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Information

Professional Services Committee

Proposed Standards for Other Related Services Credentials, Added Authorizations, and Clear Credentials for Education Specialist Teaching Credentials

Executive Summary: This agenda item presents the proposed standards and authorization statements for Other Related Services Credentials, standards for ways to add authorizations to existing credentials, and standards to clear an Education Specialist credential.

Recommended Action: For information only

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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

November 2008

Proposed Standards for Other Related Services Credentials, Added Authorizations, and Clear Credentials for Education Specialist Teaching Credentials

Introduction

In this agenda item staff presents the second installment of proposed credential authorizations and standards for Education Specialist credentials. First, this item presents the proposed standards for Other Related Services Credentials. These are in the following areas:

1. Speech-Language Pathology: Language, Speech and Hearing
2. Clinical or Rehabilitative Services: Orientation and Mobility
3. Clinical or Rehabilitative Services: Audiology

This item also includes proposed standards that will allow current special education teachers to add authorizations to expand the categories of special needs students they can serve based upon additional preparation. In October proposed standards to add an authorization to teach students within the spectrum of autism disorders were provided. This month three additional authorizations are proposed in the following areas:

1. Deaf-Blind
2. Emotional Disturbance
3. Traumatic Brain Injury

The third set of proposed standards in this item is for the Education Specialist Clear Credential requirements. These standards reflect the intention to move toward a support program such as the Beginning Teacher Support and Assessment (BTSA) program and advanced preparation as the means to an Education Specialist Clear Credential.

Other Related Services Credential Standards

In addition to Education Specialist “teaching” credentials, California statutes authorize the Commission to issue services credentials that provide particular “services” to students in schools. There are four types of services credentials: Administrative Services, Pupil Personnel Services, Health Services, and Other Related Services Credentials. Other Related Services are usually clinical services offered in a school setting. In those cases when a services credential holder is authorized to teach specific academic content, they must hold a specific authorization for that service. Two examples are Health Services: School Nurses who may obtain an authorization to teach Health, and Speech-Language Pathologists who may obtain a “Special Class Authorization” that allows them to teach Aphasic students in a self-contained classroom. The draft Other Related Services Credential Authorization statements are included as Appendix C.

The Commission’s design team (see Appendix A) and workgroup identified a number of preparation principles that should apply to both Education Specialist and Other Related Services Credentials to improve the skills and abilities of all holders of special education credentials. The

workgroup recommended that each Education Specialist and Other Related Services credential candidates have opportunities to acquire foundational knowledge about students with disabilities and demonstrate the 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 Individualized Education Program (IEP) process;
- Planning and management strategies; and
- Knowledge of legal, ethical and professional practices.

Each candidate should acquire disability-specific knowledge and experiences that address the 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;
- 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.

Each candidate should have multiple opportunities for observation, practice and demonstration of the performance required by the credential authorization. These experiences should include:

- Opportunities for observation and early field experiences;
- Opportunities to practice in the range of settings, service delivery models, and role authorized by the credential; and
- Field experiences which include opportunities for collaboration with general education teachers, paraprofessionals, other related service providers, community agencies, advocates and families.

Appendix B in this item includes the draft Program Standards for Other Related Services Credentials proposed by the design team. Appendix C includes the draft Other Related Services credential authorization statements. In addition, the proposed revised draft Specialty Specific Program Standards and Authorizations for Other Related Services Credentials is included as Appendix D. The standards have been updated to reflect the following: changes that have occurred in the treatment of the disabilities authorized by the credential; emphasis in collaborative service delivery; focus on methods of service delivery in schools; and emphasis on performance expected of credential candidates.

Finally, Appendix G is a table summarizing the 25 recommendations of the Special Education workgroup that was included in the report to the legislature in 2007.

Speech-Language Pathology Services Credential

The shortage of credentialed practitioners to provide language, speech, and hearing services continues to be one of the most critical of all special education areas. Based on the necessity to be in compliance with federal requirement, in 1997 the Clinical or Rehabilitative Services Credential: Language, Speech and Hearing (CRS:LSH) was modified to require a Masters Degree as the base credential. At the same time the Commission stopped issuing the Communication Handicapped (teaching) Credential because the credential did not meet the requirements of federal statute.

There are currently fifteen Commission approved programs. One new program was approved in the October 2008, and two additional programs are in the development stage at their institutions.

In 2006, AB 2837 (Chap. 581, Stats. 2006) changed the Clinical or Rehabilitative Services: Language, Speech and Hearing (CRS:LSH) Services Credential to Speech-Language Pathology Services Credential (SLP), requiring a two level (preliminary and clear) credential. This became effective January 1, 2007. The legislation specified that the Preliminary Credential shall be valid for a period of two years. The second level required that the holder complete a supervised thirty-six week practicum and pass the national exam authorized by the national professional organization, the American Speech and Language Association (ASHA).

The CRS:LSH and the SLP credentials are unique as they are the only Commission issued credentials that require a Masters Degree to achieve a Preliminary Credential. Preparation provided in these programs also authorizes service in hospitals and clinics, and many of the graduates of these programs are employed in these settings rather than in schools. The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) reversed earlier requirements for the Masters Degree for Speech-Language Pathologists.

In the report submitted to the Legislature in 2007, the Commission's Special Education workgroup recommended that SLP credential programs should be configured to allow a continuum of opportunities for those who wish to serve special needs students in schools in Speech, Language and Hearing. The report showed that there was a significant shortage of SLPs and that there had been a five year decline in individuals earning the credential. This declining trend differed from that which was occurring with other credentials that serve special needs students. The workgroup recommended the following methods to increase the supply of SLPs:

- Provide paid intern opportunities in public schools for persons to complete their clinical and school experiences following achievement of a baccalaureate degree.
- Encourage more programs to offer classes convenient to already certified teachers who want to be Speech-Language Pathologists.
- Explore ways to grow programs to attract more diverse students.
- Develop ways to partner with districts to meet local needs.
- Build a career ladder for Speech-Language Pathology Aids (SLPAs) and facilitate their entry into upper division and graduate coursework to become Speech-Language Pathologists.

Discussions are underway with approved programs and prospective programs to increase the supply of Speech-Language Pathologists.

Orientation and Mobility Services

The Clinical or Rehabilitative Services Credential: Orientation and Mobility (O&M) provides blind, visually impaired and deaf-blind individuals with age-appropriate, hands-on experiences in natural travel settings to assist in the development of a meaningful conceptual understanding of home, school and community environment. The O&M Services Credential authorizes the holder to provide services to students to allow them to learn how to navigate their environment and become independent travelers. Typically the only 'academic' skills which an O&M instructor may teach would be money skills, time, geography, and other skills needed for information and assistance. The O&M credential does not authorize teaching students with visual impairments.

There have been two such programs since the mid 1970s. The O&M subcommittee of the design team has revised the O&M Standards to reflect changes in service delivery that have developed since the standards were last revised in 1997.

Audiology

The Clinical or Rehabilitative Services: Audiology credential authorizes individuals to provide audiological assessment, tympanometry, and management of individual and classroom amplification systems and assistive listening devices. The audiologist screens and assesses students' hearing acuity and auditory processing skills, interprets the assessments, provides audiological instruction and services including instruction in verbal and non-verbal communication skills, and consults with students, parents, teachers, and other interested people regarding hearing impairments and auditory processing skills. In the last ten years most Audiology programs have become doctoral level programs, and none is specifically offering a credential at this time.

During the Commission's forums and in conjunction with the Commission's report to the Legislature on Special Education issues, discussions occurred with holders of the Audiology credential, district human resources personnel, and others interested in Audiology to determine the need for this credential. There was general agreement that many districts still require the services of Audiologists. In many cases those employed by districts have been there for many years. In other cases districts are now contracting for these services. Because there still seemed to be a degree of need for the credential, a subcommittee of the design team updated the Commission's Audiology standards to reflect advances in service delivery.

In order to try to find an effective way to make audiology services more readily available, staff has been exploring different program delivery models. One possibility follows the model utilized by the Health Services: School Nurse Credential when it was developed in 2007. To be eligible for the School Nurse authorization the candidate needs to hold a baccalaureate or higher degree and be licensed as a Registered Nurse. With this designation as a Registered Nurse and the preparation in nursing knowledge, skills and abilities, the candidate is awarded a Preliminary Credential. To Clear the Health Services: School Nurse credential the candidate must complete an approved program that addresses those specific knowledge and skills the candidate needs to perform successfully in schools.

Staff seeks direction as to whether the School Nurse model of certification could be used in other health fields. Staff seeks direction on the following questions:

- Is it feasible to apply the Health Services: School Nurse credential structure where the candidate has completed their professional preparation, and only has those aspects that relate to schools, children and youth to be completed, and use such a structure for the Audiology credential?
- In addition to audiology, is this structure applicable to other health related fields that have approached Commission staff about certification such as Physical Therapy and Occupational Therapy?
- Should this structure be applied Speech-Language Pathology, where a change in structure would require changes in statutes because of 2006 legislation that implemented a two level credential system to clear a credential?

Added Authorizations

Added Authorization programs allow an Education Specialist credential holder or previous special education credential holder to add authorizations following completion of specific additional coursework and field experience. As previously stated, the October agenda item included the proposed standards for the Added Authorization for Autism Spectrum Disorder. These proposed standards were brought forward to meet the needs of urgency requirements in AB 2302 (Bass) Statutes of 2008. The proposed standards for the remaining Added Authorizations are included in this agenda item.

The disability areas that are proposed as areas appropriate for Added Authorizations are all specific federal disability categories. Each added authorization would allow persons whose base authorization does not include preparation in the disability area to expand their preparation and ability to offer services in that credential area. Added Authorizations will allow districts more options to meet their assignment needs.

Each Added Authorization will be based on standards that focus only on that authorization. In most cases the standards will be the same as, or combinations of, standards from one of the full Education Specialist authorizations. For example the standards for the Deaf-Blind Authorization will pull standards from both the Visually Impaired and the Deaf and Hard of Hearing Standards. Standards for these authorizations may be found in Appendix E.

Recommendation to Clear an Education Specialist Credential

Currently Education Specialist candidates must complete two levels of preparation to clear their credential. The second level requires that the candidate be employed and providing Education Specialist services. In collaboration with their Education Specialist program they must complete advanced special education coursework. The forums that were held by Commission staff indicated that there were mixed perspectives about Level II programs. Some credential holders indicated that they had received good preparation that helped them be more successful in their jobs and allowed them to advance on their district's pay scale. Others felt quite overwhelmed when they were required to complete their local Beginning Teacher Support and Assessment (BTSA) Induction program as well as complete Level II credential requirements. There were also concerns that BTSA Induction was not sufficiently related to their Education Specialist program.

Based on these mixed results, the Commission's workgroup explored ways to combine the strengths of both BTSA Induction and the most effective parts of Level II special education certification. The Commission's workgroup made the following recommendation with respect to the Clear Credential:

To clear an Education Specialist Credential, a program that combines advanced coursework and supported induction should be available to all preliminary credential holders. If an individual holds more than one credential, the Individualized Induction Plan (IIP) that guides the teacher's advanced preparation should be written to clear all preliminary credentials held.

The proposed standards for the Clear Education Specialist Teaching credentials are included as Appendix F.

The rationale for the workgroup's recommendation is that there is a considerable body of evidence that teachers who are supported remain in teaching significantly longer than those who are not. However, it is likely that because of the wide range of service delivery options possible for an Education Specialist, they may be placed in a situation where support may not be enough to address the knowledge and skills void. The beginning Education Specialist's Individualized Induction Plan (IIP) would focus on the service delivery models of the teacher's current employment. The workgroup concluded that in the beginning years of teaching, both support programs and applied and advanced preparation will greatly assist the novice teacher to become increasingly more effective in serving the needs of students with disabilities in the range of service delivery modes they are expected to master. The use of the IIP can lead to focused, effective instruction accompanied by mentored support that will allow applied and specialized experiences for all the teaching credentials that the teacher holds. The design team concluded that focused, individualized, supported clear credential preparation will lead to better prepared, more confident teachers who would be better able to deal with the complexities of special education and who are more likely to remain in teaching.

The design team recommends that each candidate for a clear credential will successfully complete an Education Specialist Induction program conducted as a partnership between a local education agency (LEA) and a Commission approved teacher preparation program. The program will include:

- An IIP completed by the site level support provider, program representative and the credential holder. The plan identifies the coursework, experiences, and tasks that should be completed. The plan assesses the candidate's preliminary program to determine if equivalence can be granted for any prior knowledge, skill or ability.
- A maximum of 12 units of advanced coursework. These courses must clearly build upon and apply the knowledge and skills acquired during the preliminary program. Coursework should strengthen the ability of the candidate to take on the various roles; e.g., consultant, case manager, team teacher, resource specialist.
- Professional development activities, by the preparation program and the LEA in partnership, to support the candidate as an effective and reflective practitioner. Opportunities to interact with professional organizations, community service providers, parents and other representatives such as advocates and case workers should be provided.
- The recommendation for the clear credential shall be made jointly by the LEA and the teacher preparation program.

The Clear Credential should focus on providing advanced, applied knowledge that enables the candidate to become more proficient in a variety of service delivery modes to provide effective services to students with special needs. The support provided, the plan developed, and the instruction offered should be focused on this goal.

The IIP to clear an Education Specialist Credential shall be based on the following principles:

- The candidate has the right to create an induction plan from among a listed menu of district or university professional development offerings.
- The Induction Plan menu options are designed to expand the candidate's knowledge base and are not a continuation of basic coursework necessary to obtain a specific Preliminary Educational Specialist Credential.
- An individual holding more than one preliminary credential can clear all Preliminary Credentials with **one** induction plan.
- Each preliminary preparation program is expected to develop a Transition Plan for each candidate **prior** to the completion of the preliminary program that will assist the developers of the Individual Induction Plan (IIP). The Induction plan will be based on the Transition Plan created by the candidate and the agency issuing the preliminary credential (school district or university).
- The IIP shall be developed, approved, and signed by each of the following participating parties: the credential candidate, school district monitor and the university preparation program coordinator.
- The Education Specialist induction plan shall be no more than the equivalency of 12 semester units.
- Each district will need to develop equivalency hours for the program offerings that becomes part of a candidate's induction program.

Next Steps

After Commission discussion, Commission staff will make these proposed standards available for stakeholder review. Changes will be incorporated as necessary. A web-based survey will be used to seek input about the proposed standards. A revised set of proposed standards for Other Related Services, Added Authorizations, and Education Specialist Clear Credentials will be presented at the January 2009 meeting.

In March 2009 staff will return with those special education items that still need Commission action. This includes the following areas that were included in the Special Education Implementation Plan:

- Preconditions for Education Specialist and Other Related Services Credentials;
- Authorizations for Resource Specialists and Resource Specialist Local Assessor Panels;
- Standards for the Early Childhood Education Specialist Certificate;
- Standards for Adapted Physical Education Certificates;
- Proposed Credentials for Physical Therapy and Occupational Therapy;
- Issues related to the Prelingually Deaf; and
- Teaching Performance Expectations.

Appendix A

Special Education Design Team Members

Name	School/District/IHE
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 Chaffey Joint Union High 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 Mink	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 Including Other Related Services Credentials

Program Standard 1: Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design 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: Individual Family Support Program (IFSP)/Individualized Education Plan (IEP)/Individual Transition Plan (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.

Appendix C

Draft Other Related Services Credential Authorizations

Authorizations are the statements that define what services are allowed by the credential. The authorization also includes the ages and grades authorized and the continuum of program options where services may be offered. Authorizations are placed in Title 5 regulations and are used by the Commission and employers to determine appropriate assignment. Authorization statements are prepared for all categories of Education Specialist Teaching Credentials and Other Related Services Credentials. Any skill or knowledge expected in the authorization must be matched in the preparation program.

Definition of Continuum of Program Options for all Other Related Services Credentials

The continuum includes: general education settings; clinical 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.

The Speech-Language Pathology Services Credential: Language Speech and Hearing

The Speech-Language Pathology Services Credential: Language, Speech and Hearing authorizes the holder to conduct assessments, offer therapeutic and clinical services, provide specific learning disability area services related to speech and language, and special education related services to individuals with language and speech impairments across the special education disability areas, from birth through age 22 and in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available.

The Clinical or Rehabilitative Services Credential: Audiology

The Clinical or Rehabilitative Services Credential: Audiology Credential authorizes individuals to provide audiological assessment, tympanometry, and management of individual and classroom amplification systems and assistive listening devices. The audiologist screens and assesses students' hearing acuity and auditory processing skills, interprets the assessments, provides audiological instruction and services including instruction in verbal and non-verbal communication skills, and consults with students, parents, teachers, and other interested people regarding hearing impairments and auditory processing skills

The Clinical or Rehabilitative Services Credential: Orientation and Mobility

The Clinical or Rehabilitative Services Credential: Orientation and Mobility (O&M) provides blind, visually impaired and deaf-blind individuals with age-appropriate, hands-on experiences in natural travel settings to assist in the development of a meaningful conceptual understanding of home, school and community environment. The Orientation and Mobility (O&M) Services Credential authorizes the holder to provide services to students to allow them to learn how to navigate their environment and become independent travelers.

Appendix D

Draft Specialty Specific Program Standards and Authorizations for Other Related Services Credentials

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.

Speech-Language Pathology Services Credential

Authorization

The Speech-Language Pathology Services Credential: Language, Speech and Hearing authorizes the holder to conduct assessments, offer therapeutic and clinical services, provide specific learning disability area services related to speech and language, and special education related services to individuals with language and speech impairments across the special education disability areas, from birth through age 22 and in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available.

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

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

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

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

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

Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency,

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

SLP Standard 4: Assessment of Speech and Language Disorders

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

SLP Standard 5: Management of Speech and Language Disorders

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

SLP Standard 6: School Field Experience

Each candidate will complete sufficient field experiences in the schools to demonstrate the knowledge, skills and abilities described in SLP Standards 1 through 5. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate and demonstrate proficiency in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance

to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).

SLP Standard 7: Consultation and Collaboration

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

SLP Standard 8: Assessment of Candidate Performance

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

Audiology Credential

Authorization

The Clinical or Rehabilitative Services Credential: Audiology Credential authorizes individuals to provide audiological assessment, tympanometry, and management of individual and classroom amplification systems and assistive listening devices. The audiologist screens and assesses students' hearing acuity and auditory processing skills, interprets the assessments, provides audiological instruction and services including instruction in verbal and non-verbal communication skills, and consults with students, parents, teachers, and other interested people regarding hearing impairments and auditory processing skills.

AUD Standard 1: Bases of Hearing Impairment

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

AUD Standard 2: Speech, Language, and Hearing Mechanism

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

AUD Standard 3: Speech, Language, and Hearing Acquisition

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

AUD Standard 4: Evaluation of Hearing Impairments

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

AUD Standard 5: Habilitation of Hearing Impairments

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

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

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

AUD Standard 7: Field Experience

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

Clinical or Rehabilitative Services Credential: Orientation & Mobility for the Blind and Visually Impaired

Authorization

The Clinical or Rehabilitative Services Credential: Orientation and Mobility (O&M) provides blind, visually impaired and deaf-blind individuals with age-appropriate, hands-on experiences in natural travel settings to assist in the development of a meaningful conceptual understanding of home, school and community environment. The Orientation and Mobility (O&M) Services Credential authorizes the holder to provide services to students to allow them to learn how to navigate their environment and become independent travelers.

O&M Standard 1: Professional Information

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

O&M Standard 2: Knowledge of Relevant Medical Information

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

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

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

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

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

O&M Standard 5: Planning O&M Programs

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

Educational Program (IEP), Individualized Transition Plan (ITP), Individualized Plan for Employment (IPE)].

O& M Standard 6: O&M Related Concepts

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

O&M Standard 7: Orientation Strategies and Skills

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

O&M Standard 8: Mobility Skills

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

O&M Standard 9: Use of Sensory Information

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

O&M Standard 10: Learners Who Have Additional Disabilities

Each candidate demonstrates knowledge of the implications of additional disabilities upon O&M instruction (e.g., physical and health impairments, cognitive disabilities, hearing impairments,

traumatic brain injury), and potential accommodations and modifications that might be effective. Each candidate demonstrates knowledge of the value of active collaboration and working as a member of a team in meeting the needs of learners who have additional disabilities.

O&M Standard 11: Diverse Learners

Each candidate demonstrates knowledge of the multiple dimensions of identity including diversity, age, gender, sexual orientation, race and culture, as they relate to O&M instruction.

O&M Standard 12: Analyze and Modify Environments

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

O&M Standard 13: Psycho-Social Implications of Blindness and Visual Impairments

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

O&M Standard 14: Supervised Fieldwork

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

Appendix E

Added Special Education Authorizations

Autism Spectrum Disorder (ASD)

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.

ASD 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.

ASD 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.

Deaf-Blind Added Authorization

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

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

Deaf-Blind Standard 2: Sensory Systems

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

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

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

Deaf-Blind Standard 4: Communication and Language Development

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

Deaf-Blind Standard 5: Collaborative Partnerships

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

Emotional Disturbance (ED) Added Authorization Standards

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

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

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

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

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

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

Traumatic Brain Injury (TBI) Added Authorization Standards

TBI Standard 1: Characteristics of Students with Traumatic Brain Injury

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

TBI Standard 2: Teaching and Learning for Students with TBI

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

TBI Standard 3: Behavior and Emotional Strategies for Students with TBI

The program will focus on developing the candidate's knowledge regarding the underlying cause of a student's behavioral and emotional issues following a traumatic brain injury. The candidate will demonstrate the appropriate and consistent application of positive behavior supports, as this practice is essential to the success of these students. Candidates will possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have a significant effect on the self-concept and emotional well-being of a traumatic brain injury survivor, and provide the students with appropriate supports and services to address these issues.

TBI Standard 4: Collaborating with Other Service Providers

The program provides proactive monitoring opportunities for candidates working with students with TBI to demonstrate skills as a member of a collaborative team, including systems for interfacing with other service providers (both school and agency based) including: Hospital/rehabilitation based personnel, Occupational Therapist, Speech and Language Pathologist, Physical Therapist, Psychologist, Paraprofessional, School Nurse, Behavior Analyst, California Children's Services, Regional Center, and other appropriate providers.

Appendix F

Proposed Standards for Clear Education Specialist Teaching Credentials

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

Induction Standard 1: Program Rationale and Design

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

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

Induction Standard 2: Communication and Collaboration

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

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

Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site district professional development opportunities. Programs offer

professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimizes participating teachers' success and implementing effective steps to ameliorate or overcome challenging aspects of teachers' work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator which also includes collaboration between general education induction and special education induction to allow for participating education specialist teachers to be part of the larger education community.

Induction Standard 3: Support and Professional Development Providers

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

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

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

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

Induction Standard 4: Formative Assessment

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

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

practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and /or other colleagues as designated by the induction program.

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

Effective Teaching

Induction Standard 5: Pedagogy

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

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

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

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

Induction Standard 6: Universal Access: Equity for all Students

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

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

a) Teaching English Learners

To ensure academic achievement and language proficiency for English learners, participating teachers adhere to legal and ethical obligations for reaching including the identification, referral and re-designation processes. Participating teachers plan instruction for English learners based on the students' levels such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

b) Education Specialist Induction Program Menu

Based on the IIP each Education Specialist teacher shall select appropriate professional development and preparation program based coursework to expand his/her skills as an Education Specialist. Within the menu of options may be advanced specialty specific coursework; coursework that provides an additional authorization for the teacher, coursework leading to an advanced degree; coursework that fills a void in the teacher's preparation or provides opportunities for leadership or professional advancement; professional development related to district protocols; professional development or coursework in areas that help the individual reach identified goals such as Case Management, Advocacy, work in Professional Learning Communities.

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