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# 2C

## Action

### *Professional Services Committee*

### **Adoption of Standards for Clear Education Specialist Credentials, Audiology Credentials, Existing Added Authorizations, and Alignment of Existing General and Special Education Standards**

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**Executive Summary:** This agenda item presents proposed standards for Clear Education Specialist Credentials; a proposed structure and standards for Audiology Services Credentials; revised added authorization standards for Adapted Physical Education, Early Childhood Special Education and Resource Specialist; and revisions to align general education and special education standards.

**Recommended Action:** That the Commission approve the above listed standards.

**Presenters:** Jan Jones Wadsworth, Consultant, Professional Services Division; Terri Fesperman, Consultant, Certification, Assignment, and Waivers Division; and Michael McKibbin, Administrator, Professional Services Division

#### **Strategic Plan Goal: 1**

#### **Promote educational excellence through the preparation and certification of professional educators**

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

March 2009

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# **Adoption of Standards for Clear Education Specialist Credentials, Audiology Credentials, Existing Added Authorizations, and Alignment of Existing General and Special Education Standards**

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## **Introduction**

SB 1209 (Chap. 517, Stats. 2006), authorized the Commission on Teacher Credentialing (Commission) to study the structure and requirements for the Education Specialist and Other Related Services Credentials and make proposed recommendations for consideration by the Commission. For the past two years the Commission has sought the advice of educators and parents about ways to: provide greater access to special education services for students with disabilities; attract and retain more special educators; and revise and streamline the structure of special education credentials and authorizations. Based on the recommendations that have been made by more than 1,000 educators and parents at meetings, through surveys and the ideas solicited from expert special educators, the Commission's Design Team (see Appendix A) is recommending revised Program Standards for Special Education Credentials and Authorizations. This month staff is presenting the recommendations for the Clear Education Specialist Credentials standards, a structure and standards for Audiologists, revisions to existing Added Authorizations, and revisions that will align general education and special education program standards.

## **Background**

At the November 6, 2008 Commission meeting, staff presented the proposed program standards and structure for the Clear Education Specialist teaching credentials and the Audiology Services Credential. After discussion of these standards, staff was directed to continue to work with the Commission's Design Team to revise these credential structures. The Commission's Design Team has also reviewed those authorizations that may be added to existing credentials. The authorizations have been revised, updated and incorporated into a structure that improves access to these services. Finally, staff, with the assistance of the Design Team, has reviewed the program standards for general education (Multiple and Single Subject) and special education and recommended some modifications to better align the two types of programs.

## **Proposed Changes in Education Specialist Clear Credential Structure and Standards**

Currently Education Specialist candidates must complete two levels of preparation to earn a Clear Credential. The current second level requires that the candidate be employed and providing Education Specialist services. Education Specialists seeking to clear their credential must complete advanced special education coursework through an approved Clear Credential (Level II) program. Although not required by statute, some employers also require Education Specialists to complete a Beginning Teacher Support and Assessment (BTSA) Induction program. In some cases the BTSA Induction program is used as part of the Level II program.

This is particularly the case in those programs where a partnership has developed between the BTSA Induction program and the local university special education program.

The forums that were held by Commission staff as part of the review of the Education Specialist credentials 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 BTSA Induction program in addition to the Level II credential requirements. There were also concerns that BTSA Induction was not sufficiently aligned with work as a special education teacher.

Based on this mixed input, the Commission's workgroup explored ways to combine the strengths of both BTSA Induction and the most effective parts of Level II special education preparation. 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.

Based on recommendations offered by educators who came to the Commission's forums, the Commission's Design Team developed a structure that draws from the BTSA Induction system, while recognizing that there are differences in the preparation and employment circumstances of a Multiple or Single Subject teacher and an Education Specialist teacher. Table 1 presents a comparison of the current requirements for Education Specialist Level II and the structure proposed by the Commission's Design Team. The proposed standards for the Clear Education Specialist teaching credentials are included as Appendix B.

The rationale for the Design Team'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, an Education Specialist may be placed in a situation where support alone may not be enough to address the knowledge and skills needed to successfully provide the services needed by special needs students in their assignment. Therefore, advanced preparation must be an option in the Education Specialist Clear Credential program.

The beginning Education Specialist's Individualized Induction Plan (IIP) would focus on the service delivery models of his or her current employment. The workgroup concluded that in the beginning years of teaching, support programs accompanied by 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 will 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, and 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 will increase the likelihood of Education Specialists who are apt to remain in teaching.

**Table 1**  
**Comparison of Current and Proposed Requirements**  
**to Clear an Education Specialist Credential**

<b>Current Requirements</b>	<b>Proposed Requirements</b>
Possession of a Preliminary Education Specialist Credential	Possession of a Preliminary Education Specialist Credential
Completion of Health Education and Computer Based Technology	Completion of Health Education and Computer Based Technology as part of a Preliminary Credential (See Program Standards 6 and 14)
Completion of a course of study to demonstrate advanced level knowledge and skills different than the Preliminary Level including an Individual Development Plan designed collaboratively by candidate, preparation institution, and designee of employing institution, COE or SELPA	Clear Credential coursework is part of Individualized Induction Plan (IIP) that includes supported induction and a job related course of study designed by the candidate, Clear Credential program sponsor, and employer or designee.
Three-fourths of advanced preparation program offered by IHE including accredited coursework, field experience and alternate training and skills; one-fourth of coursework could be from BTSA	Advanced preparation includes application of preliminary credential skills, Added Authorization to accommodate employment situation and advanced coursework based on candidate's career goals
Credential recommendation from IHE	Credential recommended by Clear Credential program sponsor after completion of the IIP.
Certification of 2 years of full time experience	Elimination of experience requirement but completion of the induction program.
Preliminary Credential valid for 5 years	Preliminary Credential valid for 5 years
Each Clear Credential (Multiple Subject, Single Subject, Education Specialist) has own completion requirements	Only one IIP to clear all teaching credentials
Certificate of Eligibility given to those not employed	Provision for those not employed to earn Clear Credential
No cap on clear credential coursework; range from 9 to 21 semester units	Coursework may be a maximum of 12 semester units (or its equivalent)

The design team recommends that each candidate for a clear credential will successfully complete an Education Specialist Clear Credential (Induction) program conducted as a partnership between a Clear Credential program sponsor and the employer. The Clear Credential program sponsor may be an institution of higher education or a BTSA Induction program. The program will include:

- An IIP developed by the candidate, the Clear Credential program sponsor, and the employer. The plan identifies the system, 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. Points of emphasis in the IIP are also determined by the service delivery setting of the teacher's employment and those areas that are identified as needing strengthening.

- A maximum of 12 semester units (18 quarter units or 180 hours) 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 various roles; e.g., consultant, case manager, team teacher, resource specialist.
- Professional development activities offered by the Clear Credential preparation program or partnering entities will 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 by the Clear Credential program sponsor after completion of the Individualized Induction Plan.

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 Education Specialist Credential.
- An individual holding more than one Preliminary Teaching Credential can clear all Preliminary Teaching 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 IIP. The IIP will be based on the Transition Plan created by the candidate and the program issuing the Preliminary credential (district intern or university).
- The IIP shall be developed, approved, and signed by each of the participating parties: the credential candidate, program coordinator from the Clear Credential program sponsor, and employer.
- The Education Specialist Induction Plan shall be no more than 12 semester units (or its equivalent).
- Each district will need to develop equivalency hours for the program offerings that become part of a candidate's induction program.

### **Proposed Changes in Education Audiology Services Credential Structure and Standards**

At the November 2008 Commission meeting, staff provided draft standards for the Other Related Services, Clinical or Rehabilitative Services Credential: Audiology. Nationally, audiology preparation programs are becoming doctoral level programs. This change has made the availability of audiology services in schools increasingly challenging. There are currently two

programs in California. These programs do not include content that the Design Team's Subcommittee for School Audiologists identified that is specific to school audiologists. Therefore, the staff worked with the subcommittee to create standards specific to the Clinical or Rehabilitative Services Credential: Audiology that would address serving in school settings and streamline the certification process for audiologists. The Design Team examined the structure that the Commission developed for School Nurses as the prototype for Audiology.

The Health Services: School Nurse credential requires that the applicants for the credential hold Registered Nurse certification. Through this certification, they have demonstrated their expertise as a nursing professional. This allows applicants to be recommended for the Preliminary Credential and serve in a school setting while they complete the requirements for the Clear Credential. The Design Team is recommending that candidates for the Clear Clinical or Rehabilitative Services Credential: Audiology complete a similar program successfully meeting Audiology Standards specific to working in school settings. This would allow candidates in Audiology to complete coursework within streamlined, Commission-approved preparation programs. After having further discussions with credentialed school audiologists, revisions were made to the November draft standards to focus on school specific concepts and are presented in this agenda item in Appendix C.

### **Proposed Changes in the Structure and Standards for Existing Added Authorizations**

One of the goals of the redesign of special education was to expedite the methods that are available for Education Specialist credential holders to add expertise in areas of special education that were not part of their original credential authorization. Each of these proposed Added Authorizations are parts of other full authorizations in Special Education. At the January 2009 Commission meeting, six Added Authorizations for Education Specialists were approved. This month three additional Added Authorizations are proposed for approval:

1. Early Childhood Special Education
2. Resource Specialist
3. Adapted Physical Education

The Early Childhood Special Education and Resource Specialist authorizations were initially approved as certificate programs under the current Education Specialist structure. Staff is proposing a name change and revised standards for these Added Authorizations. The Early Childhood Special Education Added Authorization allows Education Specialists to expand the authorization of their credential to include infants and children birth to age 5. The Resource Specialist Added Authorization provides preparation and authorization for those special education teachers who were prepared prior to the current Education Specialist structure or were prepared in another state.

The proposed changes in the area of Adapted Physical Education include changes in the structure, authorization and standards. In the past, Adapted Physical Education has been an emphasis credential and a services credential. The prerequisite credential has been a Multiple or Single Subject credential but not a special education credential. The proposed changes would add Education Specialist or previous special education credential as a possible prerequisite credential, and would require prerequisite or concurrent coursework in motor development and

kinesiology. The new structure would provide a specific “home” within the special education credential structure, as well as streamline the process to obtain the authorization.

### **Alignment of Multiple and Single Subject Credentials and Education Specialist Credentials**

Teaching credentials (Multiple Subject, Single Subject, and Education Specialist) require preparation in the teaching of reading and teaching English Language Learners. Those standards were revised by the Design Team that has been working on Multiple and Single Subject credentials in the past year and have been recently approved by the Commission. The Special Education Design Team has adjusted its recommended standards to conform with these revisions. The Program Standards for Education Specialist and Other Related Services Credentials are divided into three sections. Programs standards 1-8 apply to both Education Specialist Teaching credentials and Special Education Services credentials. They deal with general issues such as program design and ethical and legal requirements as well as topics such as Transition and developing Individualized Educational Programs that all Special Educators must know and be able to perform. Program standards 9-16 relate to standards that are specific to Education Specialist teaching authorizations. Several standards such as the Healthy Environments standard or the Computer Technology Standard have comparable Multiple or Single Subject standards.

California statutes require teaching credential authorization holders to receive preparation in the use of educational technology and teaching healthy learning environments. The special education standard for health has been aligned with Multiple and Single Subject standard particularly in terms of knowledge of nutrition and required knowledge of the use of illegal substances but has gone beyond the language of the Multiple or Single Subject program standard because of ways that medical circumstances are likely to effect special education services. Similarly, the special education standards include computer based technology but also include knowledge of assistive technology required in service delivery in special education. In summary, the Special Education standards have been revised to be aligned with the Multiple and Single Subject standards particularly to assure access to the core curriculum for all students. The proposed aligned standards may be found in Appendix E.

### **Recommendation**

Staff recommends that the Commission approve the proposed Program Standards for the Clear Education Specialist Credential (Appendix B); the proposed structure and standards for the Clinical or Rehabilitative Services Credential: Audiology (Appendix C); the revisions in the structure and standards for existing Added Authorizations for Adapted Physical Education, Early Childhood Special Education, and Resource Specialist (Appendix D); and the proposed Programs Standards for Education Specialist and Other Related Services Credentials as realigned (Appendix E).

### **Next Steps**

In June staff will present the final installment of special education standards agenda items. Included in that item will be Teaching Performance Expectations for Education Specialists, a complete set of special education preconditions, issues related to the Pre-lingually Deaf, and an implementation plan outlining deadlines and a schedule of events related to the proposed revised standards and structures.

## Appendix A

### Special Education Design Team Members

<b>Name</b>	<b>School/District/IHE</b>
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 the Clear (Induction) Education Specialist Credential

#### Category A: Programs Exhibit Effective Design Principles

##### **Program 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 P-12 students and retains 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 P-12 organizations to integrate induction program activities with district and partner organizations' professional development efforts.

##### ***Education Specialist:***

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

##### **Program Standard 2: Communication and Collaboration**

The clear credential (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 optimize 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.

***Education Specialist:***

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

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

**Program Standard 3: Support Providers and Professional Development Providers**

The induction program 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 ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, *the service delivery responsibilities the Education Specialist is likely to encounter*, 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) provide formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria.

***Education Specialist:***

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

**Program 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 support provider and/or other colleagues as designated by the induction program.

Participating teachers and support providers collaborate to develop professional goals (an Individual 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 Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is periodically revisited for reflection.

***Education Specialist:***

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

## **Category B: Opportunities for Participants to Demonstrate Effective Teaching**

### **Program Standard 5: Pedagogy**

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

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

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

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

### ***Education Specialist***

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

*The Education Specialist Individual Induction Plan includes a menu of options such as coursework in advanced specialty specific areas, additional authorizations, opportunities for leadership or professional advancement, professional development and related to distinct specified protocols.*

### **Program 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 student from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender,

gender identity, and sexual orientation; students with disabilities and advanced learning; 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.

### **Teaching English Learners**

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching 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 Tests (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 instruction materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level or acculturation, and prior schooling.

### **Teaching Special Populations**

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

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

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

***Education Specialist:***

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

***Standard 7: Professional Development Options for Education Specialists***

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

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

## **Concepts Specific to the Clear Education Specialist Preconditions**

- The candidate has the right to choose the induction program from among any available.
- Even if a credential holder holds more than one preliminary teaching credential, the holder needs only to clear one set of clear credential requirements, so long as the menu of professional development options address all credentials that are being cleared.
- The Individualized Induction Plan (IIP) will be prepared, implemented, reviewed and authorized as successfully completed by the credential holder, the employing district or designee, and the partnering clear credential preparation program representative.
- There shall be a maximum of 12 semester units or equivalent of coursework or 180 hours of professional development can be listed on the IIP.
- Program Support Providers. An institution/district/LEA sponsoring a teacher induction program shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop a professional induction plan for the support and development of each beginning teacher. The support provider must hold a valid California teaching credential, or have equivalent professional background and experience.
- The initial IIP will be initiated within 60 days of employment.
- A person that is not employed in a school setting may complete the Education Specialist Clear Credential requirements in an educational setting that is mutually acceptable to the parties signing the Individualized Induction Plan, so long as that setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7.

## Appendix C

### Clinical or Rehabilitative Services Credential: Audiology

#### **Proposed Precondition:**

A Preliminary Credential will be issued to applicants who demonstrate possession of California licensure in Audiology. Clear Credential coursework will include coursework related to educational settings birth through 22.

#### **AUD Standard 1: Etiology of Hearing Loss**

Each candidate demonstrates the knowledge and consequences of hearing loss as it impacts language, communication development and academic learning for deaf and hard of hearing children.

#### **AUD Standard 2: Assessments of Hearing**

Each candidate demonstrates the knowledge and skills necessary to assess hearing and implications of a hearing loss for students in an educational setting.

#### **AUD Standard 3: Experiences for Educational Audiologists**

Each candidate will have experiences which relate to speech, language and listening skill development within a variety of educational environments such as home-based programs for infants and high school settings for deaf and hard of hearing children.

#### **AUD Standard 4: The Hearing Mechanism's Impact on Speech and Language in the Educational Environment**

Each candidate demonstrates an understanding of the underlying impact of the hearing mechanism on speech and language as it relates to student learning.

#### **AUD Standard 5: Speech, Language, and Listening Skills Development in the Educational Environment**

Each candidate demonstrates knowledge in a repertoire of communication strategies that facilitate communication exchanges as appropriate in signed and spoken language usage. Each candidate exhibits knowledge of the development and acquisition of speech, language, and hearing skills, including /language variation and second language acquisition as it relates to access to the core curriculum and social skills for deaf and hard of hearing children.

#### **AUD Standard 6: Use of Technology in the Educational Environment**

Each candidate demonstrates knowledge and use of technology relating to assessment and use of assistive devices at home, in the classrooms and other educational environments for deaf and hard of hearing children.

#### **AUD Standard 7: Professional Collaboration and/or Consultation in Educational Environments**

Each candidate demonstrates the knowledge and skills necessary to collaborate and/or consult with students, teachers, parents and related professionals in educational environments.

**AUD Standard 8: Field Experience in the Educational Environment**

Each candidate acquires experience supervised by a credentialed educational audiologist with a variety of populations, pathologies, assessment and treatment techniques including home based programs for infants and other educational settings birth to 22 years.

## **Appendix D**

### **Proposed Revisions in Existing Added Authorizations**

#### **Proposed Program Standards for Adapted Physical Education Added Authorization**

##### **Proposed Preconditions**

Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) a teaching credential that has a comparable authorization as 1-3.

Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework.

##### **APE Standard 1: Characteristics of Students in Adapted Physical Education**

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

##### **APE Standard 2: Motor Behavior as Applied to Adapted Physical Education**

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

##### **APE Standard 3: Scientific Principles of Human Behavior**

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

##### **APE Standard 4: Instructional Strategies and Adaptation**

The program provides opportunities for the candidate to demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities

throughout the lifespan using safe and developmentally appropriate physical education in a variety of settings. This knowledge of instructional strategies and adaptations should include comprehensive curriculum planning, content standards, lesson and unit plans, collaboration, consultation, and transition planning to comply with legislative mandates.

## **Proposed Early Childhood Special Education (ECSE/AA) Added Authorization**

### **ECSE/AA Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs**

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

### **ECSE/AA Standard 2: Role of the Family in Early Childhood Special Education**

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

### **ECSE/AA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten**

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

**ECSE/AA Standard 4: Experience in Early Childhood Special Education Programs**

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

## **Proposed Resource Specialist (RS) Added Authorization**

### **RS Standard 1: Characteristics of Students With Disabilities Served by Resource Specialists**

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

### **RS Standard 2: Assessment and Evaluation of Students with Disabilities Served by Resource Specialists**

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

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

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

### **RS Standard 4: Specific Instructional Strategies for Students with Disabilities Served by Resource Specialists**

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

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

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

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

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

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

## Appendix E

### Program Standards for Education Specialist Teaching and Special Education Services Credentials

*Program Standards 1 through 8 apply to all Education Specialist Teaching and Special Education Services Credentials. Programs Standards 9 through 16 pertain to only Education Specialist Teaching Credentials.*

**Because these standards have been previously approved by the Commission in December 2008, proposed changes to clarify and align these standards with Multiple and Single Subject credentials are emphasized through underlining.**

#### **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 disability areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

#### **Integrated/Blended Program Delivery Model:**

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

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

#### **Intern Program Delivery Model:**

The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 4, 7, 8, 11, 12, and 13. The remaining content and fieldwork builds on the preservice experiences and addresses all Commission-adopted standards. The partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program.

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

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program, 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 from diverse populations with disabilities.

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

The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, 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 Individualized Family Service Plans/Individualized Educational Programs (IFSP/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 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 that prepare Early Childhood Special Education candidates will provide a literacy program aligned to The Infant Toddler Learning and Development Foundations and Preschool Learning Foundations.

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

	<b>Reading</b>	<b>Writing</b>	<b>Listening and Speaking</b>
<b>Instructional Planning/ Objectives/ Design</b>	<ul style="list-style-type: none"> <li>• Strategically select and sequence 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.</li> <li>• Understand features of instructional design including 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.</li> </ul>		
<b>Instructional Delivery</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• word analysis</li> <li>• fluency</li> <li>• vocabulary, academic language, and background knowledge</li> <li>• reading comprehension</li> <li>• literary response and analysis</li> </ul> <p>Demonstrate 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"> <li>• orientation (e.g., engagement, teacher demonstration)</li> <li>• presentation (e.g., explicit instruction, modeling, pacing)</li> <li>• structured practice (e.g., reinforcement, questioning, feedback)</li> <li>• guided practice (e.g.,</li> </ul>	<p>Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> <li>• The systematic progression of instruction and application of foundational writing strategies, applications, and conventions</li> <li>• Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation, and revision</li> <li>• Writing applications according to genres (grade-level appropriate) and their characteristics</li> <li>• Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization, and spelling)</li> </ul>	<p>Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> <li>• The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing</li> <li>• 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)</li> </ul>

	<b>Reading</b>	<b>Writing</b>	<b>Listening and Speaking</b>
	questioning, feedback, corrections, peer-mediated instruction) independent practice and application <ul style="list-style-type: none"> <li>• independent practice (e.g. opportunities for students to show level of mastery)</li> </ul>		
<b>Assessment</b>	Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to use multiple monitoring measures within the three basic types of assessments (as listed below) to determine students' progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards: <ul style="list-style-type: none"> <li>• entry level assessment for instructional planning</li> <li>• monitoring student progress</li> <li>• post test or summative assessment</li> </ul>		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 need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.
<b>Universal Access/ Differentiated Instruction</b>	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> , including recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups) For example: <ul style="list-style-type: none"> <li>• using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students</li> <li>• using flexible grouping, individualized instruction, and whole-class instruction as needed</li> <li>• using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i></li> </ul>		

**Intern Program Delivery Model:**

The intern preservice component includes introductory preparation relative to Standard 9: Preparation to Teach Reading-Language Arts: Multiple Subject Reading, Writing, and Related Language Instruction.

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

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

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

#### **Intern Program Delivery Model:**

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

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

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

**Intern Program Delivery Model:**

The intern preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 11: Typical and Atypical Development as well as ongoing preparation throughout the program..

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

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

**Program Standard 13: Curriculum and Instruction of Students with Disabilities**

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

**Intern Program Delivery Model:**

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

**Program Standard 14: Creating Healthy Learning Environments**

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

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

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

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

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

During the supervised field experience, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including a full-day teaching assignment of at least two weeks, commensurate with the authorization of the credential sought.

School site support providers shall assist and supervise the candidate in their field experience setting. At least one support provider shall hold the appropriate authorization of the credential sought, shall be oriented to the expectations, rights and responsibilities pertaining to candidates and supervisors.

### **Intern Program Delivery Model:**

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

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

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

Preparation Program and will include recommendations for further study during the candidate's Induction Program.