

## COMMISSION FOR TEACHER PREPARATION AND LICENSING

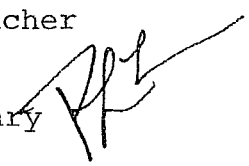
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77-781105

July 12, 1978

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

FROM: Peter L. LoPresti, Executive Secretary 

SUBJECT: Title 5 Regulations, Section 80032.2 - Special  
Education Training for Teachers and Administrators

In accordance with Commission policy, the following proposed Title 5 Regulations, Section 80032.2, Special Education Training for Teachers and Administrators are being distributed prior to a public hearing. The public hearing has been scheduled as follows:

Friday - September 1, 1978  
9:30 a.m.  
Dunfey's - Sir Lancelot Room  
1770 South Bayshore Boulevard  
San Mateo, California 94402

Please feel free to duplicate and distribute these proposed Title 5 Regulations to anyone you believe might be interested in responding.

If you wish to make a presentation regarding the above to the Commission, please bring 30 copies of your material for distribution to the Commission and Staff. If you can prepare your statement and send the Commission office one copy 15 days before the public hearing, sufficient copies of the material will be duplicated for Commission and Staff use. We would also appreciate a call to the Commission office if you plan to make a presentation in order to schedule sufficient time on the Agenda for people who wish to make presentations.

OVER

80032.2 (a) Special Education Training for Teachers and Administrators. 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 competencies as provided herein;
2. A description of how such program elements relate to each specified competency for each credential;
3. A description of the specific program options available to each candidate for completing the competencies;
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, consistent with its approved plan, of the completion by the candidate of all the following competencies consisting of the demonstrated ability to:

1. Diagnose children's academic strengths and weaknesses, perceptual characteristics, and preferred learning modalities (i.e., auditory, visual, kinesthetic) through formal and informal assessment procedures;
2. Demonstrate the ability 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 based on Individualized Education Program goals;

6. Utilize various diagnostic/prescriptive materials and procedures in reading, language arts, math, and perceptual-motor development;
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. Discuss inter- and intra-personal relationships with students and be able to communicate appropriate information in a non-threatening manner to teachers and parents;
10. Explain current enabling legislation dealing with Special Education.

(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, of the completion by the candidate of all of the following competencies consisting of the demonstrated ability to:

1. Demonstrate the ability 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 non-threatening 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;
8. Formulate and illustrate an individualized educational program for individuals with exceptional needs;
9. Identify and select alternative instructional programs;
10. Contrast and explain individual protections as it pertains to parents, teachers and students.