



## Education Specialist Teaching Credential: Language and Academic Development (LAD): Frequently Asked Questions, Glossary, and Charts

*This item includes a Glossary of Terms immediately following the Frequently Asked Questions section. There are four charts in Appendices 1-3 that illustrate the authorization for the LAD specialty area teaching authorization and the Speech-Language Pathology Services Credential authorization. Appendix 4 contains Title 5 section 3030 concerning Eligibility Criteria for special education services.*

### LAD Specialty Area Authorization and the SLP Authorization

1. Is the Education Specialist Credential: LAD an attempt to replace Speech-Language Pathologists (SLPs)?

*No. The authorization statement in Title 5 section 80048.6(b)(8) specifically states a student "...may receive instructional services from the holder of the LAD specialty area for academic instruction and support, in addition to, not instead of, speech and language services." The LAD specialty area is a teaching authorization that allows the holder to provide instructional services within content areas to students with special needs. It does not authorize providing speech and/or language services.*

*The Glossary includes the authorization statements for the LAD specialty area teaching authorization and the SLP Services Credential. In addition there are definitions for Special Education Support, and Language, Speech, and Hearing Assessment, and Educational Assessment. Also see the chart in Appendix 3.*

2. What is the difference between the LAD specialty area authorization and an SLP Credential authorization?

*The simplest answer is that the LAD specialty area authorizes the holder to provide instructional services within content areas and the SLP Services Credential authorizes the holder to provide speech services to students identified with speech and/or language disorders. Both documents address language needs of students; one in an instructional setting and the other in a service capacity (service provider).*

*SLPs Credential holders are responsible for serving students with special needs who exhibit speech and/or language disorders as determined by the IEP Team as defined in Title 5, section 3030. See Appendix 4 for the text of the Title 5 regulation. These speech and/or language disorders must be determined to have a significant adverse educational impact upon the identified students. Misarticulations, disfluency, and voice disorders are examples of speech disorders. Deficits in the areas of receptive and expressive language encompassing semantics, morphology, syntax, and pragmatics, as described in Title 5 section 3030(c) would constitute language disorders.*

*Speech-language pathologists provide diagnostic information and comprehensive language and speech assessment for student and participate in the IEP Team process to develop speech and language goals in support of the core academic curriculum and the students' ability to communicate effectively with teachers and peers. Services to students with speech and/or language disorders may be provided in individual or small group sessions, in classrooms when working with teachers who are*

*providing instructional services, or in a consultative model with teachers and parents. Speech-language pathologists integrate students' speech and/or language goals with academic outcomes and functional performance. See the charts in Appendices 1-3.*

*Holders of the LAD specialty area authorization will be prepared to teach students with special needs in an instructional setting who demonstrate a lack of communication and language or literacy skills required to access meaningful benefit from academic instruction. Academic skills interventions include but are not limited to the following areas: literacy development, written language, and quantitative reasoning. LAD specialty area authorization holders, based on the coursework completed in their preliminary program, demonstrate a depth of knowledge and skills in the teaching strategies for early literacy skills, reading, writing and language arts including linguistic elements of reading, decoding/word analysis strategies, vocabulary, comprehension, academic language, spelling, and written language. The ability to identify deficits and offer intervention strategies in the areas of language and academic development that ultimately enable students to access the academic core curriculum is essential to this authorization and undergirds the role and function of the holder in the school instructional setting.*

*While the student with special needs in the area of Speech and Language Impairment is the most likely candidate for the LAD teacher to serve, students in all other disability areas, especially Intellectual disabilities, Specific Learning Disability, Other Health Impairment, Emotional Disturbance, and Autism, may be served by the holder of a LAD specialty area authorization if the IEP Team determines that the student with special needs has an identified academic communication and language deficit that requires specialized academic instruction..*

*If the local level assessment indicates an adverse effect on the ability of the student to access the general education curriculum then the IEP Team may determine that **both** SLP services and specially designed academic instruction from the holder of the LAD specialty area authorization are required. Conversely, the IEP Team may determine that a student with special needs requires only instructional services and the student could be taught by the holder of a LAD specialty area authorization. As the student progresses in meeting his/her goals and outcomes, the student may or may not require SLP services. It is not required that a student with special needs being taught by the holder of a LAD authorization also receive SLP services. This is a determination made by the IEP Team based on assessments, outcomes and goals for the students.*

*Holders of the LAD specialty area authorization are authorized to teach all academic subjects, consistent with the other Education Specialist teaching credentials: e.g., mathematics, science, social studies, art, physical education, and music. The credential also includes an authorization for Autism Spectrum Disorders, Resource Specialist, and teaching English learner students with special needs.*

*The Glossary includes the authorization statements for the LAD specialty area teaching authorization and the SLP Services Credential and definitions for Educational Assessment, Education Services, Special Education Support, and Language, Speech, and Hearing Assessment. Also see the charts in Appendix 3.*

3. What type of tests and assessments may the holder of an Education Specialist Credential: LAD administer?

*The holder of an LAD specialty area authorization may administer the same type of educational tests and assessments that all other specialty areas listed on an Education Specialist Credential may administer. They are not authorized to administer the diagnostics tests to determine if a student has a speech and/or language disorders. Those tests are administered by the holder of a SLP Credential in*

*Language, Speech and Hearing, a Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, or other previously issued credentials authorizing speech and/or language services.*

4. What would the holder of an SLP Credential need to complete to earn a LAD Credential?  
*The individual would need to contact a Commission-approved LAD program sponsor (currently two have been submitted for review but none have received formal approval) for an evaluation. This would be an opportunity for a program sponsor to use the Guidance on Granting Equivalency document since there is a correlation between the coursework completed for the SLP Credential and the content of the LAD program. However, since the LAD is a teaching authorization, the individual will need to complete specific portions of the teacher preparation program. In addition, the holder of an SLP Services Credential may earn a Special Class Authorization that would allow the individual to provide instructional services in the federal disability areas of speech and language impairment and autism.*

*The Guidance on Granting Equivalency document contains recommended guidelines for the sponsors of all types of educator preparation programs to use in determining the comparability of coursework and/or field experience completed in other Commission-accredited programs or other professional experiences to coursework and/or field experience required in California educator preparation programs. It may be found at: <http://www.ctc.ca.gov/commission/agendas/2010-08/2010-08-5E.pdf>.*

#### Authorization

5. Is the LAD an added authorization like an Added Authorization in Autism Spectrum Disorders or is it a full credential specialty area like Moderate/Severe Disabilities?  
*The LAD is the seventh full specialty area on the Education Specialist Credential. It is not an Added Authorization in Special Education. An individual does not need to hold another special education credential or authorization in order to earn the LAD specialty area. If an individual who already holds a valid special education credential completes a preliminary LAD program, application processing and fee information may be found in Credential Information Alert 12-06 at <http://www.ctc.ca.gov/credentials/cig2/alerts.html> and the Adding a Full Specialty Area to a Valid Level I, Level II, Preliminary or Clear Education Specialist Credential chart at <http://www.ctc.ca.gov/credentials/CREDS/special-ed-authorization-adding-full-speciality.pdf>.*
6. What type of instructional services will an Education Specialist Credential: LAD teacher provide?  
*An individual holding an Education Specialist Teaching Credential: LAD will be a teacher for students with special needs who have been assessed at the local level and the IEP Team has determined the student requires special education instructional services. The LAD specialty area authorization allows the holder to provide instructional services in a classroom and other settings to students with special needs with specific needs in academic communication and language areas in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas.*

*Holders of the LAD specialty area authorization will be authorized to teach all academic subjects, consistent with the other Education Specialist teaching credentials: e.g., mathematics, science, social studies, art, physical education, reading, and music to students within their classrooms or other settings. See question #12 for types of settings.*

*The LAD specialty area authorization holder has completed extensive training in communication, language and literacy as part of the preliminary Education Specialist teacher preparation program.*

*As with all other Education Specialist authorizations, the LAD also includes authorizations for autism spectrum disorders, provide resource specialist instructional setting, and to provide instructional services to English learner students with special needs. See the Glossary for the Education Specialist Credential: LAD Authorization statement and the chart in Appendix 1.*

7. How is the LAD specialty area authorization teacher different from a Resource Specialist teacher?  
*The LAD specialty area authorization allows the individual to provide instructional services to students with special needs in a classroom and other settings with specific needs in academic communication and language areas in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas. In addition, the LAD also includes authorizations for autism spectrum disorders to serve in a resource setting, and to provide instructional services to English learner students with special needs.*

*The Resource Specialist authorization is limited to providing resource specialist instructional services only as determined by the IEP Team. The IEP Team determines eligibility for special education services and the most appropriate placement and service delivery model for students based on the area of needs and goals for the student. In the case of student needing resource specialist instructional services, the student is assigned to a general education classroom for a majority of a school day. The RSP Certificate, the RSP Added Authorization, and the RSP Authorization on an Education Specialist Credential authorize providing resource specialist instructional services across all disability areas.*

*If a resource specialist does not possess the knowledge or skills to serve a particular student in a specific specialty area, the IEP Team should determine who will provide those services and/or consult with the resource specialist. This situation most often occurs with students with special needs being provided resource specialist instructional services in the area of autism or who have low incidence disabilities such as deaf and hard-of-hearing, physical and health impairments or visual impairment.*

8. How are the instructional services that a LAD teacher may provide different from those provided by an Education Specialist: Mild/Moderate or Early Childhood Special Education teacher?  
*Holder of Education Specialist Credentials: Mild/Moderate (M/M)) and Early Childhood Special Education (ECSE) and ECSE Certificates and Added Authorization are also authorized to provide instructional services (with ECSE limited to birth to pre-K and M/M to grades K-12 up to age 22) allows instructional services in academic communication and language with specific needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas.*

*However, the holder of an Education Specialist Credential: LAD will have completed much of the same preparation as an Education Specialist Credential: M/M authorization but will have a greater depth of knowledge and preparation in the areas of language, language acquisition, and literacy (in preschool, grades K-12 up to age 22). ECSE Credential, Certificate and Added Authorizations have much of the same preparation but is focused on children birth to pre-K. Holders of M/M and ECSE Credentials and ECSE Certificates and Added Authorization currently assigned to teach academic communication and language development may continue serve students with disabilities that fall within their specialty area authorization area. It is the local level employer's decision to determine through the IEP process if any of the students would be better served by the holder of a LAD Credential. The holder of a LAD specialty area authorization may also teach academic*

*communication and language development to students with special needs across the federal disability areas. See the charts in Appendices 1 and 2.*

9. Are there charts available that illustrate the difference in the authorization for the LAD specialty area authorization and the authorization for the SLP Services Credential?  
*Yes, see the charts in Appendices 1-3.*
10. Isn't the LAD specialty area authorization just like having a generic special education credential?  
*No. While the LAD **specialty area** authorization allows an individual to provide instructional services to students with special needs across the federal disability areas, it is limited to serving students identified with academic communication and language needs. It is not an authorization to provide generic special education services for special needs students in all disability areas. The Commission believes that most of the students taught by the LAD **specialty area** authorization will qualify for special education services in the mild/moderate disabilities, moderate/severe disabilities, and speech and language impairment areas. See the Glossary for the Education Specialist Credential: LAD **specialty area** authorization statement and the chart in Appendices 1-3*
11. What is the grade level of the LAD specialty area authorization?  
*The authorization is for preschool, kindergarten to grade 12 up to age 22.*
12. In what type of setting will the LAD specialty area authorization be serving?  
*The service across the continuum of program options is the same for all Education Specialist Credential teaching authorizations including the LAD to serve students with special needs as follows: resource rooms or services; special education settings; general education settings; special schools; home/hospital settings; state hospitals; development centers; 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.*
13. Will the role of the LAD teacher be to only implement Response to Intervention and Instruction (RtI<sup>2</sup>)?  
*No. The role of the LAD teacher is broader than only serving students in an RtI<sup>2</sup> model. The LAD specialty area authorization and other specialty area Education Specialist Credential holders may provide instructional services to students with special needs as determined by the IEP Team in an RtI<sup>2</sup> model or other service delivery models. See the Glossary for the Education Specialist Credential: LAD specialty area authorization statement and the chart in Appendix 1.*
14. Does the holder of a Ryan Instruction Specialist Credential in Communication Handicapped need to earn a LAD authorization to provide academic communication and language development?  
*The Communication Handicapped authorization allows the holder to provide instructional services in the federal disability areas of speech and language impaired, deafness or hearing impairment, and deaf-blindness. Individuals holding the previously issued Communication Handicapped authorization who are currently assigned to teach academic communication and language development may continue serve students with special needs identified with the specified disability areas as determined by the IEP Team. In some cases, the holder of the Communication Handicapped authorization may also be authorized to serve students in the area of autism. Please refer to footnote number four in the Special Education Authorization Chart for additional information on this option - <http://www.ctc.ca.gov/credentials/CREDS/special-education-chart.pdf>.*

15. My Special Education Director has determined since all severely handicapped students (and most special education students) have communication and language needs, therefore any of our severely handicapped classrooms would be authorized by a teacher with an LAD Credential (instead of Moderate/Severe). This would resolve any assignment issues related to grade level since the LAD specialty area authorization includes preschool and several of our classes are preschool-2<sup>nd</sup> grade. Is this appropriate?

*While the LAD specialty area authorizes service across disability areas for students identified with academic communication and language needs it does not provide authorization for additional special education services that may be identified as required in the IEP for a student with moderate-severe or a low incidence disability area.*

*If the moderate-severe student also has additional service needs, such as in the area of emotional disturbance or moderate intellectual disabilities, beyond academic communication and language development identified in the IEP then those services must be provided by an appropriately authorized individual. Another example in a low incidence area, a student that is deaf or hard-of-hearing may have an IEP indicating the need for instruction in speech reading, sign language or rehabilitative and educational services for their hearing impairment. They may need adapted curricula, methods or media specific to their DHH impairment to facilitate the learning process. These designated instruction and services are not authorized by the holder of a LAD specialty area authorization. These specified services must still be provided by an individual holding an appropriate authorization for providing DHH instruction and services whether they are provided in a self-contained classroom, push-in, consultative or in some other service delivery model.*

#### Employment

16. Why would an employing agency hire this new LAD teacher?

*Employing agencies have identified a growing area of need to serve students with special needs from preschool through age 22 who have as part (or most) of their significant academic need, areas of deficit in the area of language/literacy/reading. Since academic communication and reading are fundamental to academic learning, the teacher with a LAD specialty area authorization will be prepared to serve this growing need. In addition, a large portion of the students who qualify for special education services continue to qualify under the category of Speech and Language Impaired (SLI) for speech and/or language disorder requiring the services of a speech-language pathologist. Those students often also have academic needs above and beyond the need for speech and/or language services, especially in accessing the core curriculum. The teacher with the LAD specialty area authorization will be prepared to provide instructional services and access to the core curriculum to these populations.*

*The holder of Education Specialist Credential: Mild/Moderate (M/M)) and Early Childhood Special Education (ECSE) authorizations (with ECSE limited to birth to pre-K and M/M to grades K-12 up to age 22) allow instructional services in academic communication and language with specific needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas. However, the holder of an Education Specialist Credential: LAD will have completed much of the same preparation as an Education Specialist Credential: M/M authorization but will have a greater depth of knowledge and preparation in the areas of language, language acquisition, and literacy (in preschool, grades K-12 up to age 22). See the charts in Appendices 1 and 2.*

17. Who will decide if an individual holding an Education Specialist Credential: LAD or a SLP Services Credential will work with a student?

*The IEP Team makes the decision concerning the type of services each student with special needs should be provided. The current screening/assessment through the IEP Team process will continue whereby only an individual with an SLP Services Credential can assess a student for speech and/or language disorders and provide speech and/or language services. Based on discussion with employers, the Commission believes there will be many cases in which a student with special needs will need instructional services from the holder of a LAD specialty area authorization and speech and/or language services from a speech-language pathologist. See the charts in Appendices 1-3.*

*While the student with special needs in the area of Speech and Language Impairment is the most likely candidate for the LAD teacher to serve, students in other disability areas, especially Intellectual Disabilities, Specific Learning Disability, Other Health Impairment, Emotional Disturbance, and Autism, may be served if the IEP Team determines that the student with special needs has an identified academic communication and language deficit and is best served in an instructional setting.*

18. Must students qualify for special education services to be taught by the holder of a LAD specialty area authorization?

*Yes. Students must be assessed at the local level through the IEP Team process and qualify for special education services. The LAD specialty area authorization does not authorize providing instructional services to general education students. See the charts in Appendices 1 and 2.*

19. Will the LAD specialty area authorization be available on an Education Specialist Teaching Permit, Limited Assignment Permit, and Variable Term Waiver?

*Yes. The LAD specialty area authorization may be issued on these types of documents.*

20. Will there be a caseload limit for holders of the LAD specialty area authorization?

*The Commission does not have purview in the area of caseload. Contact the Special Education Division at the California Department of Education at (916) 445-4613 or <http://www.cde.ca.gov/sp/se/> concerning this question.*

21. Does the local level employer need to reevaluate students currently receiving speech services to ascertain if they would benefit from receiving instructional services from a LAD teacher?

*This would be a local level decision. While the IEP is a local assessment, the Commission believes that the employer would need to discuss this issue with the SLP Services Credential holder who is currently providing speech services as well as with the local SELPA. If an additional assessment is needed, the speech-language pathologist would be part of that assessment.*

22. For initial issuance of a LAD Provisional Internship Permit (PIP) or Short-Term Staff Permit (STSP), what are the options to meet the subject-matter competence for these permits?

*An individual may complete the subject-matter requirements for the Single Subject or Multiple Subject PIP or STSP, or verify a minimum of three years of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students (experience as an aide is acceptable) or verify a minimum of nine semester units of course work in special education or in a combination of special education and regular education. Specific information may be found on the PIP and STSP information leaflets found at: <http://www.ctc.ca.gov/credentials/leaflets/cl856.pdf> and <http://www.ctc.ca.gov/credentials/leaflets/cl858.pdf>.*

23. Is Auditory Processing Disorder (APD) included within the LAD specialty area authorization?

*APD is an auditory disorder that is not the result of higher-order, more global deficit such as autism, intellectual disabilities, attention deficits, or similar impairments. Treatment of APD is individualized. There is no one treatment approach that is appropriate for all children with APD. Children with APD often:*

- *have problems paying attention to and remembering information presented orally especially carrying out multi-step directions given orally; and need more time to process information;*
- *have language difficulties (e.g., they confuse syllable sequences and have problems developing vocabulary and understanding language); and*
- *have difficulty with reading, comprehension, spelling, and vocabulary*

*A multidisciplinary team approach is critical to assess and understand the cluster of problems exhibited by children with APD. Depending on the services indicated in the IEP a LAD teacher may be part of a multidisciplinary team that may provide instruction to address the academic and communication needs stemming from the disorder but does not replace the need for additional therapy by an appropriately authorized individual to address the auditory disorder. A special education teacher may shed light on academic difficulties; a psychologist may evaluate cognitive functioning in a variety of different areas; and a speech-language pathologist may investigate written and oral language, speech, and related capabilities.*

#### LAD Teacher Preparation Program

24. Who will be master teacher/supervisor for the Education Specialist Credential: LAD candidate?

*Initially an individual holding an Education Specialist Credential: Mild/Moderate (or the equivalent such as a Ryan Specialist Instruction Credential: Learning Handicapped) with the instructional experience in the areas of language and literacy development is the most appropriate individual to serve as the master teacher/field supervisor for the Education Specialist Credential: LAD candidate. As times goes on and individuals earn the Education Specialist Credential in the LAD specialty area, these individuals will also be appropriate master teacher/supervisors.*

25. When will there be programs available where I may take courses for the LAD specialty area authorization?

*The LAD program standards were approved in 2008 (at that time they were entitled 'Communication Development') with the other six Education Specialist specialty areas (mild/moderate, physical impairments, etc.). Prospective program sponsors may submit a program document to the Commission and as programs are approved by the Committee on Accreditation they will be listed on the Approved Programs webpage ([http://cig.ctc.ca.gov/cig/CTC\\_apm/all.php](http://cig.ctc.ca.gov/cig/CTC_apm/all.php)). See the information on the Commission's webpage at <http://www.ctc.ca.gov/educator-prep/new-program-submission.html> for additional information related to submitting a program. As programs are approved, the Commission will inform our stakeholders.*

26. Where can I find the LAD specialty area authorization program standards?

*The LAD Specialty Program Standards may be found starting on page 36 at <http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf>. In addition, an individual earning a LAD authorization must meet the Education Specialist Preconditions starting on page 1 and the Common Standards starting on page 10.*

27. Will there be Level I and Level II program for LAD specialty area?

*No. The dates for program sponsors to transition from the Level I to Preliminary programs have passed. Individuals completing the Education Specialist Credential: LAD program will be issued a Preliminary credential and then will need to earn the Clear credential.*

### Regulations

28. Why did the Commission propose a new Education Specialist specialty area in Language and Academic Development?

*In response to the repeated calls from stakeholders for a special education teaching authorization that focuses on communication, language, and literacy, the Special Education Workgroup and Design Team, appointed by the Commission in 2006, recommended the addition of an Education Specialist teaching authorization that focuses on those communication deficiencies that impede academic achievement. The Speech-Language Pathology (SLP) Services Credential authorizes a speech pathologist to provide services to students with language and/or speech disorders. The Education Specialist Credential: Language and Academic Development (LAD) authorizes individuals to teach students with communication and academic language deficiencies.*

*The purpose of the Education Specialist Credential: LAD is to provide highly needed support for academic and social success for students with special needs who have identified needs in language and academic development. Individuals earning this authorization will be prepared to enhance skills in literacy, language and communication for students with special needs. By incorporating the diagnostic and remedial skills of a general education reading specialist with the developmental skills of an Education Specialist serving Mild/Moderate students, the added components of language and communication skills assure that gaps are filled and missing links are found for students with special needs. See FAQs # 6, 10 and 14 for specific details on the instructional services that may be provided, the federal disability areas that may be served, and the variety of settings that may be found within the authorization for instructional services in grades preschool through 12 and up to age 22.*

*The emphasis on the importance of language in instructional programs has received increasing focus in California. This includes a focus in the area of English learners, academic language, and literacy. Legislative mandates for Students with Disabilities to achieve academically have been adopted and Common Core Standards, adopted by the California State Board, include listening and speaking standards.*

*Students with special needs may need additional academic support in addition to the speech and language services provided by a speech language pathologist. Language deficiencies may come from a variety of sources. Speech language pathologists provide services in the area of speech and/or language disorders. The SLP identifies the student's speech and/or language service needs; however, if the local level assessment indicates an adverse effect on the ability of the student to access the general education curriculum then the Individualized Education Program (IEP) Team may determine that **both** related services in speech from an SLP and specially designed academic instruction from the holder of the LAD specialty area are required. Conversely, the IEP Team may determine that a student with special needs requires only instructional services and the student would be taught by the holder of a LAD specialty area. As the student progresses in meeting his/her goals and outcomes, the student may or may not require SLP services. It is not required that a student with special needs being taught by the holder of a LAD specialty area also receive SLP services. This is a determination made by the IEP Team based on assessments, outcomes and goals for the student. See the Glossary for a definition of IEP Team.*

## Glossary of Terms

Term	Definition
<b>Authorization</b>	Each credential, certificate, authorization, permit, or waiver authorizes an individual to serve in a subject or subject area(s) in a setting at a grade level listed on the document. Each authorization statement provides the specifics for the authorization.
<b>Disability Area</b>	Refers to Federal Disability areas such as Specific Learning Disability, Deaf-Blind, Other Health Impaired, and Traumatic Brain Injury, etc. See the list at: <a href="http://www.ctc.ca.gov/credentials/CREDS/federal-disability-definitions.pdf">http://www.ctc.ca.gov/credentials/CREDS/federal-disability-definitions.pdf</a> for complete definitions of each area.
<b>Educational Assessment (LAD)</b>	<i>Assessment of students in a comprehensive manner within the authorization using multiple sources of information and a variety of strategies that directly measure a student's performance to meet goals in areas of grade-level academic curriculum and/or functional goals designed to meet the Individualized Education Program (IEP), Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP) goals and objectives regarding eligibility and services that directly result from the student's disability according to state and federal accountability systems. The assessment process may include both formal and informal assessments to evaluate students' educational instruction needs and strengths for the purpose of making accommodations, modifications, and instructional decisions.</i>
<b>Education Services (SLP)</b>	<i>Educational Services include the development of speech and language goals and objectives and the delivery of speech and language services as determined by an Individual Education Program (IEP), Individual Family Service Program (IFSP), and/or Individual Transition Plan (ITP) developed by the educational team that directly result from the student's speech and language disability. The goals and objectives are driven by the specific speech and language disorder needs of the student in accordance with state and federal laws and regulations. Educational services include the use of information and strategies that measure student progress on goals, effectiveness of accommodations/modifications, and the need for any changes in speech and language support and services. Consultation, collaboration, and speech/language academic support with teachers in the student's speech and language-based academic success is included.</i>
<b>Education Specialist Credential: LAD Specialty Area Authorization Statement</b>	<i>The Education Specialist Instruction Credential: Language and Academic Development authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals as defined in subsections 300.8(c)(1) through (10), (12), and (13) and to students with expressive or receptive language disorders within subsection 300.8(c)(11) of Title 34 Code of Federal Regulations, Subpart A, with academic communication and language needs in the following areas: language development, school readiness and social skills, and literacy development addressing competencies across the curriculum in listening, speaking, reading, writing, and academic areas, in preschool, kindergarten, in grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program</i>

Term	Definition
	<p><i>options available.</i></p> <p><i>The Education Specialist Instruction Credential: Language and Academic Development authorizes the holder to provide instructional services to students with academic communication and language needs but does not take the place of speech and language services as defined in Education Code section 56333.</i></p>
<p><b>Individualized Education Program (IEP) Team</b></p>	<p>As required in Title 5 section 3030 (found in Appendix 5), students must be assessed to determine that the degree of their impairment requires special education services in one or more of the program options authorized by Education Code section 56361. The decision whether the assessment results demonstrate that the degree of the student’s impairment requires special education services is made by the Individualized Education Program (IEP) Team including the assessment personnel. The specific implementation processes and procedures of these criteria shall be developed by each special education local plan area.</p> <p>The IEP Team may have additional titles in areas of California including the Multi-Disciplinary Assessment Team (MDAT) and Assessment/IEP Team.</p>
<p><b>Language, Speech, and Hearing Assessment (SLP)</b></p>	<p><i>Assessments include procedures, techniques, and instrumentation, both formal and informal, used to assess the speech and language status of children and the implications of speech/language disorders in a school or educational setting. The assessment includes the screening, evaluation, and interpretation of test results and referrals for further evaluation for treatment.</i></p>
<p><b>Preliminary Education Specialist Teaching Credential</b></p>	<p>Effective June 26, 2010, this is the entry level Education Specialist Credential issued for five years following completion of a specific set of requirements including but not limited to a bachelor’s degree, preparation program including student teaching, and specific content coursework. The credential also includes authorizations for autism spectrum disorders to serve in a resource setting, and to provide instructional services to English learners with special needs.</p>
<p><b>Services Credential</b></p>	<p>A credential that authorizes an individual to provide services in the California public schools. Requirements for a services credential include the completion of a professional preparation program in the specific area. Services Credential Programs include Administrative, Library Teacher, Pupil Personnel, School Nurse Health, and Speech-Language Pathology.</p>
<p><b>Special Education Support (LAD)</b></p>	<p><i>Support includes participation in the IEP, Individualized Family Service Program, and/or Individualized Transition Plan process including planning and implementation of the student’s IEP, Individualized Family Service Program, and/or Individualized Transition Plan; providing consultative, collaborative, and coordinating specially designed instruction with students, parents, teachers, and other community and school personnel; planning, developing, and implementing instructional program plans relative and within the authorization of the credential or added authorization. Special education support does not include providing language, speech and hearing therapy, orientation and mobility, or audiology services.</i></p>

Term	Definition
<b>Speech-Language Pathology Services Credential Authorization Statement</b>	<i>A preliminary or clear Speech-Language Pathology Services Credential in Language, Speech and Hearing authorizes the holder to conduct Language, Speech, and Hearing Assessments and provide Educational Services, provide specific learning disability area services related to speech and language, and special education services to individuals with language and speech impairments across the special education disability areas, to students from birth through age 22 in services across the continuum of program options available found in Section 80048.9.3.</i>
<b>Students with Special Needs</b>	Refers to students who are have been identified as needing specific services based on an Individualized Education Program (IEP), Individualized Family Service Program (IFSP), and/or Individualized Transition Plan (ITP). Federal regulations refer to ‘child with a disability’.
<b>Teaching Credential</b>	A credential that authorizes an individual to provide instructional services in the California public schools in specific subject matter and settings.

## Appendix 1

### Federal Disability Categories and California's Education Specialist Teaching Authorizations

Federal Disability Categories	LAD	MM	MS	ECSE <sup>1</sup>	DHH	VI	PHI
<b>Autism (AUT):</b> developmental disability significantly affecting verbal and nonverbal communication and social interaction that adversely affects a child's educational performance.	#	*	X	X	*	*	*
<b>Deaf-Blindness (DB):</b> concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness	#		X		X	X	
<b>Deafness and Hearing Impairment (DHH):</b> impairment in hearing or processing linguistic information through hearing, whether permanent or fluctuating, that adversely affects a child's educational performance	#				X		
<b>Emotional Disturbance (ED):</b> An inability to learn that cannot be explained by intellectual, sensory, or health factors, an inability to build or maintain satisfactory interpersonal relationships with peers and teachers that adversely affects a child's educational performance	#	X	X	X			
<b>Mental Retardation (MR):</b> significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance	#	X	X	X			
<b>Multiple Disabilities (MD):</b> means concomitant impairments, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.	#		X	X			X
<b>Orthopedic Impairment (OI):</b> severe orthopedic impairment that adversely affects a child's educational performance	#						X
<b>Other Health Impairment (OHI):</b> limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, is due to chronic or acute health problems adversely affects a child's educational performance	#	*		X			X

Federal Disability Categories	LAD	MM	MS	ECSE <sup>1</sup>	DHH	VI	PHI
<b>Specific Learning Disability (SLD):</b> means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia	#	X		X			
<b>Speech or Language Impairment (SLI):</b> a communication disorder, such as an articulation disorder, abnormal voice, or fluency disorder that adversely affects a child's educational performance ■							
Language disorder: expressive or receptive language disorder that adversely affects a child's educational performance ■	#						
<b>Traumatic Brain Injury (TBI):</b> an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.	#			X			X
<b>Visual Impairment (VI):</b> an impairment that, even with correction, adversely affects a child's educational performance	#					X	

<sup>1</sup> Birth to Pre-K Only

**X** = Programs under both the 1997 and 2009 standards prepare candidates to work with students in this disability category

**\*** = Programs under the recently adopted standards (2009) prepare candidates to work with students in this disability category

**#** = *Education Specialist: Language and Academic Development* programs prepare candidates to provide academic instruction for students in this disability category **if** the student has identified needs in **academic communication and language with specific needs in the following areas: language development, school readiness and social skills, and literacy development**. Usually additional services would still need to be provided for students with DB, DHH, MD, OI, OHI, or VI. **Bold** indicates the disability categories that are most likely to be served by an individual holding a LAD

■ = See Appendix #2 and #4

LAD= Language and Academic Development

MM= Mild/Moderate

MS=Moderate/Severe

ECSE= Early Childhood Special Education

DHH=Deaf and Hard of Hearing

VI= Visual Impairment

PHI= Physical and other Health Impairment

**Appendix 2**

<b>Special Education Eligibility Criteria (CDE ) and Education Specialist Teaching Authorizations (Commission Issued)</b>							
<b>5 CCR 3030 - Eligibility Criteria [CDE regulations]</b>	<b>Commission's Teaching Credentials</b>						
	<b>LAD</b>	<b>MM</b>	<b>MS</b>	<b>ECSE</b>	<b>DHH</b>	<b>VI</b>	<b>PHI</b>
(a) A pupil has a <b>hearing impairment</b> , ...	#				X		
(b) A pupil has <b>concomitant hearing and visual impairments (Deaf-Blind)</b>	#				X	X	
(c) A pupil has a <b>language or speech disorder</b> as defined in Section 56333 of the Education Code, and it is determined that the pupil's disorder meets one or more of the following criteria: <b>(1) Articulation disorder.</b>							
<b>(2) Abnormal Voice.</b> A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.							
<b>(3) Fluency Disorders.</b> A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.							
<b>(4) Language Disorder.</b> The pupil has an expressive or receptive language disorder	X	X <sup>1</sup>		X <sup>1</sup>			
(d) A pupil has a <b>visual impairment</b> ...	#					X	
(e) A pupil has a <b>severe orthopedic impairment</b> ...	#						X
(f) A pupil has limited strength, vitality or alertness, due to <b>chronic or acute health problems (Other Health Impairments)</b> ...	#	X		X			X
(g) A pupil exhibits any combination of the <b>autistic-like behaviors</b> ...	X <sup>2</sup>	X <sup>2</sup>	X	X	X <sup>2</sup>	X <sup>2</sup>	X <sup>2</sup>
(h) A pupil has significantly <b>below average general intellectual functioning (Mental Retardation)</b> ...	X	X	X	X			
(i) Because of a <b>serious emotional disturbance</b> , ...	#	X	X	X			
(j) A pupil has a disorder ( <b>Specific Learning Disorder</b> ) ...	X	X		X			
<b>Federal Disability Categories: Eligibility Criteria</b>	<b>Commission's Teaching Credentials</b>						
	<b>LAD</b>	<b>MM</b>	<b>MS</b>	<b>ECSE</b>	<b>DHH</b>	<b>VI</b>	<b>PHI</b>
<b>Multiple Disabilities</b>	X		X	X			X
<b>Traumatic Brain Injury</b>	X			X			X

**X** Programs prepare candidates to teach students in this disability category

**#** If the student has identified needs in **academic communication and language with specific needs in the following areas: language development, school readiness and social skills, and literacy development**, usually additional services would still need to be provided for students with DB, DHH, MD, OI, OHI, or VI.

**1** M/M and ECSE areas authorize instructional services (with ECSE limited to birth to pre-K and M/M to grades K-12 up to age 22. However, holder of the LAD has additional preparation in this area (limited to preschool, grades K-12 up to age 22)

**2** Programs operating under the 2009 standards only

### Appendix 3

<b>5 CCR 3030 - Eligibility Criteria</b> <b>Ed SP: LAD – Education Specialist: Language and Academic Development</b> <b>SLP with SCA: Speech-Language Pathology with the Special Class Authorization      SLP: Speech-Language Pathology</b>	Teaching		Services
	Ed Sp: LAD	SLP w SCA	SLP
(c) A pupil has a <b>language or speech disorder</b> as defined in Section 56333 of the Education Code, and it is determined that the pupil's disorder meets one or more of the following criteria:			
<b>(1) Articulation disorder.</b> (A) The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance. (B) A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.	No	Yes	Yes
<b>(2) Abnormal Voice.</b> A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.	No	Yes	Yes
<b>(3) Fluency Disorders.</b> A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.	No	Yes	Yes
<b>(4) Language Disorder.</b> The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria: (A) The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or (B) The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subsection (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of fifty utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.	Yes	Yes	Yes

Note: *Education Specialist: Language and Academic Development* programs prepare candidates to provide academic instruction for students **if** the student has identified needs in academic communication and language with specific needs in the following areas: language development, school readiness and social skills, and literacy development.

*SLP* Credential holders are responsible for serving students with special needs who exhibit speech and/or language disorders as determined by the IEP Team.

If the local level assessment indicates an adverse effect on the ability of the student to access the general education curriculum then the IEP Team may determine that **both** *SLP* services and specially designed special education instruction from the holder of the LAD authorization are required.

## Appendix 4

### Title 5 section 3030 - Eligibility Criteria

*A pupil shall qualify as an individual with exceptional needs, pursuant to Section 56026 of the Education Code, if the results of the assessment as required by Section 56320 demonstrate that the degree of the pupil's impairment as described in Section 3030 (a through j) requires special education in one or more of the program options authorized by Section 56361 of the Education Code. The decision as to whether or not the assessment results demonstrate that the degree of the pupil's impairment requires special education shall be made by the individualized education program team, including assessment personnel in accordance with Section 56341(d) of the Education Code. The individualized education program team shall take into account all the relevant material which is available on the pupil. No single score or product of scores shall be used as the sole criterion for the decision of the individualized education program team as to the pupil's eligibility for special education. The specific processes and procedures for implementation of these criteria shall be developed by each special education local plan area and be included in the local plan pursuant to Section 56220(a) of the Education Code.*

- (a) A pupil has a hearing impairment, whether permanent or fluctuating, which impairs the processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.*
- (b) A pupil has concomitant hearing and visual impairments, the combination of which causes severe communication, developmental, and educational problems.*
- (c) A pupil has a language or speech disorder as defined in Section 56333 of the Education Code, and it is determined that the pupil's disorder meets one or more of the following criteria:
  - (1) Articulation disorder.
    - (A) The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance.*
    - (B) A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.**
  - (2) Abnormal Voice. A pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness.*
  - (3) Fluency Disorders. A pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener.*
  - (4) Language Disorder. The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria:
    - (A) The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or***

*(B) The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subsection (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of fifty utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.*

- (d) A pupil has a visual impairment which, even with correction, adversely affects a pupil's educational performance.*
- (e) A pupil has a severe orthopedic impairment which adversely affects the pupil's educational performance. Such orthopedic impairments include impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.*
- (f) A pupil has limited strength, vitality or alertness, due to chronic or acute health problems, including but not limited to a heart condition, cancer, leukemia, rheumatic fever, chronic kidney disease, cystic fibrosis, severe asthma, epilepsy, lead poisoning, diabetes, tuberculosis and other communicable infectious diseases, and hematological disorders such as sickle cell anemia and hemophilia which adversely affects a pupil's educational performance. In accordance with Section 56026(e) of the Education Code, such physical disabilities shall not be temporary in nature as defined by Section 3001(v).*
- (g) A pupil exhibits any combination of the following autistic-like behaviors, to include but not limited to:*
- (1) An inability to use oral language for appropriate communication.*
  - (2) A history of extreme withdrawal or relating to people inappropriately and continued impairment in social interaction from infancy through early childhood.*
  - (3) An obsession to maintain sameness.*
  - (4) Extreme preoccupation with objects or inappropriate use of objects or both.*
  - (5) Extreme resistance to controls.*
  - (6) Displays peculiar motoric mannerisms and motility patterns.*
  - (7) Self-stimulating, ritualistic behavior.*
- (h) A pupil has significantly below average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affect a pupil's educational performance.*
- (i) Because of a serious emotional disturbance, a pupil exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affect educational performance:*
- (1) An inability to learn which cannot be explained by intellectual, sensory, or health factors.*
  - (2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.*
  - (3) Inappropriate types of behavior or feelings under normal circumstances exhibited in several situations.*
  - (4) A general pervasive mood of unhappiness or depression.*

- (5) *A tendency to develop physical symptoms or fears associated with personal or school problems.*
- (j) *A pupil has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an impaired ability to listen, think, speak, read, write, spell, or do mathematical calculations, and has a severe discrepancy between intellectual ability and achievement in one or more of the academic areas specified in Section 56337(a) of the Education Code. For the purpose of Section 3030(j):*
- (1) *Basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.*
  - (2) *Intellectual ability includes both acquired learning and learning potential and shall be determined by a systematic assessment of intellectual functioning.*
  - (3) *The level of achievement includes the pupil's level of competence in materials and subject matter explicitly taught in school and shall be measured by standardized achievement tests.*
  - (4) *The decision as to whether or not a severe discrepancy exists shall be made by the individualized education program team, including assessment personnel in accordance with Section 56341(d), which takes into account all relevant material which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the individualized education program team as to the pupil's eligibility for special education. In determining the existence of a severe discrepancy, the individualized education program team shall use the following procedures:*
    - (A) *When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standard deviation of the distribution of computed differences of students taking these achievement and ability tests. A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.*
    - (B) *When standardized tests are considered to be invalid for a specific pupil, the discrepancy shall be measured by alternative means as specified on the assessment plan.*
    - (C) *If the standardized tests do not reveal a severe discrepancy as defined in subparagraphs (A) or (B) above, the individualized education program team may find that a severe discrepancy does exist, provided that the team documents in a written report that the severe discrepancy between ability and achievement exists as a result of a disorder in one or more basic psychological processes. The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy. The report shall contain information considered by the team which shall include, but not be limited to:*
      1. *Data obtained from standardized assessment instruments;*
      2. *Information provided by the parent;*
      3. *Information provided by the pupil's present teacher;*
      4. *Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores;*
      5. *Consideration of the pupil's age, particularly for young children; and*
      6. *Any additional relevant information.*
  - (5) *The discrepancy shall not be primarily the result of limited school experience or poor school attendance.*