PROGRAM SPONSOR ALERT

Date: November 15, 2010   Number: 10-20

Subject: CTC-ASHA Alignment Matrix

Summary
At the November 2010 meeting, the Committee on Accreditation (COA) adopted an alignment matrix for use by California's Speech-Language Pathology preparation programs. The matrix allows an American Speech-Language-Hearing Association (ASHA)-accredited California Speech-Language Pathology (SLP) preparation program to use its ASHA documentation instead of writing a different program narrative addressing the adopted California SLP standards. The alignment matrix identifies the concepts in California's SLP standards which are not fully addressed in the ASHA standards. The ASHA-accredited California SLP programs will need to identify the courses, assignments and/or assessments that address the identified concepts.

Background
The COA has the responsibility to review national program standards and determine the alignment between the national standards and California's adopted program standards (http://www.ctc.ca.gov/educator-prep/accred-alignment.html). If the alignment is quite close, the national program standards may be used in California's accreditation activities in lieu of the California adopted program standards. If the national standards are aligned in some areas, but other areas of the California adopted program standards are not adequately addressed, the COA may determine that an approved program may utilize the national standards and address the identified portions of California's adopted program standards.

Beginning in November 2010, approved SLP programs may submit evidence of ASHA accreditation, including any issues identified in the ASHA accreditation, and the Commission-ASHA Alignment Matrix with information on where the underlined concepts are addressed in the program instead of submitting a full program narrative addressing California's adopted SLP standards.

References

Committee on Accreditation Action Item, November 2010 http://www.ctc.ca.gov/educator-prep/coa-agendas/2010-11/2010-11-item-07.pdf

Education Specialist and Other Related Services Credential Program Standards: http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf

National Professional Organization Accreditation: Alignment with the California Accreditation System http://www.ctc.ca.gov/educator-prep/accred-alignment.html

Contact Information:
The Professional Services Division provides a full list of topic specific dedicated email addresses as well as program areas with the most up to date Commission staff member's email address here http://www.ctc.ca.gov/educator-prep/PSD-contact.html.

CTC-ASHA Alignment Matrix
Adopted by the Committee on Accreditation, November 5, 2010

An institution that is offering a Speech-Language Pathology Services preparation program which is accredited by the American Speech-Language-Hearing Association (ASHA) may elect to use ASHA's standards for California accreditation activities. In addition to meeting ASHA's standards, each California SLP program must indicate where the underlined concepts are addressed in the approved SLP program.

ASHA Accredited Programs Must Show Where in the SLP Program the <u>Underlined Concepts</u> are Addressed	Course/Assignment/Assessment (indicate the course, assignment and/or assessment where the underlined concepts are addressed in your SLP program)
1: Program Design, Rationale and Coordination Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound <u>evidence-based practices relevant to the contemporary conditions of schools</u>. The design must reflect the <u>full range of service delivery options,</u> including <u>general education, and the knowledge and skills to meet the needs of students</u> in the specific areas authorized by the credential. The program has an organizational structure that forms a <u>logical sequence between the instructional components and field work</u>, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.	
2: Professional, Legal and Ethical Practices Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes <u>state and federal mandates, legal requirements for assessment,</u> <u>Individualized Family Service Program, Individualized Education Program (IEP)</u> development and monitoring, services, and instruction of <u>students with disabilities</u>. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as <u>promoting safe educational environments</u>. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to	

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theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.	
3: Educating Diverse Learners The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, <u>gender identity/expression</u>, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of <u>pedagogical theories, development of academic language</u> and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.	
4: Effective Communication and Collaborative Partnerships The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) <u>trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP</u>. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of <u>communicating effectively with the business community, public and non-public agencies,</u>	

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<u>to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners</u>.	
5: Assessment of Students The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in <u>progress monitoring and in decision making regarding eligibility and services.</u> The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal <u>assessments to evaluate students' needs and strengths</u> for the purpose of making <u>accommodations, modifications, instructional decisions and ongoing program improvements</u>. The program provides the opportunities for each candidate to demonstrate <u>the knowledge of required statewide assessments and local, state and federal accountability systems</u>.	
6: Using Educational and Assistive Technology The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management <u>in the instructional setting</u>. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials <u>to facilitate</u> communication, <u>curriculum access,</u> and skill development of students with disabilities.	

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7: Transition and Transitional Planning The program provides opportunities for candidates to <u>plan, implement, and evaluate transitional life experiences for students</u> with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful <u>transitions by students</u>. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.	
8: Participating in ISFP/IEPs and Post-Secondary Transition Planning The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the <u>IFSP/IEP/transition planning process,</u> from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and <u>following all legal requirements of the IFSP/IEP/transition planning process</u>.	
SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing. Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.	Fully Addressed by the ASHA Standards No additional information needs to be submitted

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SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the <u>development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.</u>	
SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.	Fully Addressed by the ASHA Standards No additional information needs to be submitted

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SLP Standard 4: Assessment of Speech and Language Disorders Each candidate demonstrates competency in the collection of relevant information regarding individuals' past and present status and family and health history. Candidates <u>exhibit proficiency in a school setting</u> in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting. <u>Each candidate exhibits in a school setting expertise</u> in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates <u>demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners.</u> Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.	
SLP Standard 5: Management of Speech and Language Disorders Each candidate exhibits comprehension of methods in a <u>school setting</u> of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of school-based	

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service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Candidates will have opportunities to use curriculum materials commonly used in a school's core curriculum in the service delivery modes employed. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/ socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use <u>effective behavioral intervention strategies and effectively monitor the progress of students in school settings.</u> Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.	
SLP Standard 6: School Field Experience Each candidate will complete sufficient <u>field experiences in the schools</u> to demonstrate the knowledge, skills and abilities described in SLP Standards 1 through 5. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that <u>may range in age from birth to twenty-two</u>. Candidates will participate and demonstrate proficiency in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and	

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accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).	
SLP Standard 7: Consultation and Collaboration Each candidate engages in <u>consultation and/or collaboration with teachers</u> and other relevant personnel as part of a school field experience. Candidates <u>consult with teachers</u>, other personnel, and families during the prevention, assessment, and <u>IEP process</u>. Candidates also demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students' learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.	
SLP Standard 8: Assessment of Candidate Performance Prior to recommending each candidate for a SLP services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential <u>in a school setting</u>. During the program, candidates are guided and coached on their performance in relation to the knowledge and skills using formative processes. Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising master clinician.	