

COMMISSION FOR TEACHER PREPARATION AND LICENSING

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TO: Deans, Heads of Education in Teacher Preparation
Institutions, Counselors, Credential Technicians
and County Superintendents of Schools

FROM: Peter L. LoPresti *PL*

SUBJECT: Title 5 Regulations for Implementation of Direct
Application Requirements for Specialist Credentials
in Accordance with AB 1688 (Chapter 919 of the
Statutes of 1975)

Attached for your information are Title 5 Regulations for
Implementation of Direct Application Requirements for
Specialist Credentials in Accordance with AB 1688 (Chapter
919 of the Statutes of 1975) which have been adopted by the
Commission for Teacher Preparation and Licensing and
approved by the California State Board of Education.

Attachment

TITLE 5 REGULATIONS FOR IMPLEMENTATION OF DIRECT APPLICATION
REQUIREMENTS FOR SPECIALIST CREDENTIALS IN ACCORDANCE WITH AB 1688
(CHAPTER 919 OF THE STATUTES OF 1975)

5936 Direct Application for Clear Specialist Instruction Credentials on or Before September 15, 1977. Before September 15, 1977, but not thereafter, applications may be made directly to the Commission for any specialist instruction credential except special education specialist credentials authorizing teaching in programs for communication handicapped and physically handicapped. Only course work completed in an accredited institution between July 1, 1964 and September 15, 1977 shall be acceptable. Acceptable experience shall have commenced on or after September 1, 1970 and completed by September 15, 1977. Applicants shall provide evidence verifying completion of the specific requirements for each credential in addition to all of the following requirements which shall be common to all specialist instruction credentials:

- (a) Possession of a valid teaching credential;
- (b) A minimum of 24 semester hours or equivalent beyond the baccalaureate degree;
- (c) Completion of twenty-four (24) semester hours, or equivalent of upper division or graduate course work in the specialized area or related areas of which no more than six (6) semester hours, or equivalent, may be credited on the basis of experience in the actual practice of the specialization in the public schools. The semester hours under (c) may be used to satisfy the requirement of (b).

5936.1 Specific Requirements for the Specialist Instruction Credential in Special Education with an authorization to teach either the learning handicapped or the severely handicapped include all of the following:

- (a) The twenty-four (24) semester hours or equivalent of upper division or graduate course work in the specialist area or related areas shall include but not be limited to coverage of each of the four categories listed below (1, 2, 3, and 4). A minimum of twelve (12) semester hours must cover the advanced components and these twelve (12) semester hours must be directly related to the authorization sought, either "learning handicapped" or "severely handicapped". This twenty-four (24) semester hours or equivalent shall include evidence of training in learning disabilities, perceptual-motor training, and language development.

(1) Pupil Assessment

Generic Component

- (A) Recognition of behavioral commonalities among exceptional pupils
- (B) Utilization of current principles, procedures, techniques and instrumentation in assessing learning and behavioral patterns in exceptional pupils
- (C) Assessment of the characteristics and behavior of exceptional pupils in terms of program and developmental needs

Advanced Component

- (A) Assessment of physical, intellectual, social and emotional characteristics of both exceptional and non-exceptional pupils
- (B) Assessment of learning disabilities in relation to psychological, genetic, physiological, social and cultural conditions
- (C) Assessment of motivational and attitudinal differences including, but not limited to, self-control, anxiety, general attitudes toward learnings, and the acceptance of success
- (D) Utilization of systematic observation, academic assessment, clinical teaching, and specialized formal assessment procedures for individualized instruction
- (E) Assessment of specific implications of handicapping conditions in relation to learning and maturational growth sequences, including career preparation, in the instructional program

(2) Instruction of Special Education Pupils

Generic Component

- (A) Development and effective use of individualized behavioral and instructional objectives and of appropriate instructional objectives and of appropriate instructional processes and strategies

Advanced Component

- (A) Identification of current issues and trends and the utilization of research findings in program implementation
- (B) Counseling exceptional pupils and their parents

(3) Evaluation of Pupil Progress and Program Effectiveness

Generic Component

- (A) Designing and utilizing pupil performance criteria to evaluate pupil learning and behavior
- (B) Evaluating and reporting outcomes of a teaching-learning sequence to pupils and parents and for school records in terms of stated objectives
- (C) Evaluation of teaching methods, materials, and media in terms of efficiency in attaining stated objectives

Advanced Component

- (A) Description and evaluation of the several theoretical instructional systems used to design programs for handi-capped pupils
- (B) Analysis and evaluation of all program elements

(4) Professional Interpersonal Relationships

Generic Component

- (A) Utilization of management, communication and supervisory skills to implement effectively the educational process among administrators, teachers, aides, service personnel, and pupils

Advanced Component

- (A) Application of appropriate intervention to extend interaction among the pupil, his peers and adults
- (B) Planning and conducting parent meetings to discuss program objectives and procedures
- (C) Utilization of ethical practices in communication to others about individual pupils
- (D) Initiation and pursuit of a program of self-assessment and professional improvement

- (b) Credit for experience in actual practice in the area of specialization in which authorization is sought may be allowed at the rate of 3 semester hours for one full year or its equivalent of such experience and may be applied to categories 1, 2, 3, and 4. Verification of such experience, by the appropriate district or county official, shall be shown by continued employment in the public schools as a teacher in a program for the learning handicapped or the severely handicapped.

5936.2 Specific requirements for the Bilingual/Cross-Cultural Specialist Instruction Credential include all of the following:

- (a) The twenty-four (24) semester hours or equivalent of upper division or graduate work in the specialist area or related areas shall include but not be limited to coverage of each of the three categories listed below (1, 2, and 3).

(1) Bilingual/Cross-Cultural teaching techniques and strategies

- (A) Bilingual teaching strategies
- (B) Team teaching with the paraprofessional
- (C) Performance based teaching
- (D) English as a Second (E.S.L.) Language Technique
- (E) Target population language as a second language technique
- (F) Bilingual and/or Cross-Cultural teaching materials development techniques
- (G) Teaching the bilingual and/or bicultural child
- (H) The teaching of reading in the target language

(2) Target Language Competence

- (A) Communication Level
 - Oral comprehension
 - Aural comprehension
 - Reading
 - Writing
- (B) Component Level
 - Speaking
 - Writing
- (C) Linguistics
 - Current
 - Historical

(3) Competencies and Knowledge of the Culture

- (A) Contemporary life style of the target population (their current life style in the United States).
 - (B) Target population's mother culture(s).
- (b) Credit for experience in actual practice in the area of specialization in which authorization is sought may be allowed at the rate of 3 semester hours for one full year, or its equivalent, of such experience and may be applied to categories 1 and 2. Verification of such experience shall be shown by continued employment in the public schools as a bilingual teacher in a bilingual program maintained with state or federal categorical funds, or as a teacher designated by a district or county as a bilingual teacher, in a position or in positions which utilize the teacher's bilingual instructional skills verified by the appropriate district or county official.
- (c) Candidate shall verify target language competence.

5936.3 Specific requirements for the Reading Specialist Instruction Credential include all of the following:

- (a) The twenty-four (24) semester hours or equivalent of upper division or graduate course work in the specialist area of related areas shall include but not be limited to coverage of each of the eight categories listed below (1 - 8).

(1) Theoretical Background

- (A) Psychology of reading, thinking and learning
- (B) Structure, sources, and dialects of the English language
- (C) Cultural differences and reading

(2) Diagnosis and Referral

(3) Instruments Measuring Reading

- (A) Selection
- (B) Construction
- (C) Interpretation of results

(4) Prescription

(5) Selection, Use, and Evaluation of Materials and Methods for Teaching

- (A) Readiness
- (B) Work Recognition
- (C) Comprehension and Critical Reading
- (D) Purpose, Approach, and Rate Flexibility
- (E) Study and Locational Skills
- (F) Interest and Motivation to Read
- (G) Appreciation of Content and Style
- (H) Oral Fluency and Expression

(6) Locating and Using Professional Literature on Reading

(7) Motivating Children, Colleagues, and Community

(8) Techniques of Professional Improvement

- (b) Credit for experience in actual practice in the area of specialization in which authorization is sought may be allowed at the rate of 3 semester hours for one full year, or its equivalent, of such experience and may be applied to categories 5 thru 8. Verification of such experience, by the appropriate district or county official, shall be shown by continued employment in the public schools as a teacher in programs in which the teacher is designated by the district or county as a reading teacher.
- (c) Either by course work or experience, the candidate shall provide evidence of preparation to meet the reading needs of students in grades 12 and below and in classes for adults.

5936.4 Specific Requirements for the Early Childhood Education Specialist Instruction Credential include all of the following:

- (a) The Twenty-four (24) semester hours or equivalent of upper division or graduate course work in the specialist area or related areas shall include but not be limited to coverage of each of the ten categories listed below (1 - 10). A minimum of three (3) semester hours must cover category (1), Knowledge of Human Development and Education.
 - (1) Knowledge of Human Development and Education
 - (A) Interpret child development and early education concepts to differentiated staff, parents, and community
 - (B) Plan for continuity of learning experiences regardless of grade level for children age eight and younger
 - (2) Demonstrate knowledge, application, and analysis of several Theoretical bases upon which Early Childhood programs have been and currently are being developed
 - (A) Explain and describe relevant research
 - (B) Compare and contrast fundamental theories of child development and philosophies of curriculum
 - (C) Analyze different programs for young children
 - (3) Plan programs that meet the individual needs and interests of children appropriate to their development, their socio-cultural background, and their experiential level
 - (A) Ability to diagnose children's learning needs through a variety of vehicles including, but not limited to: observation, case studies, tests, developmental scales, and classroom products
 - (B) Develop a suitable match between diagnosis and learning activities provided

- (C) Knowledge of the teaching of reading
 - (D) Knowledge of the teaching of mathematics
 - (E) Knowledge of the teaching of music, art, drama and movement
 - (F) Knowledge of varied learning styles
 - (G) Provide opportunities for choice, problem-solving decision making, and responsibility for learning, on the part of the children
 - (H) A broad repertoire of teaching strategies
 - (I) Use teaching strategies related to child development (e.g., use an inquiry process of learning based on the young child's curiosity and active exploratory behaviors.)
 - (J) Ability to utilize knowledge of socio-cultural background of young children in planning learning environments
 - (K) Develop organizational and management procedures to facilitate growth and learning
- (4) Evaluate objectives, children's individual growth, learning, and programs
- (A) Evidence consistency between stated objectives and methods of evaluation
 - (B) Knowledge of appropriate testing measures for young children in the cognitive, affective and psychomotor domains
 - (C) Develop and employ a variety of processes which are appropriate for recording and evaluating continuous progress
 - (D) Explain and discuss alternative evaluative process and programs
 - (E) Interpret results of standardized tests, and other evaluative protocols
- (5) Design and evaluate curriculum materials and resources appropriate to children from various cultures and of varying abilities, age eight and younger
- (A) Evaluate and select prepared curriculum materials
 - (B) Develop original materials to meet the needs and interests of children

- (6) Develop parent and community interest and involvement
- (A) Knowledge of community served
 - (B) Encourage participation and involvement of parents in school programs
 - (C) Provide for parent education as related to the child's development and educational practices
 - (D) Develop criteria for working with volunteers, tutors, parents, and paraprofessional staff members
 - (E) Foster constructive interactions among teaching staff and parents from diverse cultures
 - (F) Explain and describe similarities and differences among cultural groups in language, child-rearing practices, values and customs
 - (G) Facilitate parent conferences, demonstrate skill in non-judgmental listening and interactions, and the ability to help others develop this skill
 - (H) Recognize and acknowledge community and home strengths; plan and initiate programs to strengthen home-school ties
- (7) Use professional and community resources for referral, enrichment, program development, and program implementation
- (A) Describe and list professional and community resources for referral, enrichment and program implementation
 - (B) Identify children with special needs, select appropriate referral sources and develop plans after appropriate consultation
 - (C) Assist in developing new community resources
- (8) Supervise and coordinate a comprehensive program involving differentiated staffing and provide for staff development
- (A) Interpret alternative educational philosophies and program rationale to staff, parents and community
 - (B) Provide educational leadership within the community served
 - (C) Establish a climate which facilitates mutual help and growth
 - (D) Work cooperatively with other personnel to provide a smooth transition for children from one level to another

- (E) Provide leadership in establishing varied organizational patterns, e.g., multi-age grouping, team teaching, use of paraprofessionals and volunteers
- (F) Plan and provide inservice education to meet staff needs and interests
- (G) Model appropriate behaviors for adults leading young children
- (H) Prepare professional reports
- (9) Direct total program
 - (A) Implement minimum standards as required by health, education and welfare codes
 - (B) Organize schedules, supplies, maintenance or equipment, budget planning and accounting
 - (C) Coordinate a comprehensive program including health, education, nutrition, and psychological services
 - (D) Articulate programs of pre-kindergarten, kindergarten, primary and intermediate grades
- (10) Demonstrate ability to prepare project proposals
 - (A) Cooperate with administrators, teachers, and parent advisory board in developing proposal designs
 - (B) Generate community understanding for needed projects
- (b) Credit for experience in actual practice in the area of specialization in which authorization is sought may be allowed at the rate of 3 semester hours for one full year, or its equivalent, of such experience and may be applied to major categories 5 thru 8. Verification of such experience, by the appropriate district or county official, shall be shown by continued employment in the public schools as a teacher of children, age eight or younger.

5936.5 Specific requirements for the Agricultural Specialist Instruction Credential include all of the following:

- (a) The twenty-four (24) semester hours or equivalent of upper division or graduate course work in the specialist area or related areas shall include but not be limited to coverage of each of the two categories listed below (1 and 2).
- (1) Basic knowledge and competencies in animal production, plant production, agricultural mechanics, and advanced competency in one or more of the following instructional program areas:
 - (A) Agricultural production

- (B) Supplies and services
- (C) Agricultural mechanics
- (D) Ornamental horticulture
- (E) Natural resources
- (F) Forestry
- (G) Agricultural Products and Processing

(2) Basic knowledge and competencies in the following:

- (A) Agricultural program planning, development and operation
 - (B) Advising, conducting and managing Future Farmers of America programs
 - (C) Supervising student occupational experience programs in agriculture
 - (D) Conducting young farmer and adult education programs in agriculture
 - (E) Principles, practices, policies, trends and philosophies in vocational education
- (b) Credit for experience in actual practice in the area of specialization in which authorization is sought may be allowed at the rate of 3 semester hours for one full year, or its equivalent, of such experience and may be applied to categories 1 and 2. Verification of such experience, by the appropriate district or county official, shall be shown by continued employment in the public schools in which the teacher is assigned by the district or county as a teacher of vocational agricultural subjects.
- (c) Either a major in agriculture from an accredited institution or a passing score on the Commission approved agriculture examination.

5936.6 Specific requirements for the Health Science Specialist Instruction Credential include all of the following:

- (a) The twenty-four (24) semester hours or equivalent of upper division or graduate course work in the specialist area or related areas shall include but not be limited to coverage of each of the sixteen categories listed below (1 - 16).
- (1) An ability to interpret the significance of children and youth's health problems at all socio-economic levels and in all ethnic groups

- (2) An ability to design and implement health education programs which are based on the health needs of children and youth from various socio-economic and cultural groups
- (3) An ability to provide for the growth and development characteristics of children and youth in the teaching-learning situation
- (4) An ability to incorporate factors that influence or determine health behavior when planning for health instruction
- (5) An ability to plan and organize activities that facilitate physical, emotional, and social development of children and youth
- (6) An ability to promote and protect the physical and emotional health of children and youth through varied experiences in the school and community setting
- (7) An ability to communicate health needs of children and youth to parents without belittling or being critical
- (8) An ability to utilize community health resources in planning and implementing the health curriculum
- (9) An ability to utilize accepted criteria for determining the content of health instruction
- (10) A knowledge of the fundamental concepts related to individual, family, and community health including but not limited to the following:
 - Drug Use and Misuse
 - Family Health
 - Nutrition
 - Diseases and Disorders
 - Environmental Health
 - Safety
 - Mental-Emotional Health
 - Community Health
 - Consumer Health
 - Oral, Vision, and Hearing Health
 - Exercise, Rest, and Posture
 - International Health
- (11) A knowledge of fundamental information relative to behavioral and biological sciences when teaching about health
- (12) A knowledge of important concepts to be taught relative to health content areas
- (13) A knowledge of measurable objectives relative to health concepts being emphasized

- (14) A knowledge of strategies and skills for making decisions which can favorably modify health behaviors
 - (15) A knowledge of a variety of appropriate learning opportunities to help students attain specified objectives
 - (16) Coordinate the function and activities of a total health education program
- (b) Credit for experience in actual practice in the area of specialization in which authorization is sought may be allowed at the rate of 3 semester hours for one full year, or its equivalent, of such experience and may be applied to major categories 1 thru 16. Verification of such experience, by the appropriate district or county official, shall be shown by continued employment in the public schools in which the teacher is assigned by the district or county as a teacher of Health Science courses.
- (c) Either a major in Biology or Life Science or Health Science from an accredited institution or a passing score on the Commission approved Life Science examination.

5936.7 Specific requirements for the Mathematics Specialist Instruction Credential include all of the following:

- (a) The twenty-four (24) semester hours or equivalent of upper division or graduate work in the specialized area or related areas shall include but not be limited to coverage of each of the seven categories listed below (1 - 7).
 - (1) Ability to analyze, evaluate, select, and apply results of current research, new materials and programs
 - (2) Ability to design curricula for students of all performance levels
 - (3) Capabilities for professional leadership and guidance of teachers and para-professional as well as members of the community
 - (4) Ability to apply mathematical terminology and instructional technology (e.g., computers, instructional media) as part of the instructional program
 - (5) Proficiency in testing and measurement for diagnosis, prescription and assessment
 - (6) Skills in utilizing staff in implementing curriculum improvements
 - (7) Competence in planning, developing, implementing and evaluating in-service programs

- (b) Credit for experience in actual practice in the area of specialization in which authorization is sought may be allowed at the rate of 3 semester hours for one full year, or its equivalent, of such experiences and may be applied to categories 1 thru 7. Verification of such experience, by the appropriate district or county official, shall be shown by continued employment in the public schools in which the teacher is assigned by the district or county as a teacher of Mathematics.
- (c) Either a major in Mathematics from an accredited institution or a passing score on the Commission approved Mathematics examination.
- (d) Verification of completion of a minimum of three (3) years of full-time classroom teaching with demonstrated aptitude for classroom teaching.