
3B

Action

Professional Services Committee

Adoption of Program Standards for the Education Specialist Teaching Credential

Executive Summary: This agenda item presents the proposed standards for the Education Specialist Teaching Credential, including authorizations in Communication Development, Deaf and Hard of Hearing, Early Childhood Special Education, Mild/Moderate, Moderate/Severe, Physical and Health Impairment and Visual Impairment.

Recommended Action: That the Commission approve the proposed program standards for Education Specialist Teaching Credentials

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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

December 2008

Adoption of Program Standards for the Education Specialist Teaching Credential

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 February 2008, the Commission's fourteen member Design Team, listed in Appendix A, began developing Standards of Program Quality and Effectiveness for Education Specialist Teaching credentials. They were assisted by subcommittees representing specialized expertise in each of the credential authorization areas. Proposed standards were 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 participated in the meetings that the Commission staff held, and the deliberations of both the Workgroup and the Design Team.

In October, the Commission staff and representatives of the Design Team presented the Proposed Standards for Education Specialist Teaching credentials. The day after the Commission meeting staff posted an electronic survey soliciting feedback on the proposed Education Specialist Standards. The Survey was sent to all persons who had participated in one of the forums or meetings that had been held, all who had provided feedback to the Commission about the standards, as well as the membership of those professional organizations affiliated with special education. The survey was opened and at least partially completed by 1,503 individuals. It was completed by 608 individuals. Tables 1 and 2 below provide more detail on who responded to the survey.

Respondents were asked to respond to the Program Standards that were generic to all Education Specialist Credential Authorizations and to the Specialty Specific Standards in their area of interest. Respondents were asked to comment on the clarity of the standard, modifications or deletions that should be made in the standard, and any other changes such as additional concepts that should be included or ways to combine or simplify the standard. For the generic program standards and the standards that were specific to a particular authorization, four out of five respondents recommended no changes in the proposed standards. Every recommended clarification or modification was reviewed and discussed by members of the design team. Based on the feedback from the survey, most of the standards were modified in some way. Most of the changes were clarifications in the language of the standard. Most of the substantive

modifications were to assure that the credential authorization and the preparation were well matched.

Table 1
Responses to Education Specialist Standards Survey

Area of Interest of Respondent	Started and completed part of survey	Completed Survey
Mild/ Moderate Disabilities	722	302
Moderate/Severe Disabilities	197	84
Visually Impairment	70	20
Physical and Health Impairment	11	5
Deaf and Hard of Hearing	87	41
Early Childhood Special Education	79	34
Communication Development	337	122

Table 2
Positions of Respondents to Electronic Survey

	All Responses	Mild/ Moderate	Moderate/ Severe	Early Childhood Special Ed.	Communication Development	Deaf and Hard of Hearing	Physical/ Health Impairments	Visual Impairments
Special Education Teachers	432	280	76	14	8	25	5	24
General Ed. Teachers	11	6	1	0	2	1	0	1
K-12 Administrators	141	58	39	9	25	7	1	2
College or University Students	32	15	2	2	5	4	0	4
College or University Admin/ Faculty/Staff	176	68	28	14	46	12	2	6
Speech-Language Pathologists	192	27	3	12	148	1	0	1
Parents	24	11	2	1	6	3	1	0
Not Directly Involved In Education	77	41	6	6	10	5	1	8
Other	80	45	9	4	9	7	1	5
Total	1165	551	166	62	259	65	11	51

Proposed Changes in Education Specialist Teaching Credential Standards

The proposed Programs Standards for Education Specialist Teaching Credentials are presented in Appendix B and Appendix C. Appendix B includes the Standards that all Education Specialist Teaching Credentials must meet. In Appendix C the Specialty Specific Standards for each of the proposed credential authorizations are provided. The specialty Specific Standards are preceded by the authorization statement for that specialty.

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 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.

Summary of Changes in Education Specialist Teaching Credential and Standards

Some of the major changes incorporated into the proposed new standards are as follows:

- Authorizations of all Education Specialist Options include Autism Spectrum Disorder
- Standards encourage multiple program delivery modes including distance learning and undergraduate options
- Methods of demonstrating subject matter competence clarified
- Methods of articulation, advisement and recruitment expanded
- Ways to expand authorization to existing credential streamlined
- Methods to grant equivalencies for prior coursework and experience encouraged
- Increased access to core curriculum provided particularly through new communication Development Authorization
- More flexibility for preparation programs to provide a variety of coursework delivery options included coursework across several authorizations such as typical and atypical behavior or positive behavior supports
- More emphasis on collaboration and consultation as service delivery modes have changed and more special education students are placed in inclusive settings
- More emphasis on planning and assessment as the core of service delivery
- Explicit match of credential authorization, preparation and field experience
- More preparation in universal access, multi-tiered intervention and specialized intervention services
- Better support and more efficient method to clear Education Specialist and other teaching credentials

Recommendation

Staff recommends that the Commission approve the proposed program standards for Education Specialist Teaching Credentials.

Next steps

In January staff will bring proposed standards for Other Related Services Credentials and proposed standards for methods to Clear an Education Specialist Teaching Credential. Staff will also bring proposed standards for Special Education Added Authorizations. As Title 5 Regulations are proposed and approved, the Professional Services Division staff will bring Preconditions that implement these Title 5 Regulations for approval. Staff will also bring other items of “unfinished business” such as Resource Specialist Assessor Centers and Standards for Adapted Physical Education at a future Commission meeting. Once the standards are approved the Commission staff will bring an implementation plan that will include dates when the new standards must be met and the plans to provide assistance to preparation programs as they write to the standards and revise their programs.

Appendix A Special Education Design Team Members

Name	School/District/IHE
Angela Hawkins	Sweetwater Union High School District (Advisory Commission on Special Education)
Maureen Burness	Asst. Supt. Folsom-Cordova Unified School District (Association of California School Administrators)
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	Chaffey Union High School Board (California School Boards Association)
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

Proposed Program Standards for Education Specialist Teaching Credentials

Program Standards

Program Standard 1: Program Design, Rationale and Coordination

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

Program Standard 2: Professional, Legal and Ethical Practices

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

Program Standard 3: Educating Diverse Learners

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

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

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

Program Standard 6: Using Educational and Assistive Technology

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

Program Standard 7: Transition and Transitional Planning

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

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

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

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 other education

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

Programs will prepare Early Childhood Special Education candidates to provide literacy program aligned to The Infant Toddler Learning and Development Foundations and Preschool Learning Foundations.

	Reading	Writing	Listening and Speaking
Instruct- ional Planning/ Objectives/ Design	<ul style="list-style-type: none"> • Strategic selection and sequencing of curricula to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience. • Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills. 		
	Reading	Writing	Listening and Speaking
Instruct- ional Delivery	1. Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include: <ul style="list-style-type: none"> • word analysis • fluency • vocabulary, academic language, and background knowledge • reading comprehension • literary response and analysis 2. Demonstrate	Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> • The systematic progression of instruction and application of foundational writing strategies, applications, and conventions • Writing strategies that include teaching organization and focus, penmanship (where applicable), 	Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> • The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction

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

	Reading	Writing	Listening and Speaking
			need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.
	Reading	Writing	Listening and Speaking
Universal Access/Differentiated Instruction	<p>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the <i>full range of learners</i>. For example:</p> <ul style="list-style-type: none"> • using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students • recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups) • For Special Education students this could include remediation, accommodations, and modifications. • using flexible grouping, individualized instruction, and whole-class instruction as needed • using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i> 		

Intern Program Delivery Model:

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

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 Language 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 language learners. Candidates learn about state and federal legal requirements for the placement and instruction of English language 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 expressive 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 students' language acquisition.

Program Standard 11: Typical and Atypical Development

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

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

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

Program Standard 13: Curriculum and Instruction of Students with Disabilities

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

Program Standard 14: Creating Healthy Learning Environments

Candidates learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety. Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.

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

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

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

Program Standard 16: Assessment of Candidate Performance

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate's credential area.

Appendix C

Proposed Specialty Specific Program Standards

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, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, 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 specific learning disabilities, mild/moderate mental retardation, other health impairments, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery, such as placement decisions, IEP development, and instruction.

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

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

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

The program prepares candidates to select curricula that will give access to core standards and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. The program prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. The program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are

effective with students with mild/moderate disabilities, including specially-designed curricula and methods of instruction for students with mild/moderate reading disorders. The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families.

M/M Standard 4 Positive Behavior Support

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

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

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

M/M Standard 6: Case Management

The program prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education. Candidates are prepared to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities?

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 in services across the continuum of program options available.

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, educational and psychosocial implications of these characteristics, individualized and functional assessments, and instructional/curricular adaptation strategies for students identified with moderate/severe/profound mental retardation, deaf-blindness, multiple disabilities, emotional disturbance, autism spectrum disorders, and related disabilities such as physical health impairments, other health impairments, and traumatic brain injury, while determining the implications of these characteristics for service delivery.

M/S Standard 2: Communication Skills: Developing Social Interaction Skills and Facilitating Social Relationships

The program provides opportunities for candidates 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, with team members, including family, needed augmentative and alternative systems, 3) implement instruction of communication and social skills in general education and other integrated environments, 4) create and facilitate opportunities for interaction with adults and with peers who do and general education peers who do not experience disabilities, 5) develop communication methods to demonstrate student academic knowledge, 6) collaborate with other team members to assess, teach and facilitate each student's ability to effectively communicate and increase the extent and variety of social interaction, 7) implement instruction to achieve and expand socially appropriate interaction or exchanges, with students with and without disabilities, across all settings.

M/S Standard 3: 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 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 the general education classroom, the school, community and work 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 4: Positive Behavioral Support and Intervention

Each candidate demonstrates competence in establishing and maintaining educational environments that are 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 IEP team functional behavior assessments, and participate in manifestation determination hearings. Each candidate is able to participate effectively in school wide, positive behavior support processes.

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 access classrooms, schools and the community to the fullest extent of their ability. 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: Augmentative and Alternative Communication

Each candidate demonstrates understanding of mandated considerations and collaboration for augmentative and alternative, and sign language communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blindness 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/blindness, and multiple disabilities.

M/S Standard 7: Transition and Transitional Planning

In addition to the Common Core Transition and Transitional Planning Standard, each candidate demonstrates knowledge, advocacy skills, and goal setting related to the various transitions experienced by students with moderate/severe disabilities, including those with deaf-blindness and/or those with multiple disabilities, as they move from kindergarten to adulthood. Each candidate demonstrates the ability to guide students in the implementation of strategies for self determination and student led IEPs.

M/S Standard 8: Case Management

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

Physical and Health Impairments

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 to 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, medical 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 the presence of 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, communication skills, independent living skills, personal independence skills, career and vocational experiences, and psychosocial development.

PHI Standard 6: Student Communication Skills

Each candidate demonstrates the ability to observe, evaluate, and document verbal and non-verbal communication modes, language and cognitive level(s), and physical/sensory needs of

students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. Each candidate identifies and implements appropriate techniques to address students' individual and group communication needs and participation in classroom, community, and social activities appropriate to their age and development.

PHI Standard 7: Assistive Technology

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

PHI Standard 8: Instructional Service Delivery Models

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

PHI Standard 9: Augmentative and Alternative Communication

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

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

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

PHI Standard 11: Early Childhood Education

Each candidate demonstrates knowledge of typical and atypical physical and emotional development and the impact of disability on families. Each candidate develops and demonstrates the ability to assess infants and young children with physical/orthopedic disabilities, health impairments, and multiple disabilities to determine service eligibility and appropriate program

implementation, including referrals to community and state resources for infants and young children and their families through collaborative partnerships.

Deaf and Hard of Hearing (D/HH)

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.

D/HH Standard 1: Characteristics of Learners

Candidates demonstrate knowledge of etiologies and cultural differences related to hearing loss. In addition, candidates are presented with research regarding access to language and theories of learner characteristics that impact the unique needs for education, language and cognitive development, as well as social growth of students (deaf or hard of hearing, deaf-blind, deaf or hard of hearing with additional disabilities) ages birth through 22.

D/HH 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, deaf-blind and/or 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 signed or spoken modes of communication, bilingualism, bilingual educational practices, 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 affected both deaf and hearing people.

D/HH Standard 3: Candidate Communication Skills

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

D/HH 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 age appropriate language and cognitive skills. These techniques cover both visual (signed) and/or auditory (spoken) input, for students who are deaf or hard of hearing including those who are deaf-blind with additional disabilities.

D/HH Standard 5: Specialized Assessment

In addition to the Special Education Program Standard: Assessment of Students with Disabilities, candidates demonstrate the ability to select, adapt, administer (where appropriate), interpret and explain assessments, and make recommendations regarding services and educational progress for students who are deaf or hard of hearing, deaf-blind and/or with additional disabilities. Candidates understand the importance of formative and summative assessment processes by using tools that are varied and strategies that involve the communicative system of the students who are deaf or hard of hearing.

D/HH Standard 6: Instructional Techniques

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

D/HH Standard 7: Early Childhood Intervention and Education

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

D/HH Standard 8: Hearing Loss and Additional Disabilities

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

D/HH 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. In addition, the candidate is able to discriminate between behavior that is typical for various ages/stages and that behavior which might be attributable to limited language and lack of-communication access.

D/HH Standard 10: Transition and Transitional Planning

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

D/HH Standard 11: Collaborative Partnerships

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

Visual Impairment

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

VI Standard 4: Braille Competency and Braille Literacy Instruction

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

VI Standard 5 Specialized Communication Skills and Instruction

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

VI Standard 6: Determining Learning Medium

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

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

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

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

Each candidate demonstrates knowledge of the importance of orientation and mobility

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

VI Standard 9: Early Childhood Intervention and Education

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

VI Standard 10: Resources and Support/Related Services

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

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

The program provides the candidate with an opportunity to demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence-based practices in the field of Early Intervention and Early Childhood Special Education and related fields, 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 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

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

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

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

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

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

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

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

ECSE Standard 8: Collaboration and Teaming

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

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

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

The program provides an opportunity for each candidate to document observations in a variety of settings from birth to Prekindergarten. Additionally, each candidate has field experiences in early childhood settings with families 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.

Communication Development

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 Needs

Candidates have knowledge and demonstrate an understanding of students who are identified per the categories of IDEA as having Communication Development needs, and who demonstrate lack of communication and language literacy skills necessary to access and have meaningful benefit from academic instruction. Communication Development needs may include, but are not limited to the following areas: language development, social communication, literacy development, and school readiness, including the development of prerequisites academic competencies across the curriculum in listening, speaking, reading and writing.

CD Standard 2: Language Development

Candidates have knowledge of normal language development across disabilities and the life span including typical and atypical language development, typical syntactic development as well as 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 among language disorders, disabilities, delays and language differences. Candidates have opportunities to demonstrate comprehensive knowledge of typical and atypical language development.

CD Standard 3: Assessment and Evaluation of Language Skills

Candidates demonstrate knowledge and skills related to using and interpreting a variety of individual assessments and evaluation approaches appropriate for students with communication disabilities. Candidates demonstrate knowledge and skill for interpreting and communicating the results of a variety of non-biased, standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum based and appropriate to the diverse needs of individual students. Candidates demonstrate the ability to effectively interpret and explain assessment and evaluation results to parents, team members, and service providers within the framework of relevant legislation and local policy. Candidates understand the findings based on data collected, are able to make appropriate educational decisions on the basis of data as well as multi-disciplinary referrals when appropriate.

CD Standard 4: Academic Assessment and Instruction

Candidates demonstrate competence in administering, interpreting and utilizing the results of the assessment of the academic skills of students with language disabilities for the purposes of developing and implementing academic instruction. Academic skills include but are not limited to the following areas: literacy development, written language, and quantitative reasoning. Candidates demonstrate the knowledge of and ability to apply best practices including instructional models and strategies that align with ongoing assessment results and enable students to access the academic core curriculum. Candidates apply research-based interventions that are effective at early, intermediate and secondary 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 and 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 enables individuals to access and benefit from 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 students across ages and environments, including speakers of English and English Language learners. Each candidate demonstrates knowledge and skills in relating to utilizing research based intervention strategies including but not limited to multi-sensory and direct instruction and small group and individualized instruction. The program provides instruction in the linguistic elements of reading, as well as strategies to develop early literacy skills, decoding/word analysis, vocabulary, comprehension, academic language, spelling, and written language appropriate to the age and/or grade of the student.

CD Standard 7: Social/Pragmatic Communication Skills

Each candidate identifies and utilizes the most appropriate technique/s for social interaction and social communication skills and plans activities to actively engage students with limited communication abilities in classroom and social activities appropriate to the age and/or developmental level of the student. Each candidate collaborates with others to facilitate each student's ability to communicate effectively and to increase the extent and variety of social interactions to achieve meaningful social relationships. This includes assessment and analysis of verbal and non-verbal communication abilities and needs, identification of effective intervention techniques, social skills instruction and the creation of opportunities for interaction within supportive classroom environments as well as in non school-based settings. Candidates have skills in creating appropriate support partnerships with student's peers/parents/families/teachers/employers across all settings.

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. Candidates understand the impact of sensory deficits as it relates to behavior and on the development and application of language and other communication skills. Candidates have an understanding of the use of positive behavioral supports and evidence-based positive behavior interventions, strategies, and supports. Candidates have skills in creating instructional and behavior support partnerships with student's peers/parents/families/teachers/employers.