

## Report of Program Accreditation Recommendations May 2019

### Overview

This report provides a summary for institutions requesting approval for new programs.

### Staff Recommendation

That after discussion with the program sponsors and after review of the BIR review of the program as well as documentation from the institution submitting the proposal, the Committee on Accreditation grants initial accreditation for the following programs.

#### Preliminary Education Specialist Mild to Moderate Intern

##### **Riverside County Office of Education**

*The reviewer feedback form on this proposed program is included as an appendix to this item: [\(Appendix A\)](#)*

In response to the teacher shortage in California, the Riverside County Office of Education intern program at the Center for Teacher Innovation (CTI) is designed to provide candidates with high caliber, research-based learning opportunities that prepares them to offer the very best instruction to students with Mild to Moderate learning support needs. The program is focused around four identified, research-based components that affect beginning teacher success rates and teacher retention. 1) beginning teacher support, 2) emotional well-being, 3) working conditions, and 4) the stages of teacher mastery. All components of the program directly connect to what beginning teachers must experience to increase the likelihood of remaining in the profession long term, thus, becoming masters of the field. The design consists of 165 hours of pre-service training delivered in a hybrid (online and face-to-face) format, followed by a two-year Intern Program that provides candidates with four semesters of coursework, structured mentoring and field supervision. Teacher Interns attend face-to-face courses two evenings per week and are provided opportunities for concrete application of learning and to develop a sense of efficacy as professionals. Assessment occurs through TPE and California Standards for the Teaching Profession (CSTP) focused field observations, course assessments, ongoing and embedded coursework assignments, and field supervision observation feedback. Candidate self-assessment occurs through Individualized Learning Plans, self-assessment based on the Continuum of Teaching Practice, and emotional well-being self-analysis surveys. [\(See agenda insert for full report\)](#)

#### Preliminary Education Specialist Moderate to Severe Intern

##### **Riverside County Office of Education**

*The reviewer feedback form on this proposed program is included as an appendix to this item: [\(Appendix A\)](#)*

In response to the teacher shortage in California, the Riverside County Office of Education intern program at the Center for Teacher Innovation (CTI) is designed to provide candidates with high caliber, research-based learning opportunities that prepares them to offer the very

best instruction to students with Moderate to Severe learning support needs. The program is focused around four identified, research-based components that affect beginning teacher success rates and teacher retention. 1) Beginning teacher support, 2) emotional well-being, 3) working conditions, and 4) the stages of teacher mastery. All components of the program directly connect to what beginning teachers must experience to increase the likelihood of remaining in the profession long term, thus, becoming masters of the field. The design consists of 165 hours of pre-service training delivered in a hybrid (online and face-to-face) format, followed by a two-year Intern Program that provides candidates with four semesters of coursework, structured mentoring and field supervision. Teacher Interns attend face-to-face courses two evenings per week and are provided opportunities for concrete application of learning and to develop a sense of efficacy as professionals. Assessment occurs through TPE and California Standards for the Teaching Profession (CSTP) focused field observations, course assessments, ongoing and embedded coursework assignments, and field supervision observation feedback. Candidate self-assessment occurs through Individualized Learning Plans, self-assessment based on the Continuum of Teaching Practice, and emotional well-being self-analysis surveys. ([See agenda insert for full program proposal](#))

#### Early Childhood Special Education Added Authorization

##### **Sonoma State University**

*The reviewer feedback form on this proposed program is included as an appendix to this item:*

[\(Appendix B\)](#)

The Early Childhood Special Education Added Authorization (ECSEAA) prepares candidates who hold a Preliminary or Clear Education Specialist (M/M or M/S specialization) to deliver high-quality services to young children with disabilities (ages birth-5) and their families. Candidates will develop and practice skills related to family-centered practices, implementing and interpreting developmentally appropriate assessments, and designing and applying evidenced-based instructional strategies to infants, toddlers, and preschool-aged children. The program consists of three courses with associated fieldwork, and can be completed in one academic year or one-semester depending on prior coursework. Classes are a hybrid format consisting of online and face to face meetings. Candidates will complete supervised fieldwork at early childhood settings carefully screened by Sonoma State University faculty. The program will have a strong emphasis on reflective practices and candidates will engage in reflection both in coursework and fieldwork. Evaluation of candidate mastery of ECSE standards will consist of successful completion of signature assignments in each course, as well as evaluation at each field site. ([See agenda insert for full program proposal](#))

**Appendix A**  
**Riverside County Office of Education**  
**Education Specialist Mild/Moderate and Moderate/Severe with Intern Pathway**

**Report of Findings**  
**Initial, Program, and Intern Preconditions**

**Initial Program Preconditions**

<b>Status</b>	<b>Precondition</b>
Met	Initial Program Precondition 1: <b>Demonstration of Need</b>
Met	Initial Program Precondition 2: <b>Practitioners' Participation in Program Design</b>

**Program Specific Preconditions**

<b>Status</b>	<b>Precondition</b>
Met	Precondition 1: <b>English Language Skills</b>
Met	Precondition 2: <b>Program Admission</b>
Met	Precondition 3: <b>Subject Matter Proficiency</b>
Met	Precondition 4: <b>Completion of Requirements</b>

**Preconditions for Intern Delivery Model**

<b>Status</b>	<b>Precondition</b>
Met	Precondition 1: <b>Bachelor's Degree Requirement</b>
Met	Precondition 2: <b>Subject Matter Requirement</b>
Met	Precondition 3: <b>Pre-Service Requirement</b>
Met	Precondition 4: <b>Professional Development Plan</b>
Met	Precondition 5: <b>Supervision of Interns</b>
Met	Precondition 6: <b>Assignment and Authorization</b>
Met	Precondition 7: <b>Participating Districts</b>

n/a	Precondition 8: <b>Early Program Completion Option. (Does <u>not apply to an Education Specialist</u> intern program)</b>
Met	Precondition 9: <b>Length of Validity of the Intern Certificate</b>
Met	Precondition 10: <b>Non-Displacement of Certificated Employees</b>
Met	Precondition 11: <b>Justification of Internship Program</b>
Met	Precondition 12 <b>Bilingual Language Proficiency</b>

## Report of Findings

### Initial Program Common Standards Response

Status	Standard
Aligned	Standard 1: Institutional Infrastructure to Support Educator Preparation <b><i>Questions, Comments, Additional Information Needed:</i></b>
Aligned	Standard 2: Candidate Recruitment and Support <b><i>Questions, Comments, Additional Information Needed:</i></b>
More information needed Aligned	Standard 3: Course of Study, Fieldwork and Clinical Practice <b><i>Questions, Comments, Additional Information Needed:</i></b> How will the institution ensure supervisors are evaluated in a systematic manner?
Aligned	Standard 4: Continuous Improvement <b><i>Questions, Comments, Additional Information Needed:</i></b>
More information needed Aligned	Standard 5: Program Impact <b><i>Questions, Comments, Additional Information Needed:</i></b> No response to this standard was included in the submission. Please respond.

## Report of Findings

### Education Specialist Program Standards

#### General Comments:

- **Formatting of reviewer responses:** Text in italics represent the language of the standard. Specific feedback in relation to the standard is bulleted below the italicized text.
- Any necessary revisions are noted in the reviewer comments below. Portions of standards not identified below are in alignment.

- The assignments in many course syllabi referenced interactive journals video reflections, lesson plans, and final projects as assignments where candidates were practicing or being assessed on a particular standard. In some course syllabi these assignments were very specific to the course and in relation to the standard. However in other course syllabi these assignments were general and led the review team to a generic assignment and rubric that did not adequately assess the standard. As a result, the review team could not adequately assess if the standard was aligned on the basis of the evidence provided.

Status	Standard
Aligned	Program Standard 1: Program Design, Rationale and Coordination <b>Questions, Comments, Additional Information Needed:</b> NOTE: For Program Review consider providing a hyperlink to the MOU and also a Course sequence, showing the specific course sequence for mild/mod and mod/severe for candidates to access
Additional Information Needed  Aligned	Program Standard 2: Professional, Legal and Ethical Practices <b>Questions, Comments, Additional Information Needed:</b> <ul style="list-style-type: none"> <li>• Insufficient response: <i>IFSP</i> <ul style="list-style-type: none"> <li>○ Introduction to the IFSP was found in EDSP 275, but evidence in the syllabi for Practiced and Assessed was not found. Please include additional evidence for how the course will address IFSPs at the Practiced and Assessed level.</li> </ul> </li> </ul>
Aligned	Program Standard 3: Educating Diverse Learners <b>Questions, Comments, Additional Information Needed:</b>
Aligned	Program Standard 4: Effective Communication and Collaborative Partnerships <b>Questions, Comments, Additional Information Needed:</b>
Aligned	Program Standard 5: Assessment of Students <b>Questions, Comments, Additional Information Needed:</b>
Additional Information Needed  Aligned	Program Standard 6: Using Educational and Assistive Technology <b>Questions, Comments, Additional Information Needed:</b> <ul style="list-style-type: none"> <li>• Insufficient response: <i>Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.</i> <ul style="list-style-type: none"> <li>○ The syllabi for SPED 258 and TECH 290 do not provide the review team with enough information to determine how candidates are practicing or being assessed on this standard. Specifically, please provide more evidence on how candidates will practice and be assessed on this portion of this standard.</li> </ul> </li> </ul>

<p>Additional Information Needed</p> <p>Aligned</p>	<p>Program Standard 7: Transition and Transitional Planning</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Each Candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills</i> <ul style="list-style-type: none"> <li>○ Please provide more evidence as to how this portion of the standard is assessed. It is unclear to the Review Team if the video reflection is the assignment where Candidates will practice or be assessed on this portion of the standard. Please provide more evidence of how candidates will practice or be assessed on this portion of the standard, such as a sample lesson plan, a list of strategies or curated resources for teaching self-determination and expression skills.</li> </ul> </li> </ul>
<p>Aligned</p>	<p>Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning</p> <p><b>Questions, Comments, Additional Information Needed:</b></p>
<p>Aligned</p>	<p>Program Standard 9: Preparation to Teach Reading/Language Arts</p> <p><b>Questions, Comments, Additional Information Needed:</b></p>
<p>Additional Information Needed</p> <p>Aligned</p>	<p>Program Standard 10: Preparation to Teach English Language Learners</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Candidates acquire skills to collaborate with specialists and paraprofessionals</i> <ul style="list-style-type: none"> <li>○ Evidence of collaboration with parents and other educators found in CURR 252, yet no specific evidence of collaboration with paraprofessionals was found. Please provide evidence of how candidates will collaborate with paraprofessionals.</li> </ul> </li> <li>● <i>Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students' language acquisition</i> <ul style="list-style-type: none"> <li>○ This portion of the standard was evidenced in the course outcomes for CURR 252, yet no evidence of content, specific assignments or activities were found in the syllabus. Please provide evidence in the course outline as to how candidates will receive an introduction, practice and be assessed on this portion of the standard.</li> </ul> </li> <li>● <i>Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners</i> <ul style="list-style-type: none"> <li>○ This portion of the standard was evidenced in the course outcomes for CURR 252, yet no evidence of content, specific assignments or activities were found in the syllabus. Please provide evidence in the course outline as to how candidates will receive an introduction, practice and be assessed on this portion of the standard.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Candidates learn to write IEP goals and objectives that are linguistically appropriate for English Learners</i> <ul style="list-style-type: none"> <li>○ No evidence of this portion of the standard was found in course objectives or course content, assignments or activities. Please provide evidence in the course objectives and outline as to how candidates will receive an introduction, practice and be assessed on this portion of the standard.</li> </ul> </li>   <li>● <i>Candidates learn to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).</i> <ul style="list-style-type: none"> <li>○ No clear evidence of how candidates would “learn to analyze and articulate the language and literacy demands” was found in the course syllabi. More evidence is needed as to how candidates will receive an introduction, practice and be assessed on this portion of the standard.</li> </ul> </li> </ul>
<p>Additional Information Needed</p> <p>Aligned</p>	<p>Program Standard 11: Typical and Atypical Development</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs</i> <ul style="list-style-type: none"> <li>○ This portion of the standard was evidenced in the course outcomes for SPED 221, yet no evidence in the course syllabus could be found, particularly in regards to “<i>student’s chronological age, developmental differences, and disability-specific needs</i>”. Please provide more evidence/information as to how candidates will practice and be assessed on this portion of the standard.</li> </ul> </li> </ul>
<p>Additional Information Needed</p> <p>Aligned</p>	<p>Program Standard 12: Behavioral, Social, and Environmental Supports for Learning</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.</i> <ul style="list-style-type: none"> <li>○ This standard was evidenced in the course outcomes for SPED 260, yet no evidence in the course syllabus could be found in regards to social skill instruction and strategies for students with complex social communication, behavioral, and emotional needs. Please provide evidence as to how candidates will be introduced, practice, and be assessed on this portion of the standard.</li> </ul> </li> </ul>
<p>Aligned</p>	<p>Program Standard 13: Curriculum and Instruction of Students with Disabilities</p>

	<b>Questions, Comments, Additional Information Needed:</b>
Additional Information Needed  Aligned	<p>Program Standard 14: Creating Healthy Learning Environments</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Candidates understand when and how to access site-based and <u>community resources and agencies</u> in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language and other services</i> <ul style="list-style-type: none"> <li>○ The review team did not find evidence in the course syllabi of how candidates would <u>access community resources and agencies</u>. Please provide specific evidence addressing this portion of the standard.</li> </ul> </li> <li>● <i>Candidates understand how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety</i></li> <li>● <i>Candidates know common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school.</i></li> <li>● <i>Candidates know effective strategies for encouraging the healthy nutrition of children and youth.</i></li> <li>● <i>Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.</i> <ul style="list-style-type: none"> <li>○ The review team did not find evidence in the course syllabi of how candidates would practice and be assessed on the above portions of Standard 14. The assignments of Interactive journal and Video Reflection did not provide the enough information as to <i>how</i> candidates would practice and be assessed on the above portions of Standard 14. Please provide more specifics within the assignments and/or the course outline evidencing how candidates will practice and be assessed.</li> </ul> </li> </ul>
Aligned	<p>Program Standard 15: Field Experience in a Broad Range of Service Delivery Options</p> <p><b>Questions, Comments, Additional Information Needed:</b></p>
Aligned	<p>Program Standard 16: Assessment of Candidate Performance</p> <p><b>Questions, Comments, Additional Information Needed:</b></p>

### Mild/Moderate Standards

Status	Standard
Aligned	M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities



	<b>Questions, Comments, Additional Information Needed:</b>
More information needed  Aligned	M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities <b>Questions, Comments, Additional Information Needed:</b> <ul style="list-style-type: none"> <li>● <i>Candidates demonstrate the ability to plan for and participate in state-mandated accountability measures.</i> <ul style="list-style-type: none"> <li>○ This portion of the standard was found in the course outcomes for SPED 261, yet the review team could not find evidence in the course syllabus of how candidates would be introduced, practice or be assessed on this portion of the standard. Please provide more specifics within the assignments and/or the course outline evidencing how candidates will be introduced to, practice and be assessed on this standard.</li> </ul> </li> </ul>
Aligned	M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction <b>Questions, Comments, Additional Information Needed:</b>
Aligned	M/M Standard 4 Positive Behavior Support <b>Questions, Comments, Additional Information Needed:</b>
Aligned	M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities <b>Questions, Comments, Additional Information Needed:</b>
More information needed  Aligned	M/M Standard 6: Case Management <b>Questions, Comments, Additional Information Needed:</b> <ul style="list-style-type: none"> <li>● <i>Candidates demonstrate knowledge of case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.</i> <ul style="list-style-type: none"> <li>○ Evidence was found in the course syllabus of SPED 263 for how candidates would be introduced to this standard, however the review team did not find evidence of how candidates would practice and be assessed on the above portion of the Standard.</li> </ul> </li> </ul>

### Moderate/Severe Standards

Status	Standard
Aligned	M/S Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities <b>Questions, Comments, Additional Information Needed:</b>

<p>More information needed</p> <p>Aligned</p>	<p>M/S Standard 2: Communication Skills</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Candidates demonstrate the ability to assess their students’ verbal and non-verbal communication abilities.</i></li> <li>● <i>Candidates are able to use assessment data to identify effective intervention and support techniques</i></li> <li>● <i>Candidates are able to use assessment data to develop needed augmentative and alternative systems</i></li> <li>● <i>Candidates are able to use assessment data to implement instruction of communication and social skills.</i></li> <li>● <i>Candidates are able to use assessment data to create and facilitate opportunities for interaction.</i></li> <li>● <i>Candidates are able to use assessment data to develop communication methods to demonstrate student academic knowledge.</i> <ul style="list-style-type: none"> <li>○ <i>The review team did not find sufficient evidence as to how candidates would be using assessment data at the practiced and assessed level for the above portions of Standard 2. Please provide specific evidence in the course outline or assignments that show how candidates would practice and be assessed on “using assessment data to...”</i></li> </ul> </li> </ul>
<p>More information needed</p> <p>Aligned</p>	<p>M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context.</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <p>The matrix had incorrect language for Standard 3, however the narrative template had the correct language for Standard 3. The review team reviewed the matrix based on the correct standard 3, which is listed below:</p> <p><b><u>M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context.</u></b></p> <ul style="list-style-type: none"> <li>● <i>Each candidate collaborates with others to facilitate each student’s ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.</i> <ul style="list-style-type: none"> <li>○ <i>The review team found evidence of this standard at the Introduced and Practiced level in SPED 259 and SPED 270. Please provide more evidence either in the course syllabi or in an assignment as to how candidates will be assessed on this standard.</i></li> </ul> </li> </ul>
<p>Aligned</p>	<p>M/S Standard 4: Assessment, Program Planning and Instruction</p> <p><b>Questions, Comments, Additional Information Needed:</b></p>
	<p>M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Candidates demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings</i></li> </ul>

<p>More information needed</p> <p>Aligned</p>	<ul style="list-style-type: none"> <li>○ The review team did not find sufficient evidence in the course syllabi for SPED 271 or SPED 263 as to how candidates would practice or be assessed on this portion of the standard. Please provide more evidence/information as to how candidates will practice and be assessed on this portion of the standard.</li> <li>● <i>Candidates demonstrate an understanding of the procedures required to procure services and to access other professionals and agencies to acquire information regarding students’ sensory, movement, mobility and specialized health care services.</i> <ul style="list-style-type: none"> <li>○ Please provide specific evidence in the course syllabi or assignments as to how candidates, “will demonstrate an understanding of the procedures required to procure services...”</li> </ul> </li> </ul>
<p>Aligned</p>	<p>M/S Standard 6: Positive Behavioral Support</p> <p><b>Questions, Comments, Additional Information Needed:</b></p>
<p>Aligned</p>	<p>M/S Standard 7 Transition and Transitional Planning</p> <p><b>Questions, Comments, Additional Information Needed:</b></p>
<p>More information needed</p> <p>Aligned</p>	<p>M/S Standard 8 Augmentative and Alternative Communication</p> <p><b>Questions, Comments, Additional Information Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Candidates demonstrate an understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.</i></li> <li>● <i>Candidates demonstrate knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development.</i> <ul style="list-style-type: none"> <li>○ The review team did not find evidence in the course syllabi of how candidates would practice and be assessed on the above portions of the Standard. Please provide more specifics within the assignments and/or the course outline evidencing how candidates will practice and be assessed.</li> </ul> </li> </ul>

**Appendix B**  
**Sonoma State University**  
**Early Childhood Special Education Added Authorization**

**Report of Findings**  
**Initial and Program Preconditions**

**Initial Program Preconditions**

<b>Status</b>	<b>Precondition</b>
More information Needed Met	Initial Program Precondition 1: <b>Demonstration of Need</b> Provide assurance from sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
More information Needed Met	Initial Program Precondition 2: <b>Practitioners' Participation in Program Design</b> Provide verification of practitioners' participation in program design.

**Program Specific Preconditions**

**Education Specialist: All Added Authorization**

<b>Status</b>	<b>Precondition</b>
More information needed Met	Precondition 1: <b>Possession of or eligibility for a preliminary education specialist teaching credential</b> Provide link to program requirements and/or credential analyst checklist for confirming applicant status.
Met	Precondition 2: <b>The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program</b>

**Early Childhood Special Education Added Authorization**

<b>Status</b>	<b>Precondition</b>
More information needed Met	Precondition 1: <b>Must currently hold a preliminary education specialist teaching credential or be eligible</b> Provide link to program requirements and/or credential analyst checklist for confirming applicant status.

**Report of Findings**  
**Initial Program Common Standards Response**

<b>Status</b>	<b>Standard</b>
Aligned	Standard 1: Institutional Infrastructure to Support Educator Preparation

Status	Standard
	<b>Questions, Comments, Additional Information Needed:</b>
More information needed Aligned	Standard 2: Candidate Recruitment and Support <b>Questions, Comments, Additional Information Needed:</b> Link under candidate guidance and support is not valid, please update.
Aligned	Standard 3: Course of Study, Fieldwork and Clinical Practice <b>Questions, Comments, Additional Information Needed:</b>
Aligned	Standard 4: Continuous Improvement <b>Questions, Comments, Additional Information Needed:</b>
Aligned	Standard 5: Program Impact <b>Questions, Comments, Additional Information Needed:</b>

**Report of Findings**  
**Early Childhood Special Education Added Authorization Standards**

Status	Standard
Aligned	<b>Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs</b> <b>Questions, Comments, Additional Information Needed:</b> The evidence provided indicates that Standard 1: Characteristics of Infants, Toddlers, and Preschoolers with IFSP and IEPs is met, and that the program is aligned with this Standard.
Aligned	<b>Standard 2: Role of the Family in Early Childhood Special Education</b> <b>Questions, Comments, Additional Information Needed:</b> The evidence provided indicates that Standard 2: Role of the Family in Early Childhood Special Education is met. The program is aligned with this Standard.
Aligned	<b>Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten</b> <b>Questions, Comments, Additional Information Needed:</b> The evidence provided indicates that Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten is met. The program is aligned with this Standard.
Aligned	<b>Standard 4: Experience in Early Childhood Special Education Programs</b> <b>Questions, Comments, Additional Information Needed:</b> The evidence provided indicates that Standard 4: Experience in Early Childhood Special Education Programs is met, and that the program is aligned with this Standard.