

COMMISSION FOR TEACHER PREPARATION AND LICENSING

OFFICE OF THE EXECUTIVE SECRETARY
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May 14, 1979

78-7954

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 - Establishment of Direct Application
for Clear Specialist Instruction Credentials in Special
Education and Bilingual/Crosscultural Education,
Sections 80063 and 80064

The Commission for Teacher Preparation and Licensing has approved and adopted the following regulations in Title 5 of the California Administrative Code establishing Direct Application for Clear Specialist Instruction Credentials authorizing teaching the Learning Handicapped, Severely Handicapped and in bilingual/crosscultural classes.

Please note carefully the restrictions stipulated in Section 80064(c) highlighted on page four. This sharply limits the number of credential holders eligible to apply for the special education credentials under these regulations.

These regulations will become operative on June 1, 1979. Credential applications will be accepted before that date but a credential issued under these regulations will not be dated earlier than this operative date.

Adopted Amended Section 80063 as follows:

Section 80063. Direct Application for Clear Specialist Instruction Credentials. Before September 15, 1980, but not thereafter, applications may be made directly to the commission for Learning Handicapped or Severely Handicapped Specialist Instruction Credentials as described in Section 80064. Before September 1, 1980, but not thereafter, applications may be made directly to the commission for Bilingual/Crosscultural Credentials as described in Section 80065. Before September 15, 1977, but not thereafter, application may be made directly to the commission for all other Specialist Instruction Credentials, 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, 1980 shall be acceptable. Acceptable experience shall have been commenced on or after September 1, 1970 and completed by September 15, 1980. Applications 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 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 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).

Adopts Amended Section 80064 as follows:

Section 80064. 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 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 12 semester hours must cover the advanced components, and these 12 semester hours must be directly related to the authorization sought, either "learning handicapped" or "severely handicapped". This 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 observations, 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 Components.

- (A) Development and effective use of individualized behavioral and instructional objectives, and or 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 handicapped 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, the pupil's 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 three 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.

(c) Applies to holders of emergency or preliminary Learning or Severely Handicapped Specialist Credentials; or to applicants who can verify one full year of teaching experience in learning or severely handicapped classes completed prior to December 31, 1976.