

COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET
SACRAMENTO 95814

June 8, 1978

77-7847

TO: Deans and Directors of Teacher Education
District and County Superintendents of Schools

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

SUBJECT: Guidelines for the Implementation of Special Education
Training for Teachers and Administrators

The Commission for Teacher Preparation and Licensing on June 2, 1978, adopted the attached guidelines for training teachers and administrators in the area of special education. These guidelines were developed as a result of Chapter 1247 of the statutes of 1977, otherwise known as AB 1250. Section 67.5 of that new law required the Commission to develop requirements that will ensure that all individuals receiving a clear teaching credential or an Administrative Services credential after July 1, 1979, have received training in the needs of, and methods of providing educational opportunities to, individuals with exceptional needs.

While this mandate is still a year away, I think it imperative that candidates, graduates and currently employed teachers are informed of this requirement for the clear credential. Also, the guidelines are sent to the field now instead of waiting until they are officially chartered into the California Administrative Code so that institutions can begin developing their training experiences immediately. These guidelines will be scheduled for a public hearing in September 1978, at which time some modifications could be made. If there are changes, they will be passed on to you as soon as possible.

The guidelines include the following information:

- A. Statement of Intent
- B. Submission and Approval Procedures
- C. Competencies for Special Education Training
 1. Clear Teaching Credential
 2. Administrative Services Credential

All institutions of higher education that will be recommending for the clear teaching credential or the Administrative Services credential will need to submit a plan to the Commission before July 1979. Local Education Agencies that are interested in being a part of this training should consult with the colleges and universities in your service area.

If you have questions regarding the guidelines, please contact Dr. Dick Mastain, Chief of Programs, (916) 445-8097, or Dr. Paul Finkbeiner, (916) 322-2638. Institutions of higher education please contact the consultant assigned to your institution.

Attachment

GUIDELINES FOR TRAINING TEACHERS AND ADMINISTRATORS
IN THE NEEDS OF, AND METHODS OF PROVIDING EDUCATIONAL
OPPORTUNITIES TO, INDIVIDUALS WITH EXCEPTIONAL NEEDS
AS MANDATED IN CHAPTER 1247 OF THE STATUTES OF 1977

A. Statement of Intent

It is the intent of the Commission that the guidelines set forth for the training of classroom teachers and administrators should be interpreted as the minimum standards and should accommodate multiple approaches to the provision of minimum competence including theoretical and practical experiences; that the demonstration of the competencies could be effectively met at both the pre-service and in-service level of training; and that the guidelines should encourage colleges and universities to experiment and collaborate with other educational agencies in determining the most effective approaches for providing this training; and that each institution must submit a plan to the Commission by July 1, 1979 indicating how this statute will be met.

B. Submission and Approval Procedures

As mandated by law each institution that recommends multiple and single subject candidates for a clear credential must incorporate this type of training into their teacher education program, or establish procedures for verifying a candidate's completion of these competencies prior to recommending for the clear teaching credential. Likewise, every institution with approval for recommending Administrative Services credentials will need to modify their programs to include this type of training.

The Commission will be ready to review the institution's plan as soon as these guidelines are approved by the Commission and the State Board of Education. We are projecting this to be completed as of October 1978. In order to assure that these competencies are included in each teacher's and administrator's training experiences, the Commission will review each institution's plan to verify compliance with this statute. Each plan submitted to the Commission shall include but not be limited to the following:

1. A description of the program elements, i.e. courses, modules, field experiences, in-service, etc., which lead to the demonstration of the competencies.
2. A description of how your program elements relate to each competency specified by the Commission.

3. A description of the specific options available to each candidate for completing the competencies, i.e. liberal studies, professional preparation, Fifth Year program, specialized in-service.
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.

C. Competencies for Special Education Training

Clear Teaching Credential

- Diagnose children's academic strengths and weaknesses, perceptual characteristics, and preferred learning modalities (i.e., auditory, visual, kinesthetic) through formal and informal assessment procedures;
- Demonstrate the ability to assess the characteristics and behavior of exceptional pupils in terms of program and developmental needs; (generic to both credentials)
- Recognize the differences and similarities of exceptional and non-exceptional pupils; (generic to both credentials)
- Analyze non-discriminatory assessment including a sensitivity to cultural and linguistic factors; (generic to both credentials)
- Produce and evaluate short- and long-term educational objectives based on Individualized Education Program goals;
- Utilize various diagnostic/prescriptive materials and procedures in reading, language arts, math, and perceptual-motor development;
- Apply diagnostic information toward the modification of traditional school curriculum and materials for selected children;
- Identify and teach non-academic areas, i.e., socialization skills, career and vocational education;
- Discuss inter- and intra-personal relationships with students and be able to communicate appropriate information in a non-threatening manner to teachers and parents;
- Explain current enabling legislation dealing with Special Education.

Administrative Services Credential

- Demonstrate the ability to assess the characteristics and behavior of exceptional pupils in terms of program and developmental needs; (generic to both credentials)
 - Recognize the differences and similarities of exceptional and non-exceptional pupils; (generic to both credentials)
 - Analyze non-discriminatory assessment including a sensitivity to cultural and linguistic factors; (generic to both credentials)
 - Discuss interpersonal relationships and human relations problems and issues with students and parents;
 - Communicate information in a non-threatening manner to teachers and parents;
 - Evaluate the concept of least restrictive environments and its implications for the instructional process;
 - Define and explain the admission, review, and dismissal processes;
 - Formulate and illustrate an individualized educational program for individuals with exceptional needs;
 - Identify and select alternative instructional programs;
 - Contrast and explain individual protections as it pertains to parents, teachers and students.
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