

## COMMISSION FOR TEACHER PREPARATION AND LICENSING

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NO. 78-7952

TO: All Individuals and Groups Interested in the Activities  
of the Commission for Teacher Preparation and Licensing

FROM: Peter L. LoPresti, Executive Secretary *PL*

SUBJECT: Title 5 Regulations, Sections 80032.2 through 80032.2(c)(11),  
Special Education Training for Teachers and Administrators

The Commission for Teacher Preparation and Licensing has approved and adopted the attached Title 5 Regulations, California Administrative Code, Section 80032.2 through 80032.2(c)(11) for Special Education Training for Teachers and Administrators.

These regulations became effective December 6, 1978 to implement the statutory mandate cited in Section 80032.2(a).

(1) Adopt Section 80032.2 to read:

80032.2. Special Education Training for Teachers and Administrators. (a) The Special Education training requirement specified in Section 67.5 of Chapter 1247 of the Statutes of 1977 shall be required of each applicant for a clear Multiple or Single Subject teaching credential or an Administrative Services credential issued in accordance with the provisions of Section 44259 of the Education Code. This requirement may be satisfied by a course of study, which may be offered or accepted by an approved college or university. The college or university recommending the applicant for a clear Multiple or Single Subject teaching credential or Administrative Services credential shall submit a plan for Commission approval indicating how this requirement will be met. Each plan submitted to the Commission shall include but not be limited to the following:

(1) A description of the program elements which lead to the demonstration of the knowledge and skills as provided herein;

(2) A description of how such program elements relate to each specified knowledge and skill area for each credential;

(3) A description of the specific program options available to each candidate for acquiring the knowledge and skills;

(4) Provisions for giving credit or establishing equivalency toward completion of this requirement in the form of in-service training, work taken for credit at other institutions, including out-of-state institutions, or a combination of these or other options.

(b) After July 1, 1979 no institutional recommendation shall be issued for the clear Multiple or Single Subject teaching credential unless the recommending institution has presented evidence that the candidate has completed a program preparing the individual to:

(1) Recognize children's academic strengths and weaknesses, perceptual characteristics, and preferred learning modalities (i.e., auditory, visual, kinesthetic) through formal and informal assessment procedures appropriate for classroom teachers to administer;

(2) Be able to assess the characteristics and behavior of exceptional pupils in terms of program and developmental needs;

(3) Recognize the differences and similarities of exceptional and non-exceptional pupils;

(4) Analyze non-discriminatory assessment including a sensitivity to cultural and linguistic factors;

(5) Produce and evaluate short- and long-term educational objectives for regular classroom aspects of the Individualized Education Program goals;

(6) Utilize various diagnostic/prescriptive materials and procedures in reading, language arts, math, and perceptual-motor development, when appropriate;

(7) Apply diagnostic information toward the modification of traditional school curriculum and materials for selected children;

(8) Identify and teach non-academic areas, i.e., socialization skills, career and vocational education;

(9) Promote pupil growth in the affective domain and in inter-personal relationships;

(10) Be able to communicate appropriate information in a positive manner to other professionals and to parents;

(11) Understand current legislation dealing with Special Education, including the concept of least restrictive environment, and due process for parents and teachers.

(c) After July 1, 1979 no institutional recommendation shall be issued for the Administrative Services credential unless the recommending institution has presented evidence, consistent with its approved plan, that the candidate has completed a program preparing the individual to:

(1) Be able to assess the characteristics and behavior of exceptional pupils in terms of program and developmental needs;

(2) Recognize the differences and similarities of exceptional and non-exceptional pupils;

(3) Analyze non-discriminatory assessment including a sensitivity to cultural and linguistic factors;

(4) Discuss interpersonal relationships and human relations problems and issues with students and parents;

(5) Communicate information in a positive manner to teachers and parents;

(6) Evaluate the concept of least restrictive environments and its implications for the instructional process;

(7) Define and explain the admission, review, and dismissal processes of Special Education legislation;

(8) Formulate and illustrate an Individualized Educational Program in consultation with the appropriate support personnel and parents for individuals with exceptional needs;

(9) Identify and select alternative instructional programs;

(10) Contrast and explain individual protections of Special Education legislation as they pertain to parents, teachers and students;

(11) Apply diagnostic information toward the modification of traditional school curriculum and materials for selected children.