the program ensure candidates demonstrate the ability to adapt and appropriately format print documents, including text and tactile graphics, to be accessible to students who read Braille, while being mindful of age, ability, development, access, and skill level of individual students?
- How does the program ensure candidates demonstrate knowledge of skill continuums for learning to read using tactile means including knowledge of foundational reading skills as outlined in the English Language Arts Content Standards, National Reading Panel, and the California Braille Standards for Reading and Mathematics?
- How does the program provide basic knowledge of the various Braille codes currently in use such as foreign language, music, computer, and scientific notation?

VI Standard 5: Specialized Communication Skills and Instruction

- How does the program ensure candidates demonstrate a means for systematic, explicit instruction in specialized communication skills to meet the needs of the full range of learners (including struggling readers, students who are deaf-blind and those with additional disabilities, English Language Learners, speakers of non-standard English, students who have no or a limited communication/language system, and advanced learners) who have varied reading levels and language backgrounds?
- How does the program ensure candidates demonstrate the ability to use methods that develop tactual perceptual skills for individuals who are or will be tactual learners, as well as a range of methods and instructional strategies for the teaching of Braille reading and writing, and for the teaching of the Nemeth Braille Code for mathematics?
- How does the program ensure candidates demonstrate the ability to use a range of methods and instructional strategies for the teaching of the abacus and other math related

specialized equipment, for the teaching of tactile graphics including maps, charts, and tables, and for adaptations and instructional strategies for the teaching of science?

- How does the program ensure candidates demonstrate the ability to use a range of methods and instructional strategies for the teaching of handwriting for individuals with low vision and signature writing for individuals who are blind, and for the teaching of listening skills?
- How does the program ensure candidates demonstrate the ability to use a range of methods and instructional strategies for the teaching of touch typing and keyboarding for specialized technology and for the teaching of Braille slate and stylus?
- How does the program ensure candidates demonstrate the ability to use a range of methods and instructional strategies for the teaching of reading using adapted font size, including print, electronic devices, electronic and digital media, and optical devices, along with the knowledge to access appropriate specialized resources related to disability-specific communication skills?
- How does the program ensure candidates demonstrate an understanding of the individual needs of a full range of learners, including struggling readers, students who are deaf-blind and those with additional disabilities, English Language Learners, speakers of non-standard English, students who have no or a limited communication/language system, and advanced learners and can adapt materials and curriculum and/or consult with other professionals to appropriately modify curriculum, in order to meet each individual's needs and provide access to the general education curriculum and state standards?
- How does the program provide information to candidates regarding hearing loss issues and communication strategies for students who are deaf-blind?

VI Standard 6: Determining Learning Medium

- How does the program ensure that candidates demonstrate knowledge of the various learning modalities: visual, tactile, and aural, and understands how they interact with one another?
- How does the program ensure that candidates demonstrate the ability to incorporate multiple measurements such as functional vision, sensory channels, and reading performance, to determine the appropriate learning media or medium for a visually impaired learner?
- How does the program ensure that candidates demonstrate the ability to apply the information obtained through both learning media and functional vision assessments in determining appropriate learning media?
- How does the program ensure that candidates demonstrate the ability to evaluate a variety of specialized media, materials, and equipment such as Braille, auditory and recorded books, synthesized speech, adapted technology, and large print books, as they apply to the modality needs of the visually impaired learner?
- How does the program ensure that candidates demonstrate the ability to perform environmental analysis in order to make appropriate adaptations for individual students?
- How does the program ensure that candidates demonstrate the ability to identify the primary reading and writing medium, as well as alternate learning media appropriate to age, educational setting and present levels of functioning of the visually impaired learner?

- How does the program ensure that candidates demonstrate skills in designing learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community?
- How does the program ensure that candidates demonstrate an understanding of the need for ongoing assessment performance and literacy skills in continuing the use of the chosen media or medium?

VI Standard 7: Instruction in Functional Skills and Expanded Core Curricula

- How does the program ensure that candidates demonstrate the ability to design and implement functional and age appropriate instructional programs in the four domains (domestic, vocational, community, and recreation/leisure), as well as functional academics, for learners of different cognitive abilities and apply these to meet the unique needs of students with visual impairments?
- How does the program ensure that candidates demonstrate methods for the development of spatial and environmental concepts that are normally learned or reinforced by visual means and which promote academic and social inclusion?
- How does the program ensure that candidates demonstrate knowledge of strategies for promoting self-determination and assertiveness, that are normally learned or reinforced by visual means and which promote academic and social inclusion, including methods to develop reasoning and decision-making skills?
- How does the program ensure that candidates demonstrate instructional methods for the development of visual efficiency, including instruction in the use of print adaptations, optical and non-optical devices, and electronic magnification methods?
- How does the program ensure that candidates demonstrate the ability to use methods of teaching human sexuality to students who are visually impaired, using tactual models that are anatomically accurate?
- How does the program ensure that candidates demonstrate methods to develop adapted physical and recreation skills for individuals who are visually impaired?
- How does the program ensure that candidates demonstrate the ability to use methods that develop and foster independence in the area of self-help skills and activities of daily living, including organization and study skills that are normally learned or reinforced by visual means and which promote academic and social inclusion?
- How does the program ensure that candidates demonstrate methods for the acquisition of personal management skills, such as keeping personal records, time management, personal banking, and emergency procedures to individuals who need a non-visual method and/or alternate media, due to a visual impairment?
- How does the program ensure that candidates demonstrate an understanding of how vision impacts sensory-motor integration, and how does the candidate demonstrate the ability to use methods to develop and reinforce sensory-motor skills including gross and fine motor, posture, balance, movement, and strength?
- How does the program ensure that candidates demonstrate knowledge of social and daily living skills that are normally learned or reinforced by visual means and which promote academic and social inclusion, and how does the candidate integrate instruction and development of these essential educational and functional living skills?

VI Standard 8: Orientation and Mobility for Teachers of the Visually Impaired

- How does the program ensure that candidates demonstrate proficiency in human guide techniques including basic guide position and grip, transferring sides, narrow passageways, reversing directions, doorways, stairways, and seating?
- How does the program ensure that candidates demonstrate an ability to collaborate with orientation and mobility specialists and other related professionals, the understanding of parent involvement and their role in supporting independence at home and in the community, and the ability to collaborate with parents?
- How does the program ensure that candidates demonstrate protective techniques for independent travel indoors including upper hand and forearm, lower hand and forearm, and trailing and knowledge of methods of orientation to unfamiliar indoor areas?
- How does the program ensure that candidates demonstrate an overview of current mobility devices including long cane, guide dog, electronic sensor, and adaptive mobility aids, such as wheelchairs, walkers, crutches, and braces, of various forms of public transportation by persons with visual impairments such as bus, taxi, train, plane, and para-transit, and the knowledge of techniques and strategies for integration of orientation and mobility concepts and skills in settings throughout the full array of education placement options?
- How does the program ensure that candidates demonstrate an understanding of the impact of different forms of visual impairment and additional disabilities including deaf-blindness on mobility performance, of specific orientation and mobility techniques for students with additional disabilities and show methods to motivate students to travel and ways to assist students in understanding the importance of how travel can connect them to their school, home, work, and community environments?
- How does the program ensure that candidates demonstrate knowledge and awareness of technology devices that assist with orientation and mobility?

VI Standard 9: Early Childhood Intervention and Education

- How does the program ensure that candidates demonstrate knowledge about the impact of vision loss on the infant-care provider relationship which may impact later development, an understanding of cultural and family values and their impact on the relationships between the infant/child and infant-care provider, the relationship between the school/educational system and family, and the impact of community on these relationships?
- How does the program ensure that candidates demonstrate the knowledge of typical and atypical development of infants and young children in the six developmental areas, including gross motor, fine motor, cognitive, communication, social-emotional, and daily living skills?
- How does the program ensure that candidates demonstrate the ability to assess infants and young children to determine eligibility for services of those with and without specific visual diagnosis and demonstrate knowledge of age specific/disability specific assessment tools?
- How does the program ensure that candidates demonstrate the ability to develop, coordinate, and/or implement an appropriate program for infants and young children with

visual impairments including students who are deaf-blind and those with additional disabilities and their families including transition planning for subsequent placement?

- How does the program ensure that candidates demonstrate the ability to understand and access federal and state laws and regulations that support early intervention and education of young children and their families, and the knowledge of the individualized family service plan (IFSP), and how it differs from the individualized education program (IEP)? (This includes the ability to develop, coordinate, and/or implement an IFSP.)
- How does the program ensure that candidates demonstrate the knowledge and ability to access community resources and state agencies that serve infants and young children with visual impairments including students who are deaf-blind and those with additional disabilities and their families and to act as a service coordinator for families to acquire and coordinate needed services from the schools and other resources and serves as an active collaborator within the IFSP model?
- How does the program ensure that candidates demonstrate an understanding of the importance of early referral and early intervention on academic, functional academic, and life skills for students who are visually impaired including students who are deaf-blind and those with additional disabilities and the knowledge of pre-literacy activities and skills that are substantive, research-based practices for learners with a variety of learning needs?

VI Standard 10: Resources and Support/Related Services

- How does the program ensure that candidates demonstrate knowledge in provision of informational counseling, guidance, and/or referral services to learners with visual impairments including students who are deaf-blind, and those with additional disabilities and their families?
- How does the program ensure that candidates demonstrate knowledge of funding sources, selection and procurement of specialized books, media, materials, and equipment necessary to achieve stated goals and objectives?
- How does the program ensure that candidates demonstrate knowledge of selection, procurement, maintenance, storage, and use of specialized devices?
- How does the program ensure that candidates demonstrate skills in selection, design, preparation, adaptation, and use of instructional materials, media, and technology, such as transcription of materials into tactual, visual, and aural formats?
- How does the program ensure that candidates demonstrate knowledge and skills necessary for successful service delivery in a variety of models along the full continuum of service delivery options?
- How does the program ensure that candidates demonstrate knowledge about options available for special needs individuals whose unique characteristics affect teaching and learning processes, including learners who are gifted, and those who are mildly, moderately and severely impaired?
- How does the program ensure that candidates demonstrate an understanding of the importance of self-advocacy for students who are visually impaired?

Language and Academic Development (LAD)**LAD Standard 1: Characteristics of Students with Communication Needs**

- How does the program ensure that candidates are able to identify and describe the range of Language and Academic Development needs of students per the categories of IDEA?
- How does the program ensure that candidates effectively provide services for individuals with academic communication and language needs in the following areas: language development, social communication, school readiness skills, literacy development, and academic competencies across the curriculum in listening, speaking, reading, writing, and core academic areas?
- How does the program ensure that candidates define and describe the language, and language impacted learning, academic, and social/emotional characteristics of individuals across the lifespan?
- How does the program ensure that candidates demonstrate knowledge of approaches and methods for determining eligibility for services for students with communication development disabilities?
- How does the program ensure that candidates are able to identify community resources and professional and advocacy organizations for individuals with language and communication development disabilities?

LAD Standard 2: Language Development

- How does the program ensure that candidates work with students from preschool through high school with various language and communication development skills across an array of environments?
- How does the program ensure that candidates demonstrate knowledge and understanding of receptive, expressive, and written language development across the lifespan, pre k-22?
- How does the program ensure that candidates demonstrate an understanding of developmental milestones for typical and atypical language development and behavior across the lifespan?
- How does the program ensure that candidates demonstrate knowledge of second language development, developmental language milestones and cultural, socioeconomic, linguistic and dialectical differences for students for whom English is not their first language?
- How does the program ensure that candidates demonstrate knowledge of the relationship between the development language skills, the development of literacy and reading skills, and the role of both in developing academic competence?
- How does the program ensure that candidates demonstrate knowledge of social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills?
- How does the program ensure that candidates demonstrate knowledge of the distinction between language disorders, disabilities, and language differences and the impact on the development of social and language skills and academic competence?

LAD Standard 3: Assessment and Evaluation of Language Skills

- How does the program ensure that candidates are able to assess the learning characteristics/strengths and needs of individual students with language and communication or communication development disabilities preschool through age 22 and use results for program planning?
- How does the program ensure that candidates are able to assess students to determine specific curricular, instructional, behavioral, and social needs of individual students with language and communication disabilities?
- How does the program ensure that candidates have opportunities to demonstrate skill in utilizing multiple sources of developmentally and standards based assessment instruments and practices in natural environments to determine the child's developmental, functional behaviors, strengths and needs within the context of the family's concerns and priorities?
- How does the program ensure that candidates demonstrate the ability to make appropriate educational decisions on the basis of data collected and make trans-disciplinary referrals when necessary?
- How does the program ensure that candidates demonstrate the ability to choose and administer assessments for early assessment processes that are appropriate to their credential authorization?
- How does the program ensure that candidates demonstrate skill in developing and implementing individualized academic and behavioral assessment plans that provide for non-biased, non-discriminatory assessments to evaluate student performance and learning environments, including the general education classroom?
- How does the program ensure that candidates demonstrate skills in designing, administering and interpreting curriculum-based and informal assessments of language and communication including academic, behavioral and social skills?

LAD Standard 4: Academic Assessment and Instruction

- How does the program ensure that candidates demonstrate knowledge of current principles, procedures, techniques, and instruments used in assessing reading and written language skills? Assessment techniques should include formal and informal assessments that are appropriate for bilingual and multicultural children.
- How does the program ensure that candidates demonstrate knowledge and use of core academic frameworks, preschool foundation and other Early Childhood Special Education curriculum documents and professional materials in the preparation and implementation of effective intervention strategies?
- How does the program ensure that candidates demonstrate understanding of current principles, procedures, techniques, and instruments used in the assessment of language arts and quantitative reasoning?
- How does the program ensure that candidates apply research-based interventions that are effective at early and intermediate academic levels?
- How does the program ensure candidates demonstrate the ability to teach language skills and concepts, and adapt and modify instruction to ensure that students with language and

communication disabilities have access and instruction to all content and core curriculum areas?

- How does the program ensure that candidates demonstrate a depth of knowledge and skills in the teaching of strategies for early literacy skills, reading, writing and the language arts that ultimately enable students to access the academic core curriculum?

LAD Standard 5: Planning and Implementing Curriculum and Instruction

- How does the program ensure that candidates identify and utilize evidence-based strategies that meet the diverse needs of students with communication disabilities across the lifespan and an array of environments?
- How does the program ensure that candidates demonstrate skills in using outcome data to systematically develop implement and modify instruction, learning environments and individualized instructional plans?
- How does the program ensure that candidates demonstrate a variety of evidence-based and effective instructional and teaching practices that promote the achievement of student outcomes from preschool through age 22?
- How does the program ensure that candidates demonstrate the knowledge and application of evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially-designed curricula and methods for language and literacy development, quantitative reasoning and reading/language arts instruction in order to enable individuals to access the core curriculum?
- How does the program ensure that candidates demonstrate knowledge of the relationship the role of the communication development specialist in the development of the individual educational program and the individualized transition plans?
- How does the program ensure that candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners, including those with language and communication development disabilities in general education and special education settings?
- How does the program ensure that candidates demonstrate the ability to plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in language development, communication development, academic, social skill, behavioral, career/transition, and personal and community domains?
- How does the program ensure that candidates demonstrate the ability to implement/modify and monitor curriculum and instructional programs for students/individuals across a range of service delivery options and/or settings?

LAD Standard 6: Literacy Instruction

- How does the program ensure that candidates demonstrate knowledge of current theories, principles, and techniques in teaching literacy? Instructional techniques must include a broad range of approaches and curriculum modifications for students with language and communication disabilities.

- How does the program ensure that candidates develop and apply instructional strategies to develop early language, communication and literacy skills and competence at the preschool and elementary levels?
- How does the program ensure that candidates understand instructional strategies and develop literacy competence for students within middle and high school settings?
- How does the program ensure that candidates demonstrate knowledge and use linguistic elements of reading, decoding/word analysis strategies, vocabulary, comprehension, academic language, spelling, and written language to plan instruction for students with communication disabilities?
- How does the program ensure that candidates demonstrate comprehension of current theories, principles, and techniques for teaching written language arts? Language arts techniques must include methods for teaching students with language disorders writing and spelling skills.
- How does the program ensure that candidates demonstrate understanding of current theories, principles, and techniques for teaching language based quantitative concepts?
- How does the program ensure that candidates demonstrate the ability to facilitate students' development of literacy and access to the core curriculum?
- How does the program ensure that candidates demonstrate use of primary and supplementary materials that wrap around the core content standards of language arts, math, science, and social studies appropriate for students with language and communication disabilities?

LAD Standard 7: Social/Pragmatic Communication Skills

- How does the program ensure that candidates demonstrate knowledge and skills related to effective strategies for teaching effective communication and social interaction skills?
- How does the program ensure that candidates demonstrate the ability to work as a member of a trans-disciplinary team to develop augmentative and alternative communication systems which maximize use of current communication, physical and sensory skills to address identified communication and social interaction needs and interests?
- How does the program ensure that candidates demonstrate the ability to assess a variety of environments for opportunities to teach interpersonal skills, facilitate students' social interactions, and promote social behavior?
- How does the program ensure that candidates demonstrate the ability to implement strategies, techniques, and technology to enhance effective communication across the lifespan and in a variety of educational environments?
- How does the program ensure that candidates demonstrate understanding of the importance of and the ability to facilitate expanded social networks and friendships for students?
- How does the program ensure that candidates incorporate findings from the assessment of verbal and non-verbal communication strategies and skills in the identification and development of social skills instruction?

LAD Standard 8: Behavior Based Teaching Strategies

- How does the program ensure that candidates demonstrate the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment?
- How does the program ensure that candidates demonstrate knowledge and application of behavior based teaching strategies in the design and implementation of language instruction?
- How does the program ensure that candidates demonstrate knowledge of the impact of sensory deficits on the development and application of language and other communications?
- How does the program ensure that candidates demonstrate the ability to teach appropriate self regulatory strategies for students to cope with difficult or unpredictable situations?
- How does the program ensure that candidates demonstrate understanding of the difference between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies?
- How does the program ensure that candidates demonstrate knowledge of the behavioral characteristics of students with language and communication disabilities and the implications for social and emotional growth and disabilities?
- How does the program ensure that candidates develop skills in creating instructional and behavior support partnerships with parents/families/teachers/ employer?

Added Authorizations

Autism Spectrum Disorders Added Authorization Standards (ASDAA)

ASDAA Standard 1: Characteristics of ASD

- How does the program ensure that candidates have knowledge of characteristics of ASD to plan for and implement instruction?
- How does the program ensure that candidates properly plan for the instruction of individual students with ASD based on the student's cognitive functioning?
- How does the program ensure that candidates demonstrate knowledge of communication skills (verbal and nonverbal) and language development as it impacts students with ASD?
- How does the program ensure that candidates understand the social differences/challenges of students with ASD?
- How does the program ensure that candidates understand the behavioral differences/challenges of students with ASD?
- How does the program ensure that candidates understand the auditory and visual processing challenges of students with ASD?
- How does the program ensure that candidates understand the sensory processing challenges (e.g. vestibular system, proprioception, praxis) of students with ASD?
- How does the program ensure that candidates demonstrate the ability to access and articulate current research and literature regarding the characteristics and basis for ASD and the resulting implications for learning and functioning?

ASDAA Standard 2: Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorder.

- How does the program ensure that candidates are able to identify and utilize a variety of assessment tools and resources to allow for individual program determinations for students with ASD?
- How does the program ensure that candidates can effectively determine, align, and implement instructional strategies and interventions appropriate to the unique needs of students with ASD?
- How does the program ensure that candidates can effectively determine, align, and implement instructional strategies and interventions appropriate to the unique communication and language needs of students with ASD?
- How does the program ensure that candidates are able to implement programs and strategies that enhance, facilitate, and promote social interactions across a variety of educational settings for students with ASD?
- How does the program ensure that candidates can effectively determine, align, and implement behaviorally-based instructional strategies and interventions for students with ASD?
- How does the program ensure that candidates design and maintain a structured and organized learning environment including the development of systems and routines,

physical arrangement, and visual strategies that support teaching and enhance learning for students with ASD?

- How does the program ensure that candidates can effectively determine and implement positive behavioral support strategies to promote behavioral change in students with ASD?

ASDAA Standard 3: Collaborating with Other Service Providers and Families

- How does the program ensure that candidates understand the roles and responsibilities of various services providers such as: psychologists, speech and language pathologists, occupational therapists, paraprofessionals, adapted physical education specialists, outside agencies, etc?
- How does the program ensure that candidates acquire skills and strategies for effective collaboration with a variety of teams, service providers, and families?
- How does the program ensure that candidates are able to integrate the input, recommendations, and strategies from multidisciplinary teams to build effective, integrated programs for students with ASD?
- How does the program ensure that candidates are able to utilize data from a variety of sources to monitor and review student progress and determine program adjustment and service recommendations for students with ASD?

Adapted Physical Education Added Authorization (APEAA)**APEAA Standard 1: Characteristics of Students in Adapted Physical Education**

- How does the program ensure that candidates have knowledge of principles of growth and the developmental changes which occur in individuals with disabilities throughout the lifespan?
- How does the program ensure that candidates have knowledge of biological and environmental factors which influence the development of motor skills for individuals with disabilities?
- How does the program ensure that candidates have knowledge of progression of growth and development, and the changes which occur with age for individuals with disabilities?
- How does the program ensure that candidates demonstrate knowledge of motor learning and perceptual motor research, and its application in designing and implementing appropriate instructional programs for individuals with disabilities? For example, a teacher physically guiding a child with cerebral palsy through the appropriate motor pattern involved in throwing a ball in contrast to a teacher demonstrating the throwing pattern to a child without a disability.
- How does the program ensure that candidates demonstrate knowledge of disabilities and chronic conditions, and their influence on physiological responses to physical activity in individuals with disabilities?

APEAA Standard 2: Motor Behavior as Applied to Adapted Physical Education

- How does the program ensure that candidates demonstrate knowledge of neurological development of individuals with disabilities?
- How does the program ensure that candidates have knowledge of principles of learning and various types of practice (mass vs. distributed practice) to individuals with disabilities?
- How does the program ensure that candidates have knowledge of principles of motivation, reinforcement, and knowledge of results and performance on motor skill development of individuals with disabilities?
- How does the program ensure that candidates have knowledge of developmental patterns, skills, and adaptations required for individuals with atypical development as a result of variations in growth and motor development?
- How does the program ensure that candidates are able to use appropriate safety principles and techniques when individuals with disabilities participate in physical activity including proper wheelchair transfers, lifts, and assists?

APEAA Standard 3: Scientific Principles of Human Behavior

- How does the program ensure that candidates understand disabilities and chronic conditions, and their influence on physiological responses to physical activity in individuals with disabilities?

- How does the program ensure that candidates understand functional and developmental differences to consider for exercise assessment and prescription in individuals with disabilities?
- How does the program ensure that candidates are developing and implementing exercise programs and physical activity that will improve, ameliorate, or prevent further complication in the condition of individuals with disabilities?
- How does the program ensure that candidates are designing and conducting evidence based physical activity programs based on physiological principles specific to the functional abilities of individuals with disabilities?
- How does the program ensure that candidates are able to use biomechanical strategies utilized to develop and improve movement performance in individuals with disabilities?
- How does the program ensure that candidates understand current research and standards of practice regarding biomechanical analysis for individuals with disabilities?
- How does the program ensure that candidates apply biomechanical principles for developing efficient movement patterns for individuals with a variety of disabilities?

APEAA Standard 4: Instructional Strategies and Adaptation

- How does the program ensure that candidates develop instructional programs based on the Physical Education Model Content Standards meet the unique needs and functional ability of individuals with disabilities in the least restrictive environment?
- How does the program ensure that candidates use appropriate methods for facilitating collaboration and communication among all persons in order to work effectively with individuals with disabilities in school, medical, home and community-based settings?
- How does the program ensure that candidates implement physical education service delivery models appropriate to the individual's disability and age?
- How does the program ensure that candidates accommodate the impact of various disabilities on the development of physical and motor fitness and fundamental motor skills and on the acquisition of skills in individual and group games, sports, and intramural and lifetime sports?
- How does the program ensure that candidates demonstrate an understanding of the differences in the philosophies of physical education, athletics, and community-based programs and how adapted physical education can prepare students for participation in sports and community-based physical activity programs?
- How does the program ensure that candidates demonstrate physical education instructional strategies to meet the unique needs of individuals with disabilities?

Deaf-Blind Added Authorization (DBAA)**DBAA Standard 1: Characteristics of Students who are Deaf-Blind**

- How does the program ensure that candidates have knowledge of concomitant hearing and visual impairment and the impact that the combination of sensory impairments has on how individuals communicate, access their environments and are educated?
- How does the program ensure that candidates have knowledge of the heterogeneity and diversity of the population of individuals who are deaf-blind?
- How does the program ensure that candidates have knowledge of the etiologies of deaf-blindness (hereditary/chromosomal syndromes and disorders, pre-natal/congenital complications, post-natal/non-congenital complications, complications of prematurity, and others)?

DBAA Standard 2: Sensory Systems

- How does the program ensure that candidates demonstrate knowledge of the structure and function of the hearing system, including types of hearing loss, amplification systems, and individual and environmental modifications and accommodations?
- How does the program ensure that candidates demonstrate knowledge of the structure and function of the visual system, including types of vision loss, appropriate modifications and accommodations, low vision devices and other adaptive equipment and materials?
- How does the program ensure that candidates demonstrate the necessary skills and abilities to assess functional hearing and functional vision and their combined and unique impact on environmental and social awareness?
- How does the program ensure that candidates understand the function of proprioception and kinesiology, and of the vestibular and tactile systems?
- How does the program ensure that candidates demonstrate knowledge of the impact of deaf-blindness on environmental and spatial awareness, body awareness, balance and motor planning?
- How does the program ensure that candidates demonstrate the necessary skills to structure and modify environments and activities for safe, efficient access?
- How does the program ensure that candidates demonstrate the necessary skills to implement basic movement and travel skills unique to students who are deaf-blind?
- How does the program ensure that candidates demonstrate the necessary skills to teach students tactile awareness skills to interact with and learn about the environment (reaching into space, exploring near space and space beyond arm's reach) and to interact and communicate with others?
- How does the program ensure that candidates demonstrate knowledge of the use of formal and informal assessment methods to establish baseline skill levels in all areas of educational performance and to monitor progress and goal implementation?

DBAA Standard 3: Learning and Psychosocial Implications of Deaf-Blindness

- How does the program ensure that candidates demonstrate knowledge of the psychosocial implications of deaf-blindness and how these relate to cognition, learning styles, and behavior?

- How does the program ensure that candidates demonstrate the skills and abilities necessary to design and implement instruction that reflect the unique learning characteristics/considerations of individuals who are deaf-blind in the following domains: academic, daily living, and recreation and leisure?
- How does the program ensure that candidates have the knowledge to prepare students for transitions across all age levels, including the transition to post-secondary educational options and vocational skills?
- How does the program provide opportunities for candidates to understand deaf-blind cultural identity and its impact on social and support systems?

DBAA Standard 4: Communication and Language Development

- How does the program ensure that candidates demonstrate knowledge of the distinction between communication, language, and multiple modalities, and how each of these relates to individuals who are deaf-blind?
- How does the program ensure that candidates are able to assess individual communication forms and functions?
- How does the program ensure that candidates demonstrate knowledge of the communicative intent of behavior and skills to develop communication systems to supplant negative behavior?
- How does the program ensure that candidates demonstrate knowledge, skills and abilities to develop, implement and evaluate effective receptive and expressive communication systems for individuals who are deaf-blind, including appropriate pre-symbolic and symbolic language systems, augmentative and alternative devices, and multiple modalities of communication?
- How does the program ensure that candidates develop educational environments that provide contexts and opportunities for communication between students who are deaf-blind and their peers and/or service providers?

DBAA Standard 5: Collaborative Partnerships

- How does the program ensure that candidates are able to identify collaborative partners as part of a comprehensive approach to developing effective individualized educational programs?
- How does the program ensure that candidates demonstrate knowledge of agencies and organizations that support individuals who are deaf-blind, their families and educational teams?
- How does the program ensure that candidates collaborate with related service providers, paraprofessionals or interveners, and other educators in the planning and implementation of educational programs?

Early Childhood Special Education Added Authorization (ECSEAA)**ECSEAA Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs**

- How does the program ensure that candidates demonstrate knowledge of biological and environmental factors that affect pre-, peri-, and postnatal development and learning?
- How does the program ensure that candidates demonstrate understanding of the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development?
- How does the program ensure that candidates are able to create an intervention or instructional environment is appropriate to the child's chronological age, developmental differences, and disability-specific needs?
- How does the program ensure that candidates demonstrate skill required to provide services to infants/toddlers in natural environments (e.g., the home and community) using non-intrusive, respectful, and family-centered practices?
- How does the program ensure that candidates demonstrate skill required to structure the environment to provide learning support as needed for children with autism and other disabilities?

ECSEAA Standard 2: Role of the Family in Early Childhood Special Education

- How does the program ensure that candidates sensitively elicit family concerns, priorities, and resources in relation to their child with special needs?
- How does the program ensure that candidates use culturally and linguistically appropriate strategies in working with families whose culture or language differs from his or her own?
- How does the program ensure that candidates collaboratively plan, assess, and implement programs and services with families and professional colleagues?
- How does the program ensure that candidates prepare and support family members throughout the IFSP/IEP process, and follow up with families to ensure that the IFSP/IEP document is consistent with the outcomes/goals that they have for their child and family?
- How does the program ensure that candidates demonstrate skill required to implement routines-based interventions and assist families with embedding educational activities into family daily life?

ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten

- How does the program ensure that candidates demonstrate knowledge of different assessment and evaluation requirements for infants/toddlers and preschoolers as specified under IDEA Part B and Part C?
- How does the program ensure that candidates demonstrate knowledge and skills in the use of a variety of assessment techniques appropriate for young children such as observation, naturalistic play-based assessment, family interviewing, curriculum-based and standards-based, assessment, and administration of selected norm-referenced assessment instruments and protocols?

- How does the program ensure that candidates demonstrate skill required to implement recommended and other evidence based practices in language and cognitive development, social-emotional development, emergent literacy, and math for all learners, including English language learners?
- How does the program ensure that candidates demonstrate skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g. hands-on, experiential, play-based activities within daily classroom routines), adaptations, assistive technologies and other supports that minimize the effects of the child's disability, and maximize the child's learning potential and family outcomes?

ECSEAA Standard 4: Experience in Early Childhood Special Education Programs

- How does the program ensure that candidates demonstrate skill required to monitor a child's progress based on IFSP outcomes and IEP goals?
- How does the program ensure that candidates demonstrate skill in working with families with young children with disabilities?
- How does the program ensure that candidates demonstrate skill in working with young children in groups and individually?
- How does the program ensure that candidates demonstrate the ability to organize and manage the classroom environment including the use of paraprofessionals?
- How does the program ensure that candidates demonstrate the ability to plan, organize, and implement interventions that support the development and learning of young children with IFSPs and IEPs?

Emotional Disturbance Added Authorization (EDAA)**EDAA Standard 1: Causes, Characteristics, and Definitions of Students with Emotional Disturbance**

- How does the program ensure that candidates have knowledge of the causes, characteristics, and definitions of ED from multiple points of view and conceptual orientations?
- How does the program ensure that candidates demonstrate knowledge of the legal and political issues of eligibility, assessment, and placement of students with ED?

EDAA Standard 2: Assessment, Curriculum Design, and Interventions in Academic and Social Domains for Students with ED

- How does the program ensure that candidates are able to identify and utilize a variety of evidence-based and multi-faceted strategies and interventions to teach and engage students with ED?
- How does the program ensure that candidates critically examine ecological, behavioral, social, emotional, medical interventions, and crisis management techniques and implement these interventions appropriate to the unique needs of students with ED?
- How does the program ensure that candidates apply current research and practices such as systems of care, general education inclusion, and re-integration in the education of students with ED?
- How does the program ensure that candidates are able to determine, align, and implement instructional strategies and interventions based on assessment data in the areas of academic skills, affective development, social skills, self-management, study skills, vocational skills, and behavior and impulse control?
- How does the program ensure that candidates to implement varied instructional strategies including teacher-directed/mediated, student-initiated, peer-supported, and vocational/community-supported (i.e.: service learning)?

EDAA Standard 3: Consultation and Coordination with Families and Other Service Providers

- How does the program ensure that candidates identify and discuss community resources including: mental health agencies, child protective services, regional centers, and probation departments to augment public school service options for students with ED and their families?
- How does the program ensure that candidates are able to articulate factors that promote parent/professional collaboration, and collaboration among professionals i.e.: medical doctors, general and special educators, mental health professionals, etc.)?

Orthopedic Impairments Added Authorization (OIAA)**OIAA Standard 1: Characteristics of Students with Orthopedic Impairments**

- How does the program ensure that candidates demonstrate knowledge of general characteristics of students with orthopedic impairments birth to 22?
- How does the program ensure that candidates demonstrate and apply knowledge of typical domains of development (cognition, communication, fine/gross motor, social/emotional, self-care) and the impact on development of orthopedic impairments on students?
- How does the program ensure that candidates demonstrate knowledge of major medical and therapeutic treatments of orthopedic impairments relevant to the classroom setting?

OIAA Standard 2: Assessment, Communication, Educational Access and Adaptations for Students with OI

- How does the program ensure that candidates select, modify, and administer appropriate assessments to facilitate access and appropriate response modes for students with orthopedic impairments birth to 22?
- How does the program ensure that candidates use the outcomes of a variety of assessments to plan, develop, and adapt/adjust educational plans, and provide appropriate accommodations/modifications for students with orthopedic impairments with varying degrees of cognitive disability through the development and implementation of IFSPs, IEPs, and ITPs?
- How does the program ensure that candidates demonstrate the knowledge of state grade level standards in core subjects as well as a functional/self-reliance curriculum, as needed, and possess the ability to collaborate with other teachers, related services professionals, para-educators, and others across a variety of instructional settings for the benefit of the student with orthopedic impairments?
- How does the program ensure that candidates are able to explain the full range of educational service delivery options permissible under federal and state mandates for students with orthopedic impairments, and the ability to provide effective learning opportunities in a variety of teaching/learning situations, including but not limited to: consultation/collaboration, cooperative learning, small and large group instruction, individualized instruction and participation in integrated settings in general education?
- How does the program ensure that candidates are able to implement specific strategies to support positive behavioral supports and coping behaviors of students with orthopedic impairments in educational and social interaction situations?
- How does the program ensure that candidates demonstrate knowledge of the factors related to speech and language development in relation to characteristics of orthopedic impairments, including non-verbal children with significant motor deficits, and the ability to consult collaboratively with the speech pathologist to carry out those strategies in classroom and social settings?
- How does the program ensure that candidates demonstrate the ability to assess and determine the appropriate low/high technology needs of a student with an orthopedic impairment, and how it interfaces with other equipment, curriculum and instructional strategies for students in academic and social settings?

- How does the program ensure that candidates are aware of a variety of funding and procurement sources for assistive technology equipment, as well as assuring that training on the use of such equipment for the student, staff and family members of students with orthopedic impairment occurs?

OIAA Standard 3: Specialized Health Care and Supports for Students with OI

- How does the program ensure that candidates collaborate with appropriate professional personnel/nurse in the development of individualized health care plans (IHCP's) for students with orthopedic impairments and utilize information from the IHCP to support a safe environment for these students?
- How does the program ensure that candidates demonstrate knowledge of how to procure equipment and services and access agencies that specialize in health care information and equipment, or the protocol for when to call for emergency services? (CCS, 911, etc.)?
- How does the program ensure that candidates demonstrate an ability to use and instruct other personnel in the appropriate use, maintenance and care of specific health care procedures, (administering medications, documenting seizures, etc.) rehabilitative equipment and strategies and medically necessary equipment?
- How does the program ensure that candidates effectively facilitate student health and mobility by demonstrating safe lifting and positioning practices of students with orthopedic disabilities and demonstrate an ability to use and instruct other personnel in the appropriate use, maintenance, and care of rehabilitative and medically necessary equipment such as wheelchairs, walkers, orthotics, prosthetics, etc.?
- How does the program ensure that candidates demonstrate knowledge of universal precautions for preventing the spread of infections?

OIAA Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with OI

- How does the program ensure that candidates implement activities to support essential physical, personal and communication independence skills, psychosocial development, and career/vocational experiences that contribute to student independence and self-determination for students with orthopedic impairments??
- How does the program ensure that candidates demonstrate knowledge and sensitivity of the unique experiences and challenges faced by individuals with orthopedic impairments and their families during transitional periods throughout their lives, including stress, coping and adjustment to the disability?
- How does the program ensure that candidates demonstrate knowledge about the importance of individualized transitional planning, as reflected in an ITP, and the use of a transition planning team in assisting students with orthopedic impairments adjust to psychological, social, and other barriers to independent living across the life span?
- How does the program ensure that candidates demonstrate the ability to determine needed and available personal accommodations, such as personal attendants or assistive technology devices, which may help to compensate for the loss or reduction of functional ability in students with orthopedic impairments?

Other Health Impairments Added Authorization (OHIAA)**OHIAA Standard 1: Characteristics of Students with Other Health Impairment**

- How does the program ensure that candidates demonstrate knowledge of general characteristics of major health impairments birth to 22, and the ability to research those conditions that may be less common?
- How does the program ensure that candidates demonstrate and apply knowledge of typical domains of development (cognition, communication, fine/gross motor, social/emotional, self-care) and the impact on development of those health impairments on students?
- How does the program ensure that candidates demonstrate knowledge of major medical and therapeutic treatments of other health impairments relevant to the classroom setting?

OHIAA Standard 2: Assessment, Communication, Teaching and Learning for Students with OHI

- How does the program ensure that candidates select, modify and administer appropriate assessments to facilitate access and appropriate response modes for students with other health impairments birth to 22?
- How does the program ensure that candidates use the outcomes of a variety of assessments to plan, develop, and adapt/adjust educational plans, and provide appropriate accommodations/modifications for students with other health impairments through the development and implementation of IFSPs, IEPs, and ITPs?
- How does the program ensure that candidates demonstrate the knowledge of state grade level standards in core subjects as well as a functional/self-reliance curriculum, as needed, and possess the ability to collaborate with other teachers, related services professionals, para-educators, and others across a variety of instructional settings for the benefit of the student?
- How does the program ensure that candidates have knowledge of the full range of educational service delivery options permissible under federal and state mandates for students with OHI, and the ability to provide effective learning opportunities in a variety of teaching/learning situations, including but not limited to: consultation/collaboration with staff, cooperative learning, small and large group instruction, individualized instruction and participation in integrated settings in general education?
- How does the program ensure that candidates possess the knowledge, skills and abilities to implement specific strategies to support positive behavioral supports and coping behaviors of students with other health impairments in educational and social situations?
- How does the program ensure that candidates demonstrate knowledge of factors related to speech and language development in relation to characteristics of other health impairments, including non-verbal children with motor deficits, and demonstrate the ability to consult collaboratively with the speech pathologist to carry out those strategies in classroom and social settings?
- How does the program ensure that candidates demonstrate the ability to assess and determine the appropriate low/high technology needs of each student and how it interfaces with other equipment, curriculum and instructional strategies in academic and social settings for students with other health impairments?

- How does the program ensure that candidates are aware of the variety of funding and procurement sources for assistive technology equipment, as well as understanding there is a need for training on the use of such equipment for the student, staff and family members?

OHIAA Standard 3: Specialized Health Care and Supports for Students with OHI

- How does the program ensure that candidates collaborate with appropriate professional health care personnel in the development of individualized health care plans (IHCP's) for students with other health impairments and utilize the information from the IHCP to support a safe environment for these students?
- How does the program ensure that candidates demonstrate knowledge of how to procure services and access agencies that specialize in health care information and equipment, or in the case of emergencies? (California Children's Services, 911, etc.)?
- How does the program ensure that candidates demonstrate an ability to use and instruct other personnel in the appropriate use/maintenance and care of specific health care procedures, (administering medications, documenting seizures, etc.) rehabilitative strategies and medically necessary equipment for students with other health impairments?
- How does the program ensure that candidates demonstrate knowledge of universal precautions for preventing the spread of infections for students with other health impairments?

OHIAA Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with OHI

- How does the program ensure that candidates implement activities to support essential physical, personal and communication independence skills, psychosocial development, and career/vocational experiences that contribute to student independence and self-determination for students with other health impairments?
- How does the program ensure that candidates demonstrate knowledge and sensitivity of the unique experiences and challenges faced by individuals with other health impairments and their families during transitional periods throughout their lives, including stress, coping and adjustment to the disability?
- How does the program ensure that candidates demonstrate knowledge regarding the importance of individualized transitional planning as reflected in an ITP, and the use of a transition planning team in assisting students with other health impairments adjust to psychological, social, and other barriers to independent living across the life span?
- How does the program ensure that candidates demonstrate knowledge of needed and available personal accommodations, such as personal attendants and assistive technology devices which may help to compensate for the loss or reduction of functional ability when a student has health impairment?
- How does the program ensure that candidates demonstrate knowledge of current research related to coping with degenerative and terminal illness that may occur with other health impairments?

Resource Specialist Added Authorization (RSAA)**RSAA Standard 1: Characteristics of Students with Disabilities Served by Resource Specialists**

- How does the program ensure that candidates demonstrate knowledge of processes for determining eligibility and appropriate services for students with disabilities?
- How does the program ensure that candidates develop skills for co-teaching, collaboration and consulting with classroom teachers?
- How does the program ensure that candidates demonstrate collaboration, communication and documentation of student needs, services and progress for students with disabilities?

RSAA Standard 2: Assessment and Evaluation of Students with Disabilities Served by Resource Specialists

- How does the program ensure that candidates can assess and determine specific curricular, instructional, behavioral, communication, career, community life and social skills of (K-12) individual students with disabilities?
- How does the program ensure that candidates use appropriate and effective assessment practices, processes and measures to gather data regarding the skills and needs of students with disabilities?
- How does the program ensure that candidates develop and implement individualized academic and behavioral assessment plans in order to evaluate student performance in varied learning environments, including the general education classroom?

RSAA Standard 3: Planning and Implementing the Core Curriculum and Instruction for Students with Disabilities Served by Resource Specialists

- How does the program ensure that candidates demonstrate the ability to teach English/language arts curriculum to ensure that students with disabilities have access to all content areas including core math and science?
- How does the program ensure that candidates demonstrate the ability to create, adapt, modify curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards?
- How does the program ensure that candidates demonstrate application of best practice instructional strategies including research based instruction and intervention?

RSAA Standard 4: Specific Instructional Strategies for Students with Disabilities Served by Resource Specialists

- How does the program ensure that candidates demonstrate knowledge of receptive, expressive and written language development and appropriate practices for developing language skills of students with disabilities?
- How does the program ensure that candidates demonstrate knowledge of the impact of a disability and strategies to minimize such impact on students with disabilities?
- How does the program ensure that candidates know and implement effective methods for teaching mathematical skills, applications and problem-solving methods across disciplines?

- How does the program ensure that candidates can select, adapt or modify standards-based curricula and supplementary materials across skill and content areas?

RSAA Standard 5: Positive Behavior Support for Students with Disabilities Served by Resource Specialists

- How does the program ensure that candidates demonstrate the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment?
- How does the program provide opportunities for candidates to work collaboratively with general education teachers, parents and other professionals to provide effective positive behavior support in a variety of educational settings?
- How does the program ensure that candidates demonstrate the ability to teach appropriate self-regulatory strategies for students to cope with difficult or unpredictable situations
- How does the program assess candidates' abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses?

RSAA Standard 6: Transition and Transitional Planning for Students with Disabilities Served by Resource Specialists

- How does the program ensure that candidates have opportunities to examine and then respond to the factors that affect individual students with disabilities relative to planning for educational and transitional experiences?
- How does the program ensure that candidates collaborate with educators and related services personnel, families, and community agencies in developing and implementing transition plans for movement from one educational environment to another and from school to community?
- How does the program ensure that candidates demonstrate the appropriate development of individualized transitional plans and the use of transition planning teams, and supports in assisting students to move successfully toward independent living in society?
- How does the program ensure that candidates demonstrate knowledge and application of strategies for promoting student choice-making, self-direction, and student self-advocacy skills prior to and during the post-secondary transitional period?

Traumatic Brain Injury Added Authorization (TBIAA)**TBIAA Standard 1: Characteristics of Students with Traumatic Brain Injury**

- How does the program ensure that candidates demonstrate knowledge of the general characteristics of TBI acquired after birth and the range of abilities and changes that can occur in the cognitive, physical, communicative, social-emotional, behavioral and motor functioning of these students?
- How does the program ensure that candidates demonstrate and apply knowledge of typical domains of development (cognition, communication, fine/gross motor, social/emotional, self-care) and the impact on development that a TBI can have on students?
- How does the program ensure that candidates demonstrate knowledge of major medical and therapeutic treatments following a TBI that will assist in recovery that is relevant to the educational environment?
- How does the program ensure that candidates demonstrate knowledge regarding the process of appropriate hospital/rehabilitation to school re-entry following a TBI?

TBIAA Standard 2: Assessment, Communication, Teaching & Learning for Students with TBI

- How does the program ensure that candidates are able to select, modify and administer appropriate assessments to facilitate access and appropriate response modes for students with TBI, utilize and interpret assessment findings from related services staff, and medical and neuropsychological evaluations, as well as observe the students across various school environments as a part of the assessment process to drive program decisions?
- How does the program ensure that candidates demonstrate knowledge of needed and available personal accommodations, such as personal attendants or adaptive equipment, which may help to compensate for the loss or reduction of functional ability in students with TBI?
- How does the program ensure that candidates demonstrate knowledge of factors related to speech and language development in relation to the characteristics of TBI, including non-verbal students with motor deficits, and demonstrate the ability to consult collaboratively with the speech pathologist to carry out those strategies in classroom and social settings?

TBIAA Standard 3: Specialized Health Care and Behavior and Emotional Issues and Strategies for Students with TBI

- How does the program ensure that candidates are able to collaborate with appropriate professional personnel in the development of individualized health care plans (IHCP's) for students with TBI and utilize information from the IHCP to support a safe environment for students with TBI?
- How does the program ensure that candidates demonstrate knowledge of how to procure equipment and services as well as access agencies that specialize in health care information and equipment, or the protocol for when to call for emergency services? (California Children's Services, 911, etc.)?

- How does the program ensure that candidates demonstrate an ability to use and instruct other personnel in the appropriate use, maintenance and care of specific health care procedures, (administering medications, documenting seizures, etc.) rehabilitative equipment and strategies and medically necessary equipment?
- How does the program ensure that candidates possess the knowledge, skills and abilities to identify the neurobehavioral problems that often accompany a TBI and develop and implement specific behavioral and coping strategies through the use of positive behavioral supports (Behavior Support Plans) for these students in educational and social situations?
- How does the program ensure that candidates possess the knowledge that students who acquire a TBI often present with social-emotional and mental health issues that stem from the loss or diminishment of educational/function/social/behavioral abilities and often require counseling and social skills training?

TBIAA Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with TBI

- How does the program ensure that candidates have the knowledge, skills and abilities to develop an appropriate hospital to school reintegration plan that includes interaction with the hospital/rehabilitation facility, outside agencies and related services personnel?
- How does the program ensure that candidates are able to develop and provide training to the school staff on how to work with students following a TBI to address the changes in a student who was typically developing and then acquired an injury that caused loss of or diminishment of previous functioning abilities?
- How does the program ensure that candidates demonstrate knowledge and sensitivity of the unique experiences and challenges faced by individuals with TBI, their families and their peers just after the injury and during transitional periods throughout their lives, including stress, coping and adjustment to the disability?

Other Related Services Credentials

Audiology (AUD)

AUD Standard 1: Bases of Hearing Impairment

- How does the program ensure that candidates demonstrate knowledge of the etiology, site of lesion, pathology, genetics, natural history and progression of a wide variety of auditory disorders?
- How does the program ensure that candidates demonstrate knowledge of the effects of various types and degrees of auditory disorders on learning, speech and language development, ongoing and developing communication processes, and psycho-social skills?
- How does the program ensure that candidates demonstrate knowledge of American Sign Language and various communication systems, such as manually coded English, cued speech, and total communication?

AUD Standard 2: Speech, Language, and Hearing Mechanism

- How does the program prepare candidates to demonstrate understanding of the anatomy, physiology, and neurology of the speech, language, and hearing mechanisms?
- How does the program ensure that candidates exhibit knowledge of the physical basis and processes of the production and perception of speech, language, and hearing?
- How does the program ensure that candidates demonstrate comprehension of the acoustics or physics of sound, physiologic and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing?

AUD Standard 3: Speech, Language, and Hearing Acquisition

- How does the program ensure that candidates understand the linguistic, psycholinguistic, and cultural variables related to the normal development of speech, language, and hearing?
- How does the program ensure that candidates demonstrate comprehension of second language acquisition and linguistic and dialectical variation?

AUD Standard 4: Evaluation of Hearing Impairments

- How does the program ensure that candidates demonstrate knowledge of current techniques for accurate assessment of hearing impairments of all types with individuals of all ages with a variety of listening and learning styles and a variety of cultural and linguistic backgrounds?
- How does the program prepare candidates to demonstrate the knowledge and skills necessary to perform assessment procedures, including but not limited to pure tone audiometry, speech audiometry, and immittance measurements. This includes the ability to select assessment instruments and utilize techniques appropriate for individuals with varying abilities. Each candidate demonstrates the ability to differentiate among conductive, sensorineural, and central auditory processing disorders?

- How does the program ensure that candidates demonstrate knowledge of current electrophysiologic instrumentation used in the evaluation of auditory function as well as interpretation of the results? These include, but are not limited to, auditory brainstem evoked response techniques, acoustic immittance procedures and otoacoustic emissions?
- How does the program ensure that candidates demonstrate knowledge of current hearing conservation procedures, including identification audiometry, environmental noise assessment, room acoustics, noise control, and hearing protection?
- How does the program ensure that candidates demonstrate knowledge of calibration techniques to ensure that accurate and reliable results?

AUD Standard 5: Habilitation of Hearing Impairments

- How does the program prepare candidates to demonstrate knowledge of the available medical and surgical treatment options for various hearing disorders?
- How does the program ensure that candidates demonstrate knowledge of current habilitative and rehabilitative techniques for the treatment of hearing impairments and auditory processing disorder (c)APD. This includes the teaching of speech reading skills, auditory training, speech production, improved communication strategies, and the utilization of state of the art technology and equipment whenever possible?
- How does the program ensure that candidates demonstrate knowledge of amplification systems and assistive devices, including, but not limited to, personal hearing aids, classroom amplification systems, tactile systems, and cochlear implants. The candidate demonstrates familiarity with the characteristics of such systems and their advantages and disadvantages?
- How does the program ensure that candidates demonstrate knowledge and skill in the selection, evaluation, maintenance, and appropriate use of hearing instruments, including electro-acoustic analysis and real-ear measurements?
- How does the program prepare candidates to demonstrate knowledge and skill in earmold technology including earmold impressions and earmold modification?
- How does the program ensure that candidates demonstrate the ability to consult and collaborate with classroom teachers, school personnel, community agencies, and other professionals regarding the impact of hearing impairment on all aspects of development and has knowledge about available resources?
- How does the program prepare candidates to demonstrate skill in counseling parents of deaf and hard-of-hearing students? This interaction should include, but not be limited to, providing emotional support as well as information about hearing loss and its effects upon all aspects of development. The candidate must acknowledge and facilitate the crucial role of parents and family in the development of communication systems?

AUD Standard 6: Perspectives for the Education of Deaf and Hard-of-Hearing Students

- How does the program ensure that candidates demonstrate knowledge of the historical and legal foundations of deaf education?
- How does the program ensure that candidates demonstrate knowledge of the models, theories, current research, and philosophies that provide the basis for educational practices in deaf education?

- How does the program ensure that candidates demonstrate knowledge of educational trends related to the communication and language development of deaf and hard-of-hearing students?
- How does the program ensure that candidates demonstrate knowledge of educational options that provide the least restricted access to program content and career opportunities? These options should maximize the potential of all students and acknowledge their highest expectations and aspirations.

AUD Standard 7: Field Experience

- How does the program ensure that candidates have clinical experiences that include individuals of a variety of ages (birth to twenty-two years) and cultural/linguistic backgrounds?
- How does the program ensure that candidates have clinical experiences that include both individual and group contact in the school setting?
- How does the program ensure that candidates have clinical experiences that include the evaluation and treatment of children and adults with a variety of types and severity of communication disorders?
- How does the program ensure that candidates have clinical experiences that include the collection of relevant information regarding past and present status and family and health history?
- How does the program ensure that candidates have clinical experiences that include interpretation of test results and appropriate referrals for further evaluation or treatment?
- How does the program ensure that candidates have clinical experiences that include participation in Individualized Education Plans (IEP), Individualized Family Service Plans (IFSP), and similar procedures. This includes participation in collaboration and consultation with classroom teachers and other school personnel?
- How does the program ensure that candidates understand the interpretation of psycho-educational and speech language assessments?
- How does the program ensure that candidates have clinical experiences that include application of nonbiased assessment and appropriate treatment techniques for multilingual/multicultural populations?

Orientation & Mobility for the Blind and Visually Impaired (O&M)**O&M Standard 1: Professional Information**

- How does the program ensure that candidates demonstrate knowledge of how to collaborate with related agencies to provide service and promote access that align with basic laws and regulations that affect O&M services, [e.g., Individuals with Disabilities Education Act (IDEA), laws and regulations as they pertain to promoting behavior that is positive and self-regulatory, Rehabilitation laws, Americans with Disabilities Act (ADA), Medicare]?
- How does the program ensure that candidates demonstrate the knowledge to utilize professional resources pertinent to the O&M profession, [e.g., American Foundation for the Blind (AFB), Journal of Visual Impairment & Blindness (JVIB), Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP)]?

O&M Standard 2: Knowledge of Relevant Medical Information

- How does the program ensure that candidates demonstrate the skills and abilities to interpret eye reports, collaborate with learners, their families and caregivers, and other professionals regarding learners' particular etiology, including the anatomy and physiology of their visual system, prescribed correction and low vision devices, and the implications on their visual functioning as it relates to orientation and mobility, including use of low vision tools and glare control?
- How does the program ensure that candidates demonstrate the knowledge to interpret audiological reports, collaborate with learners, their families and caregivers, and other professionals regarding learners' particular type and amount of hearing loss, the anatomy and physiology of their hearing system, prescribed amplification devices, and the implications for utilizing ambient sound, traffic, auditory object perception, and communicating with the general public as each relates to orientation and mobility?
- How does the program ensure that candidates demonstrate the knowledge to interpret medical information for learners, collaborate with learners, families and caregivers, and other professionals regarding the implications and impact as it relates to orientation and mobility, and to react appropriately to medical situations (e.g., insulin reaction, seizures) during orientation and mobility instruction?

O&M Standard 3: Understanding and Applying Learning Theories to Orientation and Mobility

- How does the program ensure that candidates demonstrate the skills and abilities to design and implement orientation and mobility instruction that utilizes the basic principles of learning theory as they establish a positive climate for learning, individual learners who have vision impairments, including those who have additional disabilities?

O&M Standard 4: Planning and Conducting O&M Assessments

- How does the program ensure that candidates demonstrate the skills and abilities to develop a plan for O&M assessment that includes obtaining and interpreting medical,

education, and rehabilitation reports; interviewing the learner and relevant others; and selecting appropriate assessment tools, materials, activities, and settings?

- How does the program ensure that candidates demonstrate the skills and abilities to assess the learner's present level of functioning in each of the following areas as they relate to O&M: sensory functioning and perceptual skills, including functional vision, functional hearing, as well as balance, posture and gait; concept development, including body awareness and imagery, laterality, positional and spatial concepts, as well as environmental concepts and knowledge; decision making; inter- and intrapersonal skills; orientation skills; mobility skills; implications of medical and physical condition; and personal goals?
- How does the program ensure that candidates demonstrate the skills and abilities to utilize an O&M assessment process to determine the learner's O&M needs, make recommendations for services, mobility devices and/or systems (e.g., long cane, electronic travel devices), and additional assessments?
- How does the program ensure that candidates demonstrate the skills and abilities to plan and conduct individualized comprehensive O&M assessments, synthesize the findings in a professionally written report, and communicate results with learners, families, and members of the individualized intervention, education, transition, or rehabilitation team, as appropriate?
- How does the program ensure that candidates demonstrate the skills and abilities to conduct ongoing assessment to monitor progress, to determine the need for change in instructional strategy or O&M program, and to determine when the skill level is sufficient for safe, efficient, graceful and independent travel?

O&M Standard 5: Planning O&M Programs

- How does the program ensure that candidates demonstrate knowledge of how to provide orientation and service in itinerant, center-based, and residential service delivery settings?
- How does the program ensure that candidates possess the skills and abilities to develop O&M goals and objectives/benchmarks for individual learners based on initial, ongoing, or re-assessment information?
- How does the program ensure that candidates demonstrate knowledge of how to develop family service/early intervention, education, transition and applicable rehabilitation plans [e.g., (Individualized Family Service Plan (IFSP), Individualized Educational Program (IEP), Individualized Transition Plan (ITP), Individualized Plan for Employment (IPE)] and to project type and amount of orientation and mobility service needed to implement that plan (consultative/collaborative, direct/specialized instruction, frequency and duration of instruction)?
- How does the program ensure that candidates demonstrate the skills and abilities to plan O&M instruction for learners through the:
 - Review and interpretation of relevant records and reports;
 - Selection and preview of potential training areas (e.g., home, school, work, or community);
 - Design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices);

- Provision of accurate information regarding options for mobility systems (e.g., long cane, dog guide, electronic travel devices) to learners and their families or caregivers so that learners can make informed choices regarding the most appropriate option for a given time; and
- Collaboration with learners, families and caregivers, and colleagues to develop appropriate goals and behavioral objectives; and develop and sequence lessons based on learners' abilities, needs, and goals.

O&M Standard 6: O&M Related Concepts

- How does the program ensure that candidates demonstrate the skills and abilities to teach concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance) to learners who have visual impairments including those who have additional disabilities?
- How does the program ensure that candidates demonstrate the knowledge of how to teach interpersonal skills and organizational skills and concepts related to O&M (e.g., money concepts and strategies for organizing and identifying coins and bills; social skills, public interaction, soliciting information from others, appropriate telephone manners; arranging a ride; time management)?

O&M Standard 7: Orientation Strategies and Skills

- How does the program ensure that candidates demonstrate the skills and abilities to develop orientation skills through the use of environmental features (e.g., sun, sounds, slopes)?
- How does the program ensure that candidates demonstrate the skills and abilities to facilitate optimal development of learners' spatial organization skills using strategies such as cognitive mapping and spatial updating?
- How does the program ensure that candidates demonstrate the skills and abilities to assist learners in route planning using approaches such as route shapes, mapping skills, and compass directions?
- How does the program ensure that candidates demonstrate the skills and abilities to use a variety of instructional approaches to teach learners problem-solving strategies related to establishing and maintaining orientation while traveling (e.g., drop offs, re-orientation, planning alternative routes, hypothesis testing)?
- How does the program ensure that candidates demonstrate the skills and abilities to familiarize learners to novel environments using techniques appropriate for persons with various frames of reference (i.e. object-to-object, self-to-object)?
- How does the program ensure that candidates demonstrate the skills and abilities to compare and contrast approaches for orienting dog guide handler to new environments versus long cane users?
- How does the program ensure that candidates demonstrate the skills and abilities to teach orientation skills, including the use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps (print, tactile, auditory, digital/electronic/satellite mapping systems)?

- How does the program ensure that candidates demonstrate the skills and abilities to facilitate learners' independence and problem-solving ability across a variety of travel situations, in familiar and unfamiliar environments?

O&M Standard 8: Mobility Skills

- How does the program ensure that candidates demonstrate knowledge of the orientation and mobility skills and concepts need to use public transportation systems?
- How does the program ensure that candidates demonstrate the skills and abilities to teach basic O&M skills, including protective and human guide techniques, and the rationale for teaching these skills?
- How does the program ensure that candidates demonstrate the skills and abilities to determine appropriate mobility devices and/or systems for learners by considering advantages, disadvantages, and learners' needs and preferences, including, but not limited to human guide, long cane, dog guide, ETA, functional vision, and alternative mobility devices?
- How does the program ensure that candidates demonstrate the skills and abilities to teach O&M cane skills, (e.g., cane use with a guide, diagonal technique, two-point touch) and the rationale for teaching these skills?
- How does the program ensure that candidates demonstrate the skills and abilities to apply appropriate sequence of street crossing instruction (i.e. simple to complex).
- How does the program ensure that candidates demonstrate the skills and abilities to teach learners to analyze intersections in simple and complex environments?
- How does the program ensure that candidates demonstrate the ability to identify and describe traffic controls (e.g., uncontrolled, 2-way and 4-way stops, traffic signal systems, roundabouts, yields) and implications for learner crossings?
- How does the program ensure that candidates demonstrate the skills and abilities to teach street crossing techniques and when to apply them (e.g., determining when to begin crossing, alignment, use of pedestrian button)?
- How does the program ensure that candidates demonstrate the knowledge of how to teach learners how to access, plan, and execute simple and complex transportation systems, including buses, rail, and paratransit?
- How does the program ensure that candidates demonstrate the skills and abilities to teach travel in special environments, (e.g., adverse weather conditions, rural areas, airports, malls, stores, gas stations)?
- How does the program ensure that candidates possess the skills and abilities to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure learner safety?

O&M Standard 9: Use of Sensory Information

- How does the program ensure that candidates demonstrate the skills and abilities to teach learners the use of optical and non-optical low vision devices in conjunction with eye care professionals for O&M tasks?
- How does the program ensure that candidates demonstrate the skills and abilities to teach learners the visual skills that optimize O&M performance (e.g., eccentric viewing,

scanning, tracking, tracing) and incorporating vision use with cane or other mobility systems?

- How does the program ensure that candidates demonstrate the skills and abilities to teach learners to use tactile information for O&M-related tasks?
- How does the program ensure that candidates demonstrate the skills and abilities to teach learners to interpret kinesthetic and proprioceptive information to maximize O&M skills during movement/travel (e.g., using time-distance estimates, making accurate turns, recognizing/using slopes)?
- How does the program ensure that candidates demonstrate the skills and abilities to teach learners the auditory skills to maximize effective movement/travel, (e.g., use of sounds to align/position self, echolocation, Doppler Effect)?

O&M Standard 10: Learners Who Have Additional Disabilities

- How does the program ensure that candidates demonstrate knowledge of how to develop and implement orientation and mobility programs for learners with additional disabilities that reflect a learner's unique constellation of needs, including:
 - Uses of alternative communication systems and modes;
 - Structuring and modifying environments for safe, efficient access and to create meaningful spaces;
 - Using adapted teaching strategies, including pace of instruction; and
 - Adapting and modifying orientation and mobility techniques and devices
- How does the program ensure that candidates demonstrate the skills and abilities to build on the strengths and preferences of learners with additional disabilities, collaborate with families and caregivers, and other professionals as part of a comprehensive approach to developing and implementing an effective, individualized and meaningful orientation and mobility program?
- How does the program ensure that candidates demonstrate the knowledge of how to role-release and work effectively as a member of a comprehensive team meeting the needs of learners who have additional disabilities, with the skills and abilities to share information, model teaching strategies, monitor effectiveness of collaborative service delivery, and problem-solve as a team member?
- How does the program ensure that candidates demonstrate the skills and abilities to implement positive behavioral supports for learners who are visually impaired and who present complex social, behavioral and emotional needs?

O&M Standard 11: Analyze and Modify Environments

- How does the program ensure that candidates demonstrate the skills and abilities to analyze travel environments to identify and overcome potential physical barriers to access for learners in home, school, work, or community environments?
- How does the program ensure that candidates demonstrate the knowledge of how to work collaboratively with appropriate agencies regarding barriers to access, guideline regarding environmental access and remedies, such as warning strips, accessible signage?

O&M Standard 12: Psycho-Social Implications of Blindness and Visual Impairments

- How does the program ensure that candidates demonstrate the knowledge of how to identify and support factors that minimize the psychosocial impact of vision loss for learners with congenital or adventitious visual impairments and their families or caregivers?
- How does the program ensure that candidates demonstrate the skills and abilities to utilize strategies to assist learners during the process of adjustment to visual impairment (e.g., providing resources, informational counseling)?

O&M Standard 13: Supervised Fieldwork

- How does the program ensure that candidates demonstrate the skills and abilities to demonstrate professional conduct consistent with the Code of Ethics for Orientation & Mobility Specialists, finds and accesses appropriate resources, keeps on-time scheduling, and follows and maintains appropriate record keeping and reporting procedures?

Speech-Language Pathology Services Credential (SLP)**SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms**

- How does the program ensure that candidates demonstrate understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms?
- How does the program ensure that candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and in the production of swallowing?
- How does the program ensure that candidates demonstrate comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing?

SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition

- How does the program ensure that candidates demonstrate understanding of developmental milestones for typical and atypical human development and behavior?
- How does the program ensure that candidates demonstrate comprehension of developmental speech-language milestones and gender, linguistic, psycholinguistic, and cultural variables related to that development for children who speak Mainstream American English as a first language?
- How does the program ensure that candidates demonstrate knowledge of developmental speech-language milestones and cultural, socioeconomic, linguistic and dialectical differences for Spanish-speaking children and children who speak African American English in the United States?
- How does the program ensure that candidates demonstrate knowledge of the linguistic structures, phonemes, and pragmatics produced by speakers of languages other than Mainstream American English, Spanish, and African American English, and cultural, socioeconomic, and linguistic differences?
- How does the program ensure that candidates demonstrate understanding of differences in the speech-language development typical of children with various disabilities, including but not limited to children with hearing loss, traumatic brain injury, developmental disabilities, learning disabilities, and specific language impairment, and those on the autistic spectrum?
- How does the program ensure that candidates demonstrate knowledge of the relationship between the development of speech and language skills, the development of literacy and reading skills, and the role of both in developing academic competence?

SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders

- How does the program ensure that candidates demonstrate comprehension of different aspects of language disorders, including syntax, morphology, semantics, and pragmatics?
- How does the program ensure that candidates demonstrate understanding of speech disorders, including fluency, articulation/phonology, and voice?
- How does the program ensure that candidates demonstrate knowledge of swallowing disorders?
- How does the program ensure that candidates demonstrate comprehension of hearing

disorders?

- How does the program ensure that candidates demonstrate understanding of speech, language, and hearing disorders associated with special populations, including but not limited to individuals with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, traumatic brain injury, and those on the autistic spectrum?

SLP Standard 4: Assessment of Speech and Language Disorders

- How does the program ensure that candidates demonstrate competency in the collection of relevant background information?
- How does the program ensure that candidates demonstrate skill in conducting speech/language and hearing screenings?
- How does the program ensure that candidates demonstrate proficiency in the administration, scoring, and interpretation of standardized and informal speech-language assessments, including language samples?
- How does the program ensure that candidates demonstrate proficiency in the administration, scoring, and interpretation of speech-language standardized tests and informal assessments that are appropriate for students who are culturally/linguistically diverse and have various disabilities?
- How does the program ensure that candidates demonstrate competency in the use of test modifications and/or alternative assessment methods for culturally/linguistically diverse students and students with various disabilities?
- How does the program ensure that candidates demonstrate the appropriate use of interpreters/translators in speech/language assessment?
- How does the program ensure that candidates can differentiate between a true communication disorder and a cultural or linguistic difference?
- How does the program ensure that candidates demonstrate effective communication with culturally/linguistically diverse families, including counseling?
- How does the program ensure that candidates demonstrate the ability to write an evaluation report and an IEP, including goals and benchmarks?
- How does the program ensure that candidates demonstrate proficiency in the process of assessment of the need for and selection of appropriate augmentative/alternative means of communication?

SLP Standard 5: Management of Speech and Language Disorders

- How does the program ensure that candidates demonstrate understanding of methods of preventing communication disorders?
- How does the program ensure that candidates demonstrate the ability to provide intervention using a variety of service delivery models?
- How does the program ensure that candidates demonstrate the ability to facilitate students' development of literacy and access to the core curriculum?
- How does the program ensure that candidates demonstrate appropriate intervention strategies for use with culturally/linguistically diverse students and children with a variety of disabilities and/or speech-language disorders?

- How does the program ensure that candidates are trained in the appropriate use of interpreters/translators in speech/language intervention?
- How does the program ensure that candidates demonstrate effective use of behavioral, social, and environmental supports for learning?
- How does the program ensure that candidates demonstrate proficiency in the training of students, teachers, parents, and/or other professionals in the use of augmentative/alternative communication systems?
- How does the program ensure that candidates demonstrate knowledge of rehabilitative procedures with individuals who have hearing impairments, hearing technology, such as cochlear implants, and the use of assistive listening devices?

SLP Standard 6: School Field Experience

- How does the program ensure that candidates complete the equivalent of a semester/quarter field experience in the schools?
- How does the program ensure that candidates demonstrate skill in providing services to children with a variety of disorders that may include but is not limited to children with hearing loss, traumatic brain injury, developmental disabilities, learning disabilities, specific language impairment, and those on the autistic spectrum?
- How does the program ensure that candidates demonstrate competency in intervention in different aspects of speech and language, including pragmatics?
- How does the program ensure that candidates demonstrate the ability to monitor students' progress?
- How does the program ensure that candidates demonstrate respect for students' race, ethnic background, lifestyle, physical/mental ability, religious beliefs/practices, and heritage?
- How does the program ensure that candidates can apply the California Department of Education California Teaching Standards?

SLP Standard 7: Consultation and Collaboration

- How does the program ensure that candidates are involved in consultation with families and relevant personnel during the assessment and IEP process?
- How does the program ensure that candidates demonstrate relevant methods of consultation and collaboration in strategic and intensive intervention?
- How does the program ensure that candidates are engaged in monitoring the effectiveness of services?
- How does the program ensure that candidates use academic content from the California Core Curriculum in therapeutic interventions?

SLP Program Standard 8: Assessment of Candidate Performance

- How does the program ensure that candidates are assessed through the use of formative and summative assessments embedded throughout the program? Are candidates informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for the summative assessment, and provided timely feedback on the performance in relation to the knowledge and skills?

- How does the program ensure that there is a systematic summative assessment administered by qualified individuals who are knowledgeable about the knowledge and skills as they apply to the subjects and specialization of the authorization of the credential? Does at least one faculty representative in consultation with the supervising master clinician assess candidate performance in relation to the knowledge and skills using documented procedures and instruments that are clear, fair, and effective?
- Do one or more persons who are responsible for the program decide to recommend candidates for the appropriate credentials on the basis of all information of each candidate's competence and performance?
- How does the program ensure that candidates receive adequate guidance and coaching?

CCTC Proposed Preliminary Program Common Standards for Education Specialist Teaching Credential - Moderate/Severe Disabilities

KEY	K Knowledge	S Skills	D Disposition
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**Moderate Severe
Specialty Standards**

KEY	K Knowledge	S Skills	D Disposition
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Moderate/Severe Specialty Standards	EDS 100A/B	HLSC 119	EDS 130A/B	EDS 205	EDS 206	EDS 207	EDS 208	EDS 209	EDS 216A/B	EDS 218	EDS 220	EDS 221	EDS 230A/B	EDS 235	EDS 236	EDS 292A/B	EDS 414	EDS 415
1. Learning characteristics of students with M/S Disabilities	D		D/K	K/S	K/S	K/S	K/S	K/S	K/S	K/S				S			S	S
2. Communication and social interaction			D/K	K/S	K/S	K/S	K/S	K/S		K/S	K	K		S			S	S
3. Developing social interaction skills	D		D/K	K/S	K/S	K/S	K/S	K/S						S	K		S	S
4. Assessment, Program Planning, & Instruction				K/S	D/K/S	K/S	K/S	D/K/S		K/S				D/K/S	K		S	S
5. Movement, mobility, and specialized health care	D/K		D/K					K/S	E/K/S	D/K/S				S			S	S
6. Positive behavioral support	D	D/K	K			K	D/K/S	K/S		K/S			D/K/S	K/S			S	S
7. Transition and transitional planning	D	K			K	D/K/S	K			K/S				K/S			S	S
8. Augmentative and alternative communication	D	K		K/S	K	K	K/S	D/K/S		K/S				S			S	S