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Information

Professional Services Committee

Update on the Special Education Design Team Activities

Executive Summary: This agenda item provides information about the activities of the Special Education Design Team. Samples of proposed standards and authorization statements will be presented. Information will also be shared about additional activities, including public forums being held to gather additional stakeholder comment.

Recommended Action: For information only

Presenters: Jan Jones Wadsworth, Consultant and Michael McKibbin, Administrator, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

August 2008

Update on the Special Education Design Team Activities

Introduction

At the December 2007 meeting, the Commission approved the *Report to the Governor and Legislature on the Study of Special Education Certification*. The report, which was sent to the Governor and Legislature on December 21, 2007, contained a series of recommendations for modifications and improvements for Education Specialist and Other Related Services Credentials. In January 2008, the Commission approved an implementation plan that outlined the steps that will be taken to implement those recommendations. Included in that plan was the establishment of a Design Team that has the responsibility of developing a set of proposed *Standards of Program Quality and Effectiveness for Education Specialist and Other Related Services Credentials*, credential authorization statements, and Teaching Performance Expectations for the Special Education credentials. The fourteen member Design Team is assisted by subcommittees representing specialized expertise in each of the credential areas where standards and authorizations are being developed.

As was outlined in the implementation plan, the reform of special education credentials includes five different kinds of activities: (1) development of standards and special education Teaching Performance Expectations (TPEs); (2) development of Title 5 Regulations; (3) communication with program developers and other constituents through public forums, program advisories and meetings; (4) a job analysis; and (5) technical assistance to programs as they respond to the revised standards and implementation procedures.

Selection of the Design Team

Members of the Special Education Work Group were asked if they wanted to participate in the second phase of the review and revision of special education certification. All were interested in playing a role, but many were not able to commit the time necessary to be a member of the Design Team. For those who were not selected for the Design Team other roles were available. Some of the panel members were asked to be reactors to the drafts of standards that are being developed. Some wanted to participate in the subcommittees that would work on specialty area standards such as credential standards for the visually impaired. A list of those who are serving on the Design Team, a subcommittee, or as a reactor is included as Appendix A.

Commission staff also received requests from professional organizations interested in the standards such as the California PTA, and organizations interested in a specific credential such as TASH, an organization particularly interested in the Moderate/Severe Education Specialist Credential. Members of organizations were invited to participate on various subcommittees. Subcommittees were formed for each of the following specialty-specific areas:

Adapted Physical Education
Audiology
Autism Spectrum Disorder
Communication Development
Deaf-Blind
Deaf and Hard of Hearing
Early Childhood Special Education

Induction
Mild/Moderate
Moderate/Severe
Orientation and Mobility
Physical and Health Impaired
Speech-Language Pathology
Visually Impaired

The work of the Design Team and subcommittees has been informed by the Special Education Job Analysis that was completed by California Comprehensive Center at West Ed Laboratory with the assistance of Commission staff and Design Team member Dr. David Raske of CSU Sacramento. In February and March 2008, 3,427 respondents provided information about the essential knowledge, skills and abilities for beginning special education teachers.

Proposed Changes in Standards and Authorizations

The Design Team has met five times. Since most of the members also served on the Work Group, less foundational work needed to be done before the design tasks were begun. The task of the Design Team is primarily to serve as a writing team. The Design Team members are developing the proposed standards and Teaching Performance Expectations, and assist staff in writing the credential authorization statements that are necessary for Title 5 regulations. The standards format being used is the same as for Induction standards. Instead of “Required Elements” or “Factors to Consider,” these standards will utilize “Program Planning Prompts” to explain each standard. These prompts will help programs seeking approval to understand what is expected.

In special education there are different categories of credentials available. There are Education Specialist Teaching Credentials and Other Related Services Credentials. The Specialist teaching credentials include authorizations in the following:

- Mild/Moderate Disabilities,
- Moderate/Severe Disabilities,
- Early Childhood Special Education,
- Deaf and Hard of Hearing,
- Visually Impaired, and
- Physical and Health Impairments.

A seventh authorization category of Education Specialist Teaching Credential is being developed in Communication Development as a result of the recommendations of the Special Education Work Group.

There are three Other Related Services Credentials

- Speech Language Pathology,
- Clinical or Rehabilitative Services: Orientation and Mobility, and
- Clinical or Rehabilitative Services: Audiology.

Standards Development

Commission standards are divided into sections based on the purposes of the groups of standards. All approved educator preparation programs must meet the Commission's Common Standards. These are standards that are common to all credential programs; e.g., multiple subject, career technical, school counseling or education specialist. The next type of standards is Program Standards. The proposed Program Standards include: (1) standards that apply to both Education Specialist Teaching Credentials and Other Related Services Credentials, (2) those that pertain only to Education Specialist Credentials, and (3) specialty-specific program standards for each Education Specialist authorization and Services Credential authorization. Two examples of the draft generic program standards are printed below followed by two examples of draft specialty-specific standards. Appendix B provides a list of the proposed draft Program Standards including standards for each specialty area. These draft standards were presented for review and comment on the Commission's Special Education website as well as at the public forums that are scheduled for July 16 and August 13, 2008.

Examples of Draft Program Standards That Apply to Both Education Specialist Teaching Credentials and Other Related Services Credentials

Program Standard 4: Effective Communication and Collaborative Partnerships

The candidate establishes and works in partnership to design, implement, and evaluate integrated services for students. Each candidate demonstrates the ability to consider, collaborate, and consult with: (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators. Candidates also need to communicate effectively with the business and community 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 with Disabilities

Each candidate demonstrates knowledge and skills necessary to assess general and special education students in a comprehensive manner. Each candidate understands and uses multiple sources of information in order to make decisions regarding eligibility, placement, and services, including academic, social-emotional and vocational areas. Each candidate uses both formal and informal assessments to evaluate students' needs and achievements, for the purpose of making necessary accommodations, modifications, making instructional decisions and ongoing program improvements. Candidates should be able to discern the need and purpose of assessments, as well as make appropriate, informed choices with regards to the type of assessment. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose student's 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 student's language acquisition.

Examples of Draft Specialty-Specific Program Standards

Visually Impaired (VI) Specialty-Specific Standard

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. These skills include: Braille reading and writing, slate and stylus, signature and script writing, touch typing and keyboarding for specialized technology, listening, aural and large print reading. Each candidate demonstrates methods and instructional strategies for teaching disability-specific academic skills such as the use of an abacus/talking calculator, tactile graphics, and adapted science equipment. In addition, the program provides information to enable the candidate to access appropriate specialized resources.

Early Childhood Special Education (ECSE) Specialty-Specific Standard

ECSE Standard 2: Role of 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 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 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 family daily life.

Credential Authorizations

Authorizations are the statements that define what services are allowed by the credential. Authorizations are placed in Title 5 regulations and are used by the Commission and employers to determine appropriate assignment. Authorization statements will be prepared for all categories of Education Specialist Teaching Credentials and Other Related Services Credentials. Any skill or knowledge expected in the authorization must be matched in the preparation program. Two examples of draft authorizations follow.

Draft Authorizations

Mild/Moderate Authorization

This credential authorizes the holder to provide instruction and related services to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, mild traumatic brain injury, emotional disturbance, and autism spectrum disorder, in kindergarten, grades 1 through 12, and classes organized primarily for adults, across the continuum of program options available pursuant to Education Code Sections 56031, 56360, and 56361.

Deaf and Hard of Hearing

This credential authorizes the holder to provide instruction and related services to individuals with a primary or secondary disability including: deaf or hard of hearing, unilateral or bilateral, whether fluctuating, conductive, sensori-neural, and/or auditory neuropathy, as well as deaf-blind and autism spectrum disorders (when DHH is the primary disability) from birth through 22, across the continuum of program options available as well as, pursuant to Education Code Sections 56031, 56360, and 56361.

Communication Development Authorization

One of the recommendations of the Special Education Work Group was the development of a new seventh authorization category of Education Specialist Teaching Credential in Communication Development. The first meeting of the subcommittee that will develop this credential was held March 26. After general introductions, a summary of the activities of the Special Education Work Group was presented, including a discussion of the reason why the Work Group proposed the new category of Education Specialist Credential. The members of the Communication Development subcommittee interacted with two Topic Groups who were invited to speak about the kinds of services that public school students need in the area of communication development and the types of preparation that teachers of these students need. Members of the two groups are:

Topic Group I: Services that Public School Students Need

Marty Cavanaugh, Deputy Superintendent, Sacramento County Office of Education
Maureen Burness, Assistant Superintendent, Folsom Cordova Unified School District
Shellie Bader, Coordinator, Speech and Language Programs, Los Angeles USD
Sharon Robison, Association of California School Administrators

Topic Group II: Types of Preparation Needed by Teachers

Lou Denti, Lawton Love, Distinguished Professor in Special Education, CSU, Monterey Bay
Lisa O'Connor, Chair, Speech-Language Pathology and Audiology Licensing Board
Angie Hawkins, Advisory Commission on Special Education
Margaret Benavides, Consultant, CDE Special Education Division

There was a discussion of the types of services that the proposed credential authorization could provide and the differences between the Speech-Language Pathology Services Credential and the Education Specialist: Communication Development Teaching Credential. A draft chart that displays some of the differences identified by participants at the March 26 meeting is presented in Appendix C.

Plans for Public Comment on Standards and Authorizations

Two public forums have been scheduled to discuss the draft program and specialty-specific standards as well as the twenty-five reform recommendations that were forwarded to the Legislature and the Governor. The first forum will be held in Sacramento on July 16 and staff will provide an oral report of this meeting to the Commission during the presentation of this agenda item. The second forum is scheduled to take place on August 13, 2008 in Orange County.

In addition, staff has contacted many of the organizations that have an interest in special education issues. Commission staff has scheduled meetings with the following professional organizations to discuss and receive input about the special education recommendations:

California Alliance Executive Conference (Non Public Schools)
CA Department of Education: Strategic Plan Leadership Team
CA Department of Education: Personnel Workgroup
California Speech and Hearing Association (CSHA)
CA Council of Academic Programs for Communication Sciences and Disorders
CA Administrators of Deaf Education Programs (CAL-AD)
Advisory Commission on Special Education (ACSE)
Special Education Local Planning Area (SELPA) Directors
Special Education Administrators of County Offices (SEACO)
California Association of Professors of Special Education/Teacher Education Division (CAPSE/TED) of Council for Exceptional Children
Commission on Teacher Credentialing (CTC): BTSA and Intern Directors

Further, staff has or will be submitting session proposals about the planned revisions to present at the annual meetings of the following organizations.

California School Boards Association (CSBA)
Association of California School Administrators (ACSA)
California Association of Resource Specialists and Other Special Education Teachers (CARS+)
California Educational Research Association (CERA)
Cal-TASH
California Teachers and Educators of the Visually Handicapped (CTEVH)
California Administrators of Deaf Education (CAL-AD)
Teacher Education Division/Council for Exceptional Children (TED)
Council for Exceptional Children (CEC)

Progress Report on the Implementation Plan Timeline

In January the Commission approved the implementation timeline that is listed below in Table 1. An “Activity” column has been added to Table 1 to describe the activities that have been completed, those that are scheduled and those that are pending. In general staff has been able to maintain the schedule. Depending on the date that the state budget is passed, delays in completing the work may occur.

One of the activities that has been postponed is the implementation of a Teaching Performance Assessment (TPA) for Education Specialists. Although a TPA for Education Specialists was originally proposed in SB 1186 (Scott), it was removed until issues related to funding are resolved. In the meantime staff and the Design Team will continue to work on Teaching Performance Expectations. Staff believes that adding special education tasks to the TPA will take similar effort to the revisions that were needed to expand the TPA to all single subject content areas.

**Table 1
Implementation Timeline of Special Education Certification Recommendations**

Activity	Responsible Party	Proposed Timeline	Activity
Commission authorizes submission of report to Legislature	Commission and Staff	December 2007	Sent December 21, 2007
Begin policy revision process Seek authors for legislation Form Design Team and standards subcommittees	Staff	December 2007- February 2008	Accomplished February 2008
Complete Job Analysis of Special Education	Staff and California Comprehensive Center	February 2008	Completed April 2008
Begin work of Design Team	Staff and Design Team	February- November 2008	First meeting held February 2008, 6 monthly meetings held, 4 more scheduled
Assign to Design Team and appropriate standards subcommittees the following “unfinished business” tasks:	Staff, Design Team and Standards Subcommittees	February- November 2008	
<ul style="list-style-type: none"> • Review possible options prelingually deaf candidates have for meeting subject matter competence 		Summer 2008	Pending
<ul style="list-style-type: none"> • Review the Clinical Rehabilitative Services: Audiology Credential 		Met May 27	Standards drafted
<ul style="list-style-type: none"> • Review the Adapted Physical Education Credential 		Met May 15	Draft completed May 15
<ul style="list-style-type: none"> • Review the resource Specialist Local Assessor Panel process and make recommendations for improvement 		Summer 2008	Pending
<ul style="list-style-type: none"> • Explore the inclusion of Occupational Therapists and Physical Therapists in the credential system. 			Pending

Activity	Responsible Party	Proposed Timeline	Activity
Begin work on Teaching Performance Expectations for special education	Staff and Design Team	March-October, 2008	Job Analysis completed, standards development continuing
Provide updates to Commission	Staff	March-September 2008	August, 2008
Hold forums for input on new Education Specialist authorization in Communication Development	Staff and Design Team	March 2008	April, May, July, August 2008
Begin standards development for new Education Specialist: Communication Development Credential	Staff and Communication Development Subcommittee	April 2008	March and May 2008
Hold public forums for input regarding Special Education program standards	Staff and Design Team	June-July 2008	Scheduled for July 16 and August 13
Present program standards for information	Staff and Design Team	October 2008	Scheduled
Present standards for action	Staff and Commission	November 2008	Rescheduled December 2008
Complete TPA Task Development for Special Education (pending legislation)	Staff and Contractor	May 2009	Postponed
Submit TPA to Commission for adoption	Staff	August 2009	Postponed pending legislation
Approved programs revised based on new standards and submit to Commission	Staff, Accreditation Review Teams and Special Education Programs	Beginning January 2009	Scheduled
Provide Technical Assistance to Special Education Program Providers	Staff	January-May 2009	Scheduled
Deadline for all approved Education Specialist and Other Related Services Programs to have revised programs in operation	Staff and Special Education Programs	July 2011	Scheduled
Education Specialist TPA required of all candidates who enter programs after this date.	Staff and Special Education Programs	July 2012 pending legislation	On hold pending legislation

In addition to the development of draft standards and authorizations, the Commission's Design Team and staff continue to work on the goals and recommendations described in the Special Education Report to the Legislature. The goals that guide the Design Team's efforts are the following:

- Improve Services to Students with Disabilities
- Provide More Opportunities to Become a Special Educator
- Improve Skill Levels and Retention Rates of Special Educators
- Reduce Redundancies, Streamline Processes, Improve Services to Districts
- Align State and Federal Policies, and CTC and CDE Policies

One example of meeting the goals of the special education reform effort is in improving the opportunities for students diagnosed within the Autism Spectrum Disorder (ASD). In the past five years, the number of cases where a diagnosis of ASD has been made has increased eighty percent. Over the past ten years, additional research has expanded the knowledge base with respect to ASD. For example, it is now clear that there are degrees of severity of ASD. Under prior regulations only those holding an Education Specialist Moderate/Severe Credential authorization could be legally assigned to provide instruction to ASD students.

In addition to the current standards and authorization efforts, in order to help achieve the above mentioned goal, staff has worked with the offices of Assembly Speaker Bass to put into place legislation that will meet the short term needs of school age ASD students. Speaker Bass's legislation, SB 2302 which provides a temporary assignment option for services to students with autism was signed by the Governor on June 30, 2008. In addition, staff has worked with Assembly Member Beall (AB 131) which would provide a new temporary option for local educational agencies and schools to assign teachers to serve three and four-year-olds with autism. At the same time staff is developing Title 5 regulations to meet the near and long term needs for teachers to teach students diagnosed with ASD. These options include providing ASD preparation in all Education Specialist Credential authorizations. It also includes developing Limited Assignment options and Certificates of Authorization for current holders of special education credentials to be prepared to teach students diagnosed with ASD. These near and long term options will be available when the Commission takes action on the proposed standards and when the Title 5 regulations are approved. Staff has surveyed approved Special Education programs and has found that the number of programs offering specific ASD coursework is increasing. The proposed new standards and authorization statements will better address the needs of ASD students.

Appendix A

Special Education Design Team and Standards Subcommittees

Special Education Design Team:

Angela Hawkins - Sweetwater Union High School District (Adv. Comm. on SpEd)
Maureen Burness - Asst. Supt. Folsom-Cordova Unified School District (ACSA)
Sue Andrews - Principal, Ventura County Office of Education
Athena Waite - UC, Riverside (UC, President's Office)
Pat Grayson-DeJong - LAUSD (retired)
Kathy Kinley – California School Boards Association, Upland School Board
Michael Lewis - CSU, Sacramento (retired) (CSU, Chancellor's Office)
Lanna Andrews - University of San Francisco
Linda Smetana - CSU, East Bay
Belinda Karge - CSU, Fullerton
Dave Raske - CSU, Sacramento
Carl Kirchner - Retired CDE Consultant and CSU, Northridge
Christine Minks - Morgan Hill Unified School District (California Federation of Teachers)
Dianne Jones - San Diego Unified School District (California Teachers Association)
Liaison: Comprehensive Center/West Ed - Dona Meinders, Marion Miller

Special Education Design Team Standards Subcommittees:

Mild/Moderate(including Resource Specialist)

Michelle Cepello, CSU Chico
Ken Denman, ABC USD
Virginia Kennedy, CSUN
Christine Mink, Morgan Hill USD
Nancy Vandell, California PTA

Level II /Induction

Janet Barrett, Capistrano USD
Sue Andrews, Ventura COE
Michelle Cepello, CSU, Chico
Merilee Johnson, Glenn COE (CCSESA)

Visually Impaired

Cheryl Kamei-Hannan, CSULA
Maureen Reardon, CA Sch. f/t Blind
Amanda Lueck, SFSU
Linda Wyatt, CDE, Special Education Division (Liaison)

Moderate/Severe

Dan Maydeck, Leroy Haynes Center
Ann Vessey, Riverside COE
Jean Gonsier-Gerdin, (TASH)
Pat Grayson-DeJong, LAUSD (retired)

Deaf and Hard of Hearing

Mary McGinnis, John Tracy Clinic
Carl Kirchner, Retired CDE and CSUN
Tina Moore, Ca Sch. f/t Deaf, Riverside
Nancy Sager, State Special Schools
Liaison/CDE

Physical and Health Impaired

Sherwood (Sherry) Best, CSULA
Sharon Grandinette, CSUDH
Satoko Davidson, Retired
Linda Wyatt, CDE, Special Education Division (Liaison)

Deaf/Blind

Maurice Belote, Ca Deaf/Blind Services
Jane Vogel, Anaheim USD
Sandra Staples, Lodi USD

Early Childhood Special Education

Belinda Karge, CSU, Fullerton
Satoko Davidson, Retired
Maureen Ballard-Rosa, CSU, Sacramento
Meredith Cathcart, CDE, Special
Education Division (Liaison)

Speech-Language Pathology

Dee Parker, CSU DH
Terry Saenz, IHE Rep/CSHA

Adapted Physical Education

Perky Vetter, Cal Poly, Pomona
Christina Owens, Pomona USD
Rebecca Lytle, CSU, Chico

Reactors

Merrilee Johnson, Glenn County Office of Education
Jane Duckett, National University
David Krapf, Napa Unified School District
Sharon Sacks, CA School for the Blind
Marie Schrup, Sweetwater Union High School District
Sharon Jarrett, Los Angeles Unified School District

Orientation and Mobility

Diane Fazzi, CSULA
Sandra Rosen, San Francisco State Univ.
Sandra Staples, Lodi USD

General Education Core

Kathy Kinley, Upland USD
Dan Maydeck, LeRoy Haynes Center
Angela (Angie) Hawkins, Sweetwater
Union H.S. Dist.

Communication Development

Dee Parker, CSU DH
Linda Smetana, CSU East Bay
Bob Farron, SoWest SELPA/LACOE
Laureen O'Hanlon, CSHA Rep
Claudia Dunaway, CSHA Rep
Maureen Burness, ACSA
Margaret Benavides, CDE, Special
Education Division (Liaison)

Audiology

Blaze Kistler, Covina-Valley USD
Terry Tyll, San Diego USD
Maria Abramson, Capistrano USD
Carrie Kohut-Clements, Santa Ana USD

Appendix B

Draft Standard Names for Education Specialist and Other Related Services Credentials

One of the major responsibilities of the Commission on Teacher Credentialing is the development of educator performance and approved credential program effectiveness standards. These standards include the following sections: Preconditions which describe credential compliance aspects including implementing California Statutes, Regulations and Commission policies; Common Standards that are common to any program at an approved agency offering educator credentials; and Program Standards which relate to a particular credential program. For Special Education there are Program Standards which are generic to the credential and Specialty-Specific Standards which pertain only to the specific authorization. The names of the proposed Common, Program and Specialty-Specific Standards for each Special Education credential authorization are listed below

Common Standards

- Common Standard 1: Educational Leadership
- Common Standard 2: Unit and Program Evaluation System
- Common Standard 3: Resources
- Common Standard 4: Faculty
- Common Standard 5: Admission
- Common Standard 6: Advice and Assistance
- Common Standard 7: Field Experience and Clinical Practice
- Common Standard 8: Program Sponsor, District and University Field Supervisors
- Common Standard 9: Assessment of Candidate Competence

Draft Special Education Program Standards

Program Standards that apply to both Education Specialist Teaching Credentials and Other Related Services Credentials

- Program Standard 1: Design, Rationale and Coordination
- Program Standard 2: Professional, Legal and Ethical Practices
- Program Standard 3: Educating Diverse Learners
- Program Standard 4: Effective Communication and Collaborative Partnerships
- Program Standard 5: Assessment of Students with Disabilities
- Program Standard 6: Using Educational Technology
- Program Standard 7: Transition and Transitional Planning

Program Standards for Education Specialist Teaching Credentials

- Program Standard 8: Preparation to Teach Reading and Language Arts
- Program Standard 9: Preparation to Teach English Learners
- Program Standard 10: Typical and Atypical Development
- Program Standard 11: Behavioral, Social and Emotional Supports for Learning

- Program Standard 12: Curriculum and Instruction of Students with Disabilities
- Program Standard 13: Creating Healthy Learning Environments
- Program Standard 14: Field Experiences in Special and General Education Settings
- Program Standard 15: Assessment of Candidate Performance

Specialty-Specific Education Specialist Teaching Credential Standards

Mild/Moderate (M/M) Teaching Authorization

- M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities
- M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities
- M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction
- M/M Standard 4: Positive Behavior Support
- M/M Standard 5: Specific Instruction Strategies for Mild/ Moderate Programs

Moderate/Severe (M/S) Teaching Authorization

- M/S Standard 1: Characteristics of Students with Moderate/ Severe Disabilities
- M/S Standard 2: Developing Communication and Social Interaction Skills and Facilitating Social Contexts
- M/S Standard 3: Assessment, Program Planning and Instruction
- M/S Standard 4: Movement, Mobility, Sensory and Specialized Health Care

Physical and Health Impaired (PHI) Teaching Authorization

- PHI Standard 1: Characteristics of Students with Physical and Health Impairments
- PHI Standard 2: Historical and Legal Foundations of Physical and Health Impairment
- PHI Standard 3: Specialized Assessment, Planning and Program Development
- PHI Standard 4: Specialized Health Care
- PHI Standard 5: Instruction Strategies and Adaptations
- PHI Standard 6: Student Communication Skills
- PHI Standard 7: Assistive Technology
- PHI Standard 8: Instructional Service Delivery Models
- PHI Standard 9: Augmentative and Alternative Communication
- PHI Standard 10: Early Childhood Education

Deaf and Hard of Hearing (DHH) Teaching Authorization

- DHH Standard 1: Characteristics of Learners
- DHH Standard 2: Development of Professional Perspectives
- DHH Standard 3: Candidate Communication Skills
- DHH Standard 4: Communication Development Strategies
- DHH Standard 5: Specialized Assessment
- DHH Standard 6: Instructional Techniques
- DHH Standard 7: Early Childhood Interventions and Education
- DHH Standard 8: Managing Student Behavior and Social Interaction Skills
- DHH Standard 9: Transition and Transitional Planning
- DHH Standard 10: Collaborative Partnerships

Visually Impaired (VI) Teaching Authorization

- VI Standard 1: Vision and Functional Implications of Vision Loss

- VI Standard 2: Impact of Vision Loss on Development and Learning
- VI Standard 3: Specialized Assessment and Techniques
- VI Standard 4: Braille Competency
- VI Standard 5: Specialized Communication Skills and Instruction
- VI Standard 6: Determining the Learning Medium
- VI Standard 7: Instruction in Functional Skills and Expanded Core Curricula
- VI Standard 8: Orientation and Mobility of Teachers of the Visually Impaired
- VI Standard 9: Early Childhood Intervention and Education
- VI Standard 10: Resources and Support Related Services
- VI Standard 11: Specialized Technology for Individuals with Visual Impairments
- VI Standard 12: Psychological, Sociological and Vocational Implications of Visual Impairments
- VI Standard 13: Transitional Planning

Early Childhood Special Education (ECSE) Teaching Authorization

- ECSE Standard 1: Theoretical, Philosophical and Empirical Foundations
- ECSE Standard 2: Typical and Atypical Child Development
- ECSE Standard 3: Role of Family in Early Childhood Special Education
- ECSE Standard 4: Assessment and Evaluation of Infants, Toddlers and Preschoolers
- ECSE Standard 5: Individualized Family Service Plan, Individualized Education Program and Transition
- ECSE Standard 6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten
- ECSE Standard 7: Learning Environments
- ECSE Standard 8: Collaboration and Teaming
- ECSE Standard 9: Low Incidence Disabilities in Early Childhood Special Education Programs
- ECSE Standard 10: Field Experience in Early Childhood Special Education Programs

Communication Development (CD) Teaching Authorization

- CD Standard 1: Characteristics of Students with Communication Development Needs
- CD Standard 2: Specialized Assessment and Early Intervention Strategies
- CD Standard 3: Early Literacy Development Strategies with Struggling Readers

Other Related Services Credential Specialty-Specific Standards

Speech-Language Pathology (SLP) Services Credential

- SLP Standard 1: Speech, Language, Hearing and Swallowing Disorders
- SLP Standard 2: Speech, Language, Hearing and Swallowing Mechanisms
- SLP Standard 3: Child Development and Speech, Language and Hearing Acquisition
- SLP Standard 4: Assessment of Speech and Language Disorders
- SLP Standard 5: Management of Speech and Language Disorders
- SLP Standard 6: School Field Experience

Clinical or Rehabilitative Services: Orientation and Mobility (O&M) for the Blind and Visually Impaired

O&M Standard 1: Professional Information

O&M Standard 2: Knowledge of Relevant Medical Information

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

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

O&M Standard 5: Planning O&M Programs

O&M Standard 6: O&M Related Concepts

O&M Standard 7: Orientation Strategies and Skills

O&M Standard 8: Mobility Skills

O&M Standard 9: Use of Sensory Information

O&M Standard 10: Learners Who Have Additional Disabilities

O&M Standard 11: Diverse Learners

O&M Standard 12: Analyze and Modify Environments

O&M Standard 13: Psych-social Implications of Blindness and Visual Impairment

O&M Standard 14: Supervised Fieldwork

Clinical or Rehabilitative Services: Audiology

Audiology Standard 1: Bases of Hearing Impairment

Audiology Standard 2: Speech, Language and Hearing and Mechanism

Audiology Standard 3: Speech, Language and Hearing Acquisition

Audiology Standard 4: Evaluation of Hearing Impairments

Audiology Standard 5: Habilitation of Hearing Impairments

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

Audiology Standard 7: Field Experience

Appendix C

Comparison of Speech-Language Pathology and Education Specialist: Communication Development Credentials

Areas of Comparison	Speech-Language Pathology Services Credential	Education Specialist Teaching Credential: Communication Development
Type of credential	Services	Teaching
Subject matter competence required	No	Yes
Basic skills demonstration required	Yes	Yes
Degree required	Masters Degree	Baccalaureate (Masters Optional)
Age of authorization	Birth through 22	Birth through 22
Performance assessment	Supervised Clinical Fellowship Year (post-preparation)	Performance Assessment (condition of initial certification)
Praxis II Speech-Language Pathology Exam required	Yes	No
Primary service delivery mode	Itinerant	Co-teaching Collaboration, Consultation
Primary services delivered	Clinical, Supervision of SLPAs (speech aides)	Teaching, Diagnostic, Dynamic assessment, Early intervention
Instruction	Remediation of Disorder	Instruction based on core curriculum, Build academic language
Focus of services	Clinical, Language, Speech, Hearing Disorders Communication and Swallowing Disorders	Teaching, Literacy, Language Development, Pragmatics, Multi-tiered intervention
Planning responsibility	IEP development	IEP development
Impetus of Services	Clinical Caseload	Individual Student Needs