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## Information

### *Professional Services Committee*

## **Proposed Standards and Credential Authorizations for Education Specialist Teaching Credentials**

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**Executive Summary:** This agenda item will present the proposed standards, preconditions, and authorization statements for Education Specialist Teaching Credentials, including authorizations in Communication Development, Deaf and Hard of Hearing, Early Childhood Special Education, Mild/Moderate, Moderate/Severe, Physical and Health Impairment and Visually Impaired.

**Recommended Action:** For information only

**Presenters:** Jan Jones Wadsworth, Consultant, Professional Services Division, Terri Fesperman, Consultant, Certification and Waivers Division 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

October 2008



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# Proposed Standards and Credential Authorizations for Education Specialist Teaching Credentials

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## Introduction

As directed by the Commission, and required by SB 1209 (Chap. 517, Stats. 2006), the Special Education Workgroup was formed in February 2007 to study the structure and requirements for the Education Specialist and Other Related Services Credentials and make proposed recommendations for consideration by the Commission. 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 25 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 would be taken to implement those 25 recommendations. Included in that plan was the establishment of a Design Team that had the responsibility for developing a set of proposed *Standards of Program Quality and Effectiveness* for all Education Specialist and Other Related Services Credentials, credential authorization statements, and Teaching Performance Expectations for teachers with Education Specialist credentials. The fourteen member Design Team, included as Appendix A, has been assisted by subcommittees representing specialized expertise in each of the credential areas where standards and authorizations are being developed. The Design Team and Commission staff has held two public forums that were attended by nearly 300 people as well as numerous meetings with constituency groups.

Proposed standards have been developed for each special education credential area using information gathered from the study of special education requirements and procedures completed by the Commission's Special Education Workgroup, the input and recommendations of the hundreds of people who have participated in the meetings that the Commission staff has held, and the deliberations of both the Workgroup and the Design Team. The Design Team's recommendations for proposed standards and credential authorizations for Education Specialist teaching credentials are presented this month for information, while the Design Team's recommendations for proposed standards and credential authorizations for Other Related Services Credentials and Clear Credential Standards will be presented at the November Commission meeting. Based on the stakeholder feedback and direction from the Commission, staff plans to bring the proposed standards for the teaching credentials to the Commission for consideration and action at the December 2008 meeting, and the standards for the services credentials for consideration and action at the January 2009 Commission meeting.

Within the teaching credentials there are six different categories of credential authorizations available. The Specialist Teaching credentials include authorizations in:

1. Mild/Moderate Disabilities
2. Moderate/Severe Disabilities

3. Early Childhood Special Education
4. Deaf and Hard of Hearing
5. Visual Impairment
6. Physical and Health Impairment

The Special Education Workgroup and Design Team have proposed a seventh teaching authorization category in Communication Development.

Proposed standards for these seven teaching credential areas are included in this item. In addition, one of the recommendations from the Workgroup was that an individual who has an Education Specialist teaching credential should be able to add an additional authorization, without completing another full preparation program. After consideration of the areas in which this type of additional authorization would be useful, the Design Team has developed proposed standards for the Education Specialist Added Authorizations. The Design Team has developed proposed standards in these areas:

1. Autism Spectrum Disorder
2. Deaf/Blind
3. Emotional Disturbance
4. Traumatic Brain Injury
5. Orthopedic Impairment
6. Other Health Impairment

These Added Authorization programs will allow an Education Specialist Credential holder or previous special education credential holder to add authorizations following completion of specific additional coursework and field experience. This agenda item includes the proposed standards for the Added Authorization for Autism Spectrum Disorder. The proposed standards for the remaining Added Authorizations will be included in the November agenda item.

In addition to the Added Authorizations that will be presented in November, the proposed standards for the Other Related Services Credentials will be presented. They are:

1. Speech-Language Pathology: Language, Speech and Hearing
2. Speech-Language Pathology: Special Class Authorization
3. Clinical or Rehabilitative Services: Orientation and Mobility
4. School Health Services: Audiology

And finally, in addition to standards and authorizations for each of the teaching and services credential areas listed above, the Design Team has also developed proposed Standards for the Education Specialist Clear Credential that would replace current Education Specialist Level II Standards and would integrate with the Commission's Induction Standards for Multiple and Single Subject Teaching Credentials. These too will be presented at the November Commission meeting.

## **Background**

Since its inception the Commission has issued Special Education Credentials. In 1970, the four Specialist Instruction in Special Education Credentials were: Learning Handicapped, Severely Handicapped, Communication Handicapped and Physically Handicapped, which included orthopedic and visual handicaps. In 1976, authorizations in Language, Speech and Hearing, Audiology and Orientation and Mobility were added, and in 1978 Visually Handicapped was separated from Physical Handicapped. In 1980, the Resource Specialist Certificate of Competence went into effect.

In 1993, the Commission redefined the term “basic teaching credential” through revision in the Education Code. When the Education Specialist Credential was developed in 1996, it met the definition of a basic teaching credential. The Commission also created an Advisory Panel to review and revise the structure of Special Education Credentials. One of the primary reasons that the Commission eliminated the prerequisite credential requirement was the extreme shortage of fully certified Special Education teachers. At that time more than 20 percent of those teaching students with disabilities were serving on Emergency Teaching Permits.

In 1996, the Commission approved the recommendations of the Advisory Panel that had worked for two years to restructure Special Education to create broadly based credentials for Mild/Moderate and Moderate/Severe Disabilities while maintaining separate and distinct “Low Incidence” credentials for Deaf and Hard of Hearing, Physical and Health Impairments, and Visual Impairments. An Early Childhood Special Education Credential was added. A two level credential structure similar to the Administrative Services Credential was created. Language, Speech and Hearing Credentials were consolidated into a single structure and were required to be offered at the master’s degree level to meet new federal requirements for the credential. All of these credential authorizations were implemented in 1997. In addition, Resource Specialist authorization competencies were incorporated into all of the Education Specialist credentials. The Education Specialist teaching credentials required demonstration of subject matter knowledge and general education field experience.

In 2006, the Commission acted to require that Education Specialist Credentials authorization and preparation include instruction in the areas of literacy and strategies to teach English learners. Additionally, the name of the Clinical Rehabilitation Services: Speech, Language and Hearing was changed in statute to Speech-Language Pathology and was modified to include a second level of preparation. Also in 2006, SB 1209 was signed into law requiring the examination of the structure and requirements for the Education Specialist and Other Related Services Credentials and make proposed recommendations for consideration by the Commission. The proposed standards in this item are a result of this current review.

## **Results of the 2006-07 Study of Special Education Credentialing**

Using funds that were allocated in the 2006-07 Budget Act, the Commission staff convened fourteen public forum meetings around the state to explore the concerns of stakeholders about the structure of special education credentials with a particular focus on subject matter requirements for the credential and the clear credential requirements. For example, one of the issues noted in SB 1209 was the concern that there was unnecessary redundancy in credential programs. There was evidence of duplicative coursework and experiences for those seeking both

a Multiple Subject Credential and a Education Specialist Credential. Instances were cited where instruction provided for the Education Specialist Level II (Clear Credential) was too similar to what had been completed at Level I, rather than imparting advanced knowledge as required by Commission standards.

Nearly five hundred persons participated in the forums and organization meetings to offer suggestions for improvement of Special Education credentials. The themes that emerged were as follows:

- Structure of the Education Specialist Credential
- Transitions and Professional Level Instruction
- Subject Matter Requirements
- Recommended Revisions in the Credential Program Curriculum

A set of goals for the study was developed as a result of the information gathered from these forums, from the review of procedures in other states, the review of national trends, and the direction provided by the Legislature and the Commission. These goals guided the Workgroup in its deliberations and later the Design Team in its work. Those goals are listed below.

1. Align California requirements and federal requirements.
2. Provide more opportunities to become a special education teacher while reducing redundancies and enhancing access to special education preparation.
3. Provide improved services to California's students with disabilities.
4. Assist local education agencies in meeting their need for qualified special education personnel.
5. Improve the skill levels and retention rates among special education teachers.

As a result of its work over a period of nearly one year, the Workgroup developed 25 recommendations (adopted by the Commission last year) for improvements in the structure and requirements of Special Education Credentials based on these goals. These goals are used in this agenda item as organizers to summarize the recommendations of the Workgroup and are provided here as context for understanding the proposed standards. The 25 recommendations are embedded in the goals and are included in chart form as Appendix G.

As the Workgroup conducted its review, consistent trends were found. For example, the premise of Least Restrictive Environment has come to be seen in different ways in the last ten years. Additionally, there are fewer special day classes where direct specialized services are provided. A much more common service delivery model is to provide services in the inclusive setting. Team approaches to providing services to students with disabilities have become the preferred mode of service for Student Study Teams and for the parents and educators who develop Individualized Educational Plans (IEPs) and Individualized Family Service Plans (IFSPs) for special needs students. Learning Center models that provide intensive services for students, whose Least Restrictive Environment is the general education classroom setting, have become the pervasive service delivery mode.

## **Goal 1. Changes in California Special Education Prompted by Federal Requirements**

### **Highly Qualified Teachers and Subject Matter Competence**

Changes in federal and State Board of Education requirements concerning the demonstration of subject matter competence and being designated as a “Highly Qualified” teacher require changes in the Commission’s Standards of Program Quality and Effectiveness. In 2003, the Commission acted to follow the requirements of the California Board of Education and federal regulations of the No Child Left Behind Act (NCLB) for general education teachers for the multiple and single subject credentials. For those earning a credential to teach in elementary schools, general education teachers were required to demonstrate knowledge of the subjects commonly taught in elementary schools through the appropriate Commission-approved examination. Those earning a Single Subject credential to teach in middle and high school may demonstrate subject matter competence either through exam or successful completion of a Commission-approved program.

Before the action taken to be in compliance with NCLB and the 2004 Individuals with Disabilities Education Act (IDEA), Education Specialists could choose from any of the Multiple or Single Subject options available to demonstrate subject matter competence. Based upon regulations promulgated by the California State Board of Education, there are three subject matter competence options now available. For Education Specialists teaching in schools with curriculum designated as “elementary” schools, the state approved subject matter exam is the option. For those teaching in schools with curriculum designated as “middle/high”, an approved program, state exam or subject matter major are available. However, the subject matter areas are restricted to three core subjects: English/Language Arts, Mathematics, and Science. Staff is in discussion with the California Department of Education to determine whether additional core subjects should be added to this list.

### **Subject Matter for those Teaching to Alternative Academic Standards**

IDEA has created a Highly Qualified Teacher option for the small percentage of Education Specialists who are working with medically fragile or the most cognitively delayed students and those students who are learning based on alternative achievement standards such as those who are pursuing alternatives to the California High School Exit Exam. Teachers of medically fragile and severe/profound students are likely to be using alternative life skills curriculum instead of the core curriculum and therefore need more broadly based subject matter knowledge regardless of the age of the students being taught. More flexibility in meeting subject matter competence is provided for these teachers as they can use the same requirements as those teaching the elementary curriculum.

### **Matching Subject Matter and Employment**

Most special education candidates do not know where they will be employed until after they have completed their teacher preparation and field experiences, yet the subject matter preparation decision needs to be made early in a collegiate career. Under the IDEA/NCLB requirements, a middle/high school teacher needs a subject matter major in an NCLB core academic subject. For example, if a candidate chooses a math major, calculus and other advanced collegiate math courses must begin in the lower division. If a candidate waits until they are an upper division student to decide whether to meet elementary or secondary subject matter requirements, this hesitation virtually eliminates middle/high school special education teaching as an option. This very likely scenario could exacerbate the shortages at the middle/high school level.

Given that special education credentials authorize service in grades K-12 or birth through 22, but subject matter competence must be demonstrated for IDEA/NCLB at the elementary or middle/high curriculum level, local employing agencies are faced with many complexities in the appropriate assignment and NCLB compliance of special education teachers. Teacher candidates, teacher preparation programs, and employers are required to sort through a complex landscape of state and federal laws as well as program and employer practices to ensure that teachers indeed meet IDEA/NCLB compliance and also hold the appropriate special education authorization to serve the students.

The Workgroup and the Design Team agree that all teachers, including special education teachers, who are assigned to teach NCLB core academic subjects should be expected to demonstrate subject matter competence in those subjects they are assigned to teach. However, they are concerned that NCLB/IDEA requirements and regulations may make the current shortage of special education teachers even more acute. To limit the impact on the supply of special education teachers while assuring that all children with special needs are taught by teachers with the appropriate subject matter knowledge, it is critical that candidates understand their options as early as possible.

Because subject matter competence requirements are predetermined by federal and state regulations and because subject matter preparation takes place prior to the pedagogical preparation, there is no program standard that addresses subject matter competence. NCLB subject matter competence falls into the area of “compliance” which is addressed in credential Preconditions.

## **Goal 2. Enhancing Access to Special Education Credentials**

One of the goals of the Special Education reform effort is to increase the opportunities for those who want to become special educators. The Workgroup and Design Team wanted to develop a variety of preparation options for those who decide they want to be special education teachers at different times in their lives. They also believe that there should be an increased emphasis on recruitment and advisement for those who want to become special educators. Since more than half of those who become special education teachers begin their collegiate careers in community colleges, it is critical that articulation agreements between four year institutions and community colleges include information on the opportunities available in special education and the requirements that the candidates need to meet.

All preliminary credential options should provide carefully delineated coursework routes, extensive advisement and multiple opportunities for early field experiences. Support of students who want to work in special education should begin when they identify their intent to seek this major. Advisement should be the first step in the support system that follows them throughout the learning to teach process and guides them in the courses and experiences they complete. Early field experiences help candidates discover if special education is the correct career path. Because of the complexities of working with special needs students, it is important that candidates have an opportunity in a protected setting to be sure that they are entering that right field before they have taken too many courses.

There should be multiple entry points into special education teacher preparation programs.

- Entry points should be available for those who know they want to be special education teachers when they enter college;
- Undergraduate options should be encouraged including an undergraduate “Special Populations” major that would integrate core academic subject matter instruction, coursework about special populations and special education pedagogy and field experiences;
- Options for those who want to teach secondary special education which combine a major in core academic subject and special education should be available, streamlined and encouraged;
- Options for those who want to seek two credentials; e.g., Multiple Subject and Mild/Moderate or Mild/Moderate and Moderate/Severe should be available and encouraged; and
- Both student teaching based teacher preparation and internships should be available for those who decide they want to teach after achieving their baccalaureate degree or after another career.

Each of the routes would be subject to the same standards and requirements although the use of assessments and granting equivalencies to meet these requirements is encouraged and expected.

#### Special Populations Major

This degree program would combine general education coursework that would emphasize the subjects taught in public school core curriculum, an academic major that focuses on developmental and special population issues with many practicum opportunities, and special education pedagogy. The integrated program would result in a baccalaureate degree and a Preliminary Education Specialist credential. State NCLB requirements for new special education teachers teaching elementary curriculum require passage of the CSET: Multiple Subject exam.

This degree program would focus on individuals with disabilities from birth through adulthood. Major areas of consideration will be on causal, cultural, social and occupational factors as well as typical and atypical human development. An overview of both federal and state legal issues will be addressed. Early field experience and service learning projects will be included in this major.

A variation on this model could be created for those interested in teaching Special Education at the middle/high school level. In this program candidates would be advised to take an academic major as well as coursework in typical and atypical human development, and academic and special education pedagogy.

#### Alternative Program Delivery Options

Special Education teacher preparation program providers should utilize distance learning mechanisms to deliver instruction when possible. This is particularly important in low incidence programs to assure access to specialized preparation in all regions of the state. Programs should share candidates to allow instruction in foundational knowledge, core curriculum and early field experiences and programs should be offered in locations convenient to their home or through

distance learning. Programs should encourage transfer of credit and multi-campus programs so expertise in content areas can be shared as is already done in some programs.

The expansion of technology allows preparation programs such as low incidence to reach audiences that previously would have been unavailable. Due to the small number of faculty and candidates in low incidence programs, statewide flexible entry and equivalency of coursework among approved program sponsors would facilitate growth of these programs. If the shortages in special education teachers are to be overcome, traditional recruitment strategies must be enhanced by seeking potential teachers from new sources and providing better access to programs.

### **Goals 3 and 4. Expanding Special Education Credentials and Credential Authorizations to Improve Services to Schools and California's Students with Disabilities**

In the stakeholder meetings, the public forums, and the review of the credential structure, both in California and in other states, there was discussion of the most effective way to structure credentials to provide the best preparation to special educators and the best services to students with special needs. There was discussion of returning to the pre-1997 requirement of a multiple or single subject prerequisite credential. There was discussion of moving to a generic special education credential as two states currently use, or adopting a generic credential plus specific authorizations as 18 states use. After deliberation about possible options, the overwhelming consensus of the Workgroup was that the current structure of broadly based credentials and authorizations, as well as credentials that focus on low incidence areas, provided the most comprehensive offerings that would provide the most effective access to services for students with special needs.

The Workgroup did find that there were several areas where adjustments needed to be made to provide better and more flexible services to students with special needs. For example, there was complete agreement to expand the authorization and preparation in all Education Specialist Credentials to include Autism Spectrum Disorders (ASD). Currently, children with autism are served by individuals holding the Moderate/Severe Credential, although many children with Autism may have a range of abilities and needs on the spectrum, and some have additional other special needs. By adding ASD to all special education credential authorizations, it assures that students identified with ASD will be served in all environments with educators who possess the skills to do so effectively. The Credential Authorizations and Structure Chart (Chart 1) summarizes the current, existing areas of specialization and recommended changes, as well as current and recommended grade levels.

### **Goal 5. Improving the Skills and Abilities of Special Education Teachers**

Each Education Specialist and Other Related Services Credential candidate shall have opportunities to acquire foundational knowledge about students with disabilities and demonstrate the instructional strategies that will enable students to achieve their potential. Candidates should have an understanding of the characteristics of the students they are authorized to teach and serve, learn the strategies of assessment and instruction appropriate for their authorization and engage in field experiences to practice what is authorized by their credential. This should include:

- Understanding the cognitive and emotional development of students with disabilities;
- Knowledge of English learners skills and strategies;
- Understanding all aspects of the IEP process;
- Planning and classroom management strategies; and
- Studying legal, ethical and professional practices.

Each Education Specialist shall have opportunities to provide access to the core curriculum to students with disabilities and to teach in a range of service delivery settings with a variety of ages and abilities including:

- Teach in general education and least restrictive environment settings;
- Teach students from different backgrounds including English learners; and
- Teach the core curriculum including the Academic Core Content Standards and literacy and numeric skills in both general education and by adapting the core curriculum to students with special needs.

Each candidate shall acquire disability-specific knowledge and experiences that address the full range of disabilities covered in the credential authorization including:

- Knowledge of specific disability practices and strategies including specific disability differentiation strategies;
- Identification of specific disabilities including knowledge of eligibility;
- Knowledge of assessment including Alternative Standards and Assessment;
- Understanding adapting, modifying, accommodating and supplementing the instruction of students with specific disabilities; and
- Knowledge of effective practices to prepare students for transition across the school continuum and provide access to career technical education and life skills.

Each candidate shall have multiple opportunities for observation, practice and demonstration of the performance expectations for Education Specialist teachers. These experiences shall include:

- Opportunities for observation and early field experiences at the lower division including experiences through community college partners.
- Opportunities to practice in a full range of settings, service delivery models, and roles including day class, resource, co-teaching, consultative, and collaboration.
- Field experiences which include opportunities for collaboration with general education teachers, paraprofessionals, other related service providers, community agencies, advocates and families.

The chart below outlines the current credential structure and recommended changes and the addition of the Education Specialist: Communication Development Credential.

Credential Authorization	Specific Learning Disability/ Mental Retardation Mild/Moderate	Mental Retardation Moderate/Severe	Emotional Disturbance	Multiple Disabilities	Autism	Speech and Language Impaired	Deafness or Hearing Impairment	Deaf-Blindness	Visual Impairments Including Blindness	Orthopedic Impairment	Other Health Impairment	Traumatic Brain Injury
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***Education Specialist Instruction Credentials and Certificate***

(Also authorizes service as a resource specialist across all disability areas at the grade level of the document.)

Mild/Moderate (K-12, Adults)	X		X		XX <sup>1</sup>						X <sup>2</sup>	
Moderate/Severe (K-12, Adults)		X	X	X	X			X				
Deaf & Hard-of-Hearing (Birth to Age 22)					XX <sup>1</sup>		X	X				
Physical & Health Impairment (Birth to Age 22)				X	XX <sup>1</sup>					X	X	X
Visual Impairment (Birth to Age 22)					XX <sup>1</sup>			X	X			
Early Childhood Special Education (Birth - Pre-K only) <sup>3</sup>	X	X	X	X	X							
Communication Development <sup>4</sup>	XX				XX <sup>1</sup>							
Early Childhood Special Ed Certificate *(Birth - Pre-K only) <sup>5</sup>	X	X	X	X	X							

***Services Credential with a Teaching Authorization***

Speech-Language Pathology Services in Language, Speech and Hearing with Special Class Authorization					X	X						
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XX Denotes proposed new or additional authorization.

<sup>1</sup> Autism spectrum disorders within the disability area.

<sup>2</sup> Only for the areas of Attention Deficit Disorder and Attention Deficit, Hyperactivity Disorder. It is not for the physically or orthopedically impaired.

<sup>3</sup> The Early Childhood Special Education Credential authorizes services for ages birth to pre-K only.

<sup>4</sup> Primary needs of the student are in the area of academic language acquisition including academic language needs and/or communication.

<sup>5</sup> An individual must hold a valid prerequisite special education credential; the certificate authorizes services for age birth to pre-K only.

Credential authorizations and the preparation for those authorizations will be expanded to include treatment areas such as Autism Spectrum Disorder and Traumatic Brain Injury. Because there have been considerable changes in the service delivery modes over the past decade, team approaches to providing more complete services to students with disabilities and opportunities to practice collaborative delivery systems should be a point of emphasis for both Education Specialists and Other Related Services preparation programs. Participation in the inclusive setting and providing access to the core curriculum will also be emphasized in both Education Specialists and Other Related Services Credentials.

#### Communication Development Authorization

One of the recommendations of the Special Education Workgroup was the development of a new teaching authorization: Communication Development. In response to the repeated calls for a teaching authorization that focuses on communication, language and literacy from numerous stakeholders at meetings held around the state, the Workgroup and Design Team recommended the addition of an Education Specialist teaching credential authorization that focuses on those communication deficiencies that impede academic achievement. This credential would focus on literacy, communication, language development and pragmatic skills. The curriculum would focus on school based issues and the knowledge and skills necessary for success in the academic setting and in the core curriculum. The credential would cover preschool to age 22. Teachers may serve identified IEP students who receive services to support social interaction skill development. They may also reinforce student's communication and language development as a co-teacher in the academic setting.

The Workgroup and Design Team emphasizes that the new teaching authorization does not replace the current Speech-Language Pathology Services credential. No recommendations are made to change the structure of that credential. Speech-Language Pathologists would continue to be responsible for serving students whose disabilities have a clinical or medical disposition.

### **Proposed Changes in Standards and Authorizations**

#### Standards

Education Specialist and Other Related Services preparation programs that wish to offer Commission approved credential programs must successfully respond to the Commission's *Standards of Program Quality and Effectiveness*. These standards include the following sections: Preconditions which describe credential compliance aspects including the implementation of California statutes, regulations and Commission policies; Common Standards that are common to any program at an approved institution offering educator preparation programs; and Program Standards which relate to a particular credential program. For Special Education there are two types of Program Standards proposed, those which are generic to the credential and provide core instruction for all authorizations, and Specialty Specific Standards, which pertain only to the specific authorization.

#### Credential Authorizations

Authorizations are the statements that define what services are allowed by the credential. They are placed in Title 5 regulations and are used by the Commission and employers to determine a legal and appropriate assignment. Authorization statements will be prepared for all categories of Education Specialist teaching credentials and Other Related Services Credentials. Authorization

statements will be used by the team that creates a student's Individualized Educational Plan to determine which special education service provider can provide the best and most appropriate service for or to the student with a disability. In the preparation of an Education Specialist or Other Related Service provider, there must be a match between the authorized services, the skills, knowledge and abilities taught in the program and the field experiences that the candidate has in the course of the preparation.

In *Appendix B* the proposed generic Education Specialist Teaching Standards are provided for review. The first eight standards apply to both Education Specialist teaching credentials and Other Related Services Credentials (which will be presented in November). These standards include: 1) Program Design, Rationale, and Coordination; 2) Professional, Legal, and Ethical Practices; 3) Educating Diverse Learners; 4) Effective Communication and Collaborative Partnerships; 5) Assessment of Students; 6) Using Educational and Assistive Technologies; 7) Transition and Transitional Planning; and 8) Individual Family Services Plan (IFSP)/Individualized Education Plan (IEP)/Individual Transition Plan (ITP)s for All Students with Special Needs. In its response to the first program standard, for example, the sponsor will describe its program's design and rationale. The response will describe the program's coursework and clearly show how the program is delivered including the program delivery options it has chosen. For example, if the program has chosen to implement a special populations major, it would be described within this standard. If the program is using distance learning technology to expand its boundaries and reach a wider audience, it would also be described in this standard.

Program Standards 9-16 are designed for Education Specialist teaching credentials only because they relate to specific knowledge and abilities needed by those who will teach the core curriculum and specific skills that all Education Specialist teachers should know and be able to do. There is a particular emphasis on the core curriculum. Reading and teaching English learners is a particular point of emphasis of these program standards. In some cases, Services Credentials may have similar concepts in their Specialty Standards but are less focused on teaching and more on services as they are delivered in their area.

In *Appendix C* are proposed authorization statements for the Education Specialist teaching credentials.

*Appendix D* includes the Specialty Specific program standards. If a preparation program wishes to offer a particular authorization, it must respond to that set of Specialty Specific Standards as well as the generic Program Standards. Specialty Specific Standards are designed to focus on those areas that are unique to a particular credential authorization, provide instruction in assessment techniques or instructional strategies particularly emphasized by that credential authorization or place a greater emphasis on a disability area. For example, the Physical and Health Impaired (PHI) authorization has specific standards on Specialized Health Care and Assistive Technology because of the importance of these topics in a credential authorization that is responsible for those with orthopedic disabilities. Included at the top of Appendix C is the Definition of the Continuum of Teaching that all the teaching credentials will authorize.

*Appendix E* contains the one new Precondition that is being proposed. This precondition pertains to changes required in Subject Matter Requirements for Education Specialist teaching credentials.

*Appendix F* contains one sample of proposed Special Education Added Authorizations. These authorizations allow teachers who hold Education Specialist teaching credentials or a prior Special Education Teaching Credential to add a particular authorization to their existing credential. These authorizations will be approved, standards based programs. The proposed standards for Autism Spectrum Disorder are provided in this agenda item. The remainder (Emotional Disturbance, Deaf/Blind, Traumatic Brain Injury, Orthopedic Impairment and Other Health Impairment) will be provided in November.

In reviewing the proposed standards for Autism Spectrum Disorder (ASD) provided in this agenda item, it is important to note that staff has worked with the offices of Assembly Speaker Bass to put into place legislation that will meet the short term needs of teachers for school age Autism students (SB 2302 signed by the Governor on June 30, 2008) and with Assembly Member Beall (AB 131) for teachers of preschoolers. 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 Autism Spectrum Disorders (ASD). Options include providing ASD preparation in all Education Specialist Credential authorizations. It also includes developing Limited Assignment Permits and Added Authorizations for current holders of special education credentials to be prepared to teach students diagnosed with ASD. These options will be available when the Commission takes action on the proposed standards and when the Title 5 Regulations are approved. The proposed Added Authorization for Autism Spectrum Disorder that is presented in Appendix E presents the standards for the approved program which will provide the opportunities for teachers to add this authorization as provided in AB 2302.

### **Next Steps**

After Commission discussion, Commission staff will make these proposed standards available for stakeholder review. Changes will be incorporated as necessary, and a revised set of proposed standards for the Education Specialist teaching credentials will be presented at the December 2008 meeting.

## Appendix A

### Special Education Design Team Members

<b>Name</b>	<b>School/District/IHE</b>
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	Los Angeles Unified School District (retired)
Kathy Kinley	California School Boards Association and 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)
Dona Meinders	Liaison: Comprehensive Center/West Ed
Marion Miller	Liaison: Comprehensive Center/West Ed

## **Appendix B**

### **Draft Program Standards for Special Education Credentials**

*(as of August 20, 2008)*

#### **Program Standard 1: Program Design, Rationale and Coordination**

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale that has a sound theoretical basis relevant to the contemporary conditions of schooling. 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 among the instructional components and field work, and that provides for coordination of the administrative components of the program. The program describes a recruitment plan that allows for multiple points of entry.

#### **Program Standard 2: Professional, Legal and Ethical Practices**

Each program provides instruction in the philosophy and history of education, legal requirements and the status of special education services within society. This also includes state and federal legal requirements for assessment, individualized education program (IEP) development and monitoring, placement and instruction of students with disabilities, including English learners. The program ensures that candidates are knowledgeable of laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools. The candidate demonstrates this knowledge of ethical standards, appropriate educational practices in relation to fundamental issues, 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 of diverse 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.

#### **Program Standard 4: Effective Communication and Collaborative Partnerships**

The program provides instruction in communicating 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, 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 breath 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, placement, 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.

**Program Standard 6: Using Educational and Assistive Technology**

Each candidate demonstrates the ability to use appropriately 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 curriculum access and facilitate skill development of students with disabilities.

**Program Standard 7: Transition and Transitional Planning**

Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with disabilities. 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 implement training self determination skills to students with disabilities as appropriate.

**Program Standard 8: IFSP/IEP/ITPs for All Students with Special Needs**

The program provides opportunities to students to demonstrate the ability to effectively participate as a team member in the IFSP/IEP/ITPs 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/ITPs goals based on standards, and following all legal requirements of the IFSP/IEP/ITPs process for age appropriate students.

*The following Program Standards pertain only to Education Specialist teaching credentials. Services Credentials may have similar standards within Specialty 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 the 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 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 beginning reading is taught

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.*”

### **Program Standard 10: Preparation to Teach English Learners**

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize 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 student’s language acquisition.

### **Program Standard 11: Typical and Atypical Development**

The program prepares candidates to demonstrate comprehensive knowledge of typical 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.

### **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, behavioral and emotional needs. The program ensures that candidates are knowledgeable of 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**

Candidates acquire and demonstrate the ability to utilize assessment information to develop lessons that promote students' access to and achievement in the state-adopted academic content standards and the core curriculum. The program provides the opportunity for candidates to demonstrate the ability to develop, implement, adapt, and evaluate a variety of pedagogical approaches to teaching including unit and lesson plans that provide equitable access instruction and experiences that are commonly taught in the state approved core curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse strengths, needs, and interests in a variety of educational environments, including community based education sites. Candidates must be able to apply these skills as they pertain to their area of specialization and credential authorization across age and grade levels including autism spectrum disorder and emotional disturbance.

**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.

**Standard 15: Field Experience in the Full 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 and lead to the careful identification of an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services. The culminating placement should reflect, as practical, candidate career aspirations as developed in coursework and prior experiences with the field. 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.

Across the array of opportunities for interaction with the service delivery system, including the culminating placement, the program must provide candidates with opportunities for the observation, practice and demonstration of the Teaching Performance Expectations for Education Specialists. In addition, the opportunities for interaction must include opportunities for collaboration with general education teachers, paraprofessionals, other related service providers, community agencies, advocates and families; they also must include opportunities for transition planning, implementing and IFSP's. IEP, Individual Transition Plans. In planning interactions with the service delivery system, programs are encouraged to plan early experiences in partnership with community colleges and through undergraduate preparation models. In planning culminating placements, programs are encouraged to provide placements in the context of the service delivery system that will be of sufficient duration so that candidates have the opportunity to demonstrate the teacher performance expectation for special educators.

**Program Standard 16: Assessment of Candidate Performance**

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program 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.

## **Appendix C**

### **Draft Education Specialist Credential Authorizations**

*(as of August 20, 2008)*

*Note: Underlining and Strikeouts are provided to show differences between current authorization and proposed authorization statements.*

#### **Definition of Continuum of Program Options for all Teaching Credentials:**

The continuum includes: ~~regular general education classrooms~~ settings; resource rooms or services; special ~~day education classrooms~~ settings; special schools; home/hospital settings; correctional facilities; non-public, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms.

#### **Specialty Authorizations**

##### **Mild/Moderate Disabilities**

The Education Specialist Instruction Credential: Mild/Moderate Disabilities authorizes the holder to conduct assessments, provide ~~special education~~ instruction, and special education related services to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, traumatic brain injury, other health impairment, ~~and serious~~ emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12 to age 22, and classes organized primarily for adults in services across the continuum of program options available.

##### **Moderate/Severe Disabilities**

The Education Specialist Instruction Credential: Moderate/Severe Disabilities authorizes the holder to conduct assessments, provide ~~special education~~ instruction, and special education related services to individuals with a primary disability of autism, moderate/severe mental retardation, deaf-blindness, ~~serious~~ emotional disturbance, and multiple disabilities, in kindergarten, grades 1 through 12 to age 22, and classes organized primarily for adults.

##### **Physical and Health Impairments**

The Education Specialist Instruction Credential: Physical and Health Impairments authorizes the holder to conduct assessments, provide ~~special education~~ instruction, and special education related services to individuals with a primary disability of orthopedic impairment, other health impairment, multiple disabilities, ~~and~~ traumatic brain injury, and autism spectrum disorders within the disability area, from birth through ~~grade 12~~ age 22, and classes organized primarily for adults in services across the continuum of program options available.

##### **Deaf and Hard of Hearing**

The Education Specialist Instruction Credential: Deaf and Hard-of-Hearing authorizes the holder to conduct assessments, provide ~~special education~~ instruction, and special education related services to individuals with a primary or secondary disability of deafness or hard of hearing, ~~deaf-blindness, and hearing impairment~~, autism spectrum disorders within the disability area, and

a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensori-neural, and/or auditory neuropathy, from birth through ~~grade 12~~ age 22, and classes organized primarily for adults in services across the continuum of program options available.

### **Visually Impaired**

The Education Specialist Instruction Credential: Visual Impairments authorizes the holder to conduct assessments, provide ~~special education~~ instruction, and special education related services to individuals with a primary disability of visual impairment including blindness and deaf-blindness, and autism spectrum disorders within the disability area, from birth through ~~grade 12~~ age 22, and classes organized primarily for adults in services across the continuum of program options available.

### **Early Childhood Special Education**

The Education Specialist Instruction Credential: Early Childhood Special Education authorizes the holder to conduct assessments, provide ~~special education~~ instruction, and special education related services to children from birth through pre-kindergarten ~~who are eligible for early intervention special education and related services under federal and state law, with a primary disability of specific learning disabilities, mild/moderate mental retardation, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities except children with a primary disability of deafness, hearing impairment, deaf blindness, visual impairment including blindness, orthopedic impairment, and traumatic brain injury~~ in services across the continuum of program options available.

### **Communication Development**

The Education Specialist Instruction Credential: Communication Development authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with academic communication and language needs in the following areas: language development, social communication, school readiness skills, literacy development, competencies across the curriculum in listening, speaking, reading, writing, and core academic areas, and autism spectrum disorders within the disability area, in preschool, kindergarten, grades 1 through 12 to age 22, and classes organized primarily for adults in services across the continuum of program options available.

## **Appendix D**

# **Draft Specialty Specific Program Standards and Education Specialist Credential Authorizations**

*(as of August 20, 2008)*

### **Definition of Continuum of Program Options for all Teaching Credentials:**

The continuum includes: general education settings; resource rooms or services; special education settings; special schools; home/hospital settings; correctional facilities; non-public, non-sectarian schools and agencies as defined in Education Code Sections 56365 and 56366; and alternative and non-traditional instructional public school settings other than classrooms.

### **Mild/Moderate Disabilities (M/M)**

#### *Authorization*

The Education Specialist Instruction Credential: Mild/Moderate Disabilities authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, traumatic brain injury, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12 to age 22, and classes organized primarily for adults in services across the continuum of program options available.

### **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. Candidates have knowledge of etiologies including visual processing, historical, theories to practice.

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

Each candidate demonstrates 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. Each candidate is able 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. Candidates utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress. Candidates prepare students to be accurately assessed on state-mandated accountability measures.

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

Each candidate demonstrates knowledge and skills in selecting curricula and in using evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. Each candidate utilizes standards-based assessment data to collaboratively develop IEP goals, adaptations and

instructional plans that 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. Candidates 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. Candidates have a knowledge base of strategies and interventions for students who are not responding. Candidates have skills in creating instructional and behavior support partnerships with parents/families.

#### **M/M Standard 4 Positive Behavior 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/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities**

Each candidate has 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. Candidates must know how mild/moderate disabilities impact student learning in these areas. Candidates must know evidence-based methods for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities. Candidates must know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing. Candidates must know how to teach mathematical skills, applications and problem-solving methods. Candidates must know how to select and adapt standards-based curricula and supplementary materials in these skill areas.

#### **M/M Standard 6: Case Management**

Each candidate demonstrates knowledge and skills in case management for students with mild/moderate disabilities and those referred for special education.

#### **Moderate/Severe Disabilities (M/S)**

##### *Authorization*

The Education Specialist Instruction Credential: Moderate/Severe Disabilities authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of autism, moderate/severe mental retardation, deaf-blind, emotional disturbance, and multiple disabilities, in kindergarten, grades 1 through 12 to age 22, and classes organized primarily for adults.

**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.

**Physical and Health Impairments (PHI)***Authorization*

The Education Specialist Instruction Credential: Physical and Health Impairments authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of orthopedic impairment, other health impairment, multiple disabilities, traumatic brain injury, and autism spectrum disorders within the disability area, from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.

**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.

## **Deaf and Hard of Hearing (DHH)**

### *Authorization*

The Education Specialist Instruction Credential: Deaf and Hard-of-Hearing authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary or secondary disability of deaf or hard of hearing, deaf-blind, autism spectrum disorders within the disability area, and a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.

## **DHH Standard 1: Characteristics of Learners**

Candidates demonstrate knowledge of etiologies related to hearing loss and the research regarding theories of learner characteristics that impact the unique needs in education, language and cognitive development, as well as social growth of students who are deaf or hard of hearing, ages birth to 22, including students who are deaf-blind, and/or those 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 signed language and oral language usage (where appropriate). Candidates demonstrate skills in a repertoire of communication strategies that facilitate communication exchanges with students who are deaf or 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.

**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 development skills 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 Core Assessment Standard, 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 of students who are deaf or hard of hearing.

**DHH Standard 6: Instructional Techniques**

In addition to the Core Curriculum and Instruction Standard 17B, each candidate demonstrates an understanding of and ability to implement effective, individually designed instruction for students who are deaf or hard of hearing, ages birth to 22, 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 assess, plan, and implement 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 exhibit visual impairments, emotional disturbance, autistic like behaviors and cognitive delays that are concomitant 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 effective communication skills.

**DHH Standard 10: 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 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 Common Standard 16 on 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.

## **Visually Impaired (VI)**

### *Authorization*

The Education Specialist Instruction Credential: Visual Impairments authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with a primary disability of visual impairment including blind and deaf-blind and autism spectrum disorders within the disability area, from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.

### **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 of for conducting functional vision assessment, assessment to determine the appropriate reading medium or media, and an assessment of Braille skills. 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, and present levels of functioning as it 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).

### **VI Standard 4: Braille Competency**

Each candidate demonstrates proficiency in reading and writing 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 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. 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, instructional strategies, and the ability to adapt materials for teaching disability-specific academic and functional academic. 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 information from the functional vision assessment as one criterion in determining the appropriate reading and learning medium or media, and applies this information when evaluating the effectiveness of specialized media, materials, equipment, and physical environment for the learner who has low vision or are functionally blind with the ability to read.

### **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 expanded core curricula to individuals with visual impairments, birth to 22 years of age including: 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. 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 to 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.

### **VI Standard 11: Specialized Technology for Students with Visual Impairments**

Each candidate demonstrates knowledge of specialized technology for individuals with visual impairments. Each candidate demonstrates the use of common specialized media devices such as closed circuit television, digital recorders, computer programs with large print displays, Braille, or voice output capabilities, electronic note takers and adaptive materials such as talking calculator, scanning devices, and tactile graphics.

## **VI Standard 12: Psychological, Sociological, and Vocational Implications of Visual Impairments**

Each candidate demonstrates knowledge of local, state, and national legislation, historical foundations and their implications for the field of visual impairment and blindness. Each candidate understands the psychological, sociological, and vocational implications of visual impairment.

## **VI Standard 13: Transitional Planning**

Each candidate demonstrates knowledge of instructional methods and strategies for transition including career awareness and education, and vocational training and experiences from: home to school, school to school, program to program, and school to work. In addition, each candidate demonstrates knowledge of the vocational implications resulting from attitudes of society toward visual impairment.

## **Early Childhood Special Education (ECSE)**

### *Authorization*

The Education Specialist Instruction Credential: Early Childhood Special Education authorizes the holder to conduct assessments, provide instruction, and special education related services to children from birth through pre-kindergarten with a primary disability of specific learning disabilities, mild/moderate mental retardation, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities in services across the continuum of program options available.

## **ECSE Standard 1: Theoretical, Philosophical, and Empirical Foundations**

Each candidate demonstrates 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**

Each candidate demonstrates 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. Each candidate demonstrates skill required to ensure that the intervention and/or instructional environment is appropriate to the child's chronological age, developmental differences, and disability-specific needs.

**ECSE Standard 3: 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.

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

Each candidate demonstrates 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 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 knowledge of differences in assessment of infants/toddlers and young children. 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 candidate demonstrates 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 (including ability to write developmentally and functionally appropriate child and family outcomes and goals), 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 candidate demonstrates skill 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. 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 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. Each candidate demonstrates knowledge of evidence based curriculum approaches used in typical programs for young children and the ability to modify and adapt these various curriculum approaches and early learning experiences to meet the needs of young children with disabilities and to ensure their access to and success in activities in typical early childhood environments.

### **ECSE Standard 7: Learning Environments**

Each candidate demonstrates 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 in arranging group settings that promote positive initiations and social interactions and that are physically and emotionally safe for children and their families. Each candidate demonstrates skill required to organize space, time, and materials to match the child's individual learning needs in 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. Each candidate demonstrates skill required to provide services in multiple settings in a non-intrusive, respectful manner.

### **ECSE Standard 8: Collaboration and Teaming**

Each candidate demonstrates 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 knowledge of the importance of an interdisciplinary collaborative model to meet the comprehensive needs of young children with disabilities and their families within a complex system. Each candidate demonstrates skill required participating as a team member, to identify and enhance team roles, communicating, 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). Each candidate demonstrates knowledge of adult learning principles required to work effectively and appropriately with team members and the ability to mentor, manage, and supervise

paraprofessional staff, to consult, train, and provide effective feedback to family members and other service providers.

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

Each candidate demonstrates skill required to address developmental and learning characteristics associated with low incidence disabilities (e.g. visual impairment, hearing loss, motor disabilities, deaf-blind). Each candidate demonstrates 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 demonstrates 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 demonstrates skill required to implement and adapt appropriate interventions to meet the low incidence needs of the child. Each candidate consults and collaborates with appropriate specialists in developing and 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**

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 have culturally and linguistically diverse backgrounds and 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/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.

## **Communication Development (CD)**

### *Authorization*

The Education Specialist Instruction Credential: Communication Development authorizes the holder to conduct assessments, provide instruction, and special education related services to individuals with academic communication and language needs in the following areas: language development, social communication, school readiness skills, literacy development, competencies across the curriculum in listening, speaking, reading, writing, and core academic areas, and autism spectrum disorders within the disability area, in preschool, kindergarten, grades 1 through 12 to age 22, and classes organized primarily for adults in services across the continuum of program options available.

### **CD Standard 1: Characteristics of Students with Communication Development Needs**

Candidates have knowledge of students identified per the categories of IDEA with Communication 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.

### **CD 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.

### **CD Standard 3: Assessment and Evaluation of Language Skills**

Each candidate demonstrates knowledge and skills relating to using and interpreting a variety of individual assessment and evaluation approaches appropriate for students with communication disabilities. Each candidate demonstrates knowledge and skill for interpreting and communicating the results of a variety of non-biased standardized and on standardized techniques, instruments and processes that are standards-based curriculum based and appropriate to the diverse needs of individual students. Each candidate understands 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.

### **CD Standard 4: Academic Assessment and Instruction**

Each candidate demonstrates 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. Each candidate demonstrates the knowledge of and ability to apply instructional models and strategies that align with ongoing assessment results. The candidate applies research-based interventions that are effective at early and intermediate academic levels.

### **CD 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.

**CD 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.

**CD Standard 7: Social and Communication Skills**

Each candidate identifies and utilizes the most appropriate technique/s for individual and group communication and plan 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 instructional and behavior support partnerships with parents/families/teachers/employers.

**CD 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, current practices in the field.

**Appendix E**  
**Draft Precondition**  
**Education Specialist Teaching Credential**

**Demonstration of Subject Matter Competence for**  
**Education Specialist Teaching Credentials**

Education Specialists must meet the demonstration of 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 English-Language Arts, Mathematics, Science or Social 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); 2) completion of a Commission approved Single Subject Matter program or the equivalent; or 3) completion of an academic major of at least 32 semester units or the equivalent in English-Language Arts, Mathematics, Science or Social Science.
- c. Those Education Specialists assigned to teach students whose students 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.

**Appendix F**  
**Added Special Education Authorizations**  
*(as of August 20, 2008)*

**Autism Spectrum Disorder (ASD)**

**Standard 1: Characteristics of Students with Autism Spectrum Disorder**

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

**Standard 2: Teaching, Learning and Behavior Strategies for Students with ASD**

The program ensures 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. The candidate is able to use appropriate assessment to drive program decisions. Candidates are able to implement learning strategies from acquisition to generalization. The candidate understands and appropriately utilizes behavioral based teaching strategies, structured teaching, use of visual supports and positive behavior supports.

**Standard 3: Collaborating with Other Service Providers**

The program will provide proactive monitoring opportunities for candidates with ASD to demonstrate skills as a member of a multidisciplinary team, including systems for collaborating with other service providers such as Occupational therapist, Speech and Language Pathologist, Paraprofessional, outside agencies etc.

## Appendix G Special Education Workgroup Recommendations

Type	#	Special Education Recommendation	A	B	C	D	E
Structure	1	Maintain Current Credentials, Expand Authorizations	x		x		
	2	Multiple Entry Points including Special Populations Major		x	x		
	3	Improve Advisement, Recruitment and Articulation		x		x	
	4	Revise Clear Credential Structure to Include Induction			x	x	
	5	Add Commission Certificates of Authorization	x	x	x	x	
	6	Revisions in Speech Language Pathology Credentials	x	x	x	x	x
	7	Provide Career Ladder Opportunities, Equivalencies		x		x	
	8	Expand Program Delivery Options		x	x	x	x
Subject Matter Competence	9	Elementary Subject Matter Options					x
	10	Secondary Subject Matter Options					x
	11	List Authorization on Credential				x	x
	12	Out of State Parity					x
	13	Subject Matter Authorized by Previous Credential		x			x
	14	32 Unit Major for Secondary		x			x
	15	Encourage Use of Service Delivery Options	x	x	x		x
	16	Continue Dialogue To Find Flexibility				x	x
Content and Performance Expectations	17	Foundational Knowledge	x		x		
	18	General Education Knowledge	x		x		x
	19	Disability Specific Knowledge	x		x		
	20	Expand Field Experience to Include Full Range of Service Delivery Options	x	x	x	x	
	21	Implement Teaching Performance Assessment	x		x		
	22	Partnered Clear Credential Programs			x	x	
Service Delivery	23	Prepare Teachers to Provide Universal Access	x		x		x
	24	Preparation in Multi-Tiered Intervention	x		x		x
	25	Provide Specialized Intervention Services	x		x		x

A: Improve Services to Students with Disabilities

B: Provide More Opportunities to Become a Special Educator

C: Improve Skill Levels and Retention Rates of Teachers

D: Reduce Redundancies, Streamline Process, Improved Service to Districts

E: Align State and Federal Policies, Align CTC and CDE Policies