

Level II Content that Must be Addressed by a California Prepared Level I Candidate Completing a Teacher Induction Program

The approved program is responsible for ensuring that each candidate recommended for the Clear Education Specialist Teaching Credential has completed an Individualized Induction Plan (IIP) and verify that the candidate has addressed the content that was previously addressed in the Level II program prior to recommending a candidate for a Clear Education Specialist Credential. In addition, Level I candidates must meet the statutory requirements related to health, CPR, and technology.

Content requirements for an individual who completed an Education Specialist Level I MILD/MODERATE Preparation Program (1996) and is completing a Teacher Induction Program (2016)

Level II Standards for Mild/Moderate
Data-Based Decision Making: Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.
Advanced Behavioral, Emotional, and Environmental Supports: Each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating and modifying identified supports to ensure a positive learning environment.
Current and Emerging Research and Practices: Each candidate demonstrates knowledge of and ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice.
Transition and Transition Planning: Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.
Assessment of Students: The program provides opportunities for each candidate to acquire skills and proficiency in identifying, describing, selecting, and administering a variety of standardized and non-standardized, formal and informal assessment procedures, and in using and interpreting these in a manner that is responsive to the cultural, socio-economic, and linguistic characteristics of individual students.
Curriculum and Instruction: The program offers adequate opportunities for each candidate to acquire the knowledge and skills to teach, adapt, modify and integrate curriculum appropriate to the educational needs of students with mild/moderate disabilities.
Collaboration and Consultation: The program provides opportunities for each candidate to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. Each candidate is able to communicate relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. Each candidate is prepared to serve in a coordination function before, during and after special education placement has been made.
Development of Specific Emphasis: Each candidate demonstrates ability to expand upon the scope and depth of study in specific content areas, as well as expertise in performing specialized roles and/or responsibilities.

**Level II Content that Must be Addressed by a California Prepared Level I
Candidate Completing a Teacher Induction Program**

**Content requirements for an individual who completed an Education Specialist Level I
MODERATE/SEVERE Preparation Program (1996) and is completing a Teacher
Induction Program (2016)**

Level II Standards for Moderate/Severe
Data-Based Decision Making: Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.
Advanced Behavioral, Emotional, and Environmental Supports: Each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating and modifying identified supports to ensure a positive learning environment.
Current and Emerging Research and Practices: Each candidate demonstrates knowledge of and ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice.
Transition and Transition Planning: Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.
Advanced Communication Skills: Each candidate demonstrates effective communication skills in the areas of respectful collaboration, managing conflicts, supervising staff such as paraprofessionals, and networking and negotiating, including family members.
Leadership and Management Skills: Each candidate demonstrates leadership and management skills to coordinate and facilitate educational programs, including constructing and following efficient schedules that meet individual student needs and maximize available resources. Each candidate demonstrates the ability to work effectively within integrated service delivery models and actively participates in school restructuring and reform efforts to impact systems change.
Development of Specific Emphasis: Each candidate demonstrates ability to expand upon the scope and depth of study in specific content areas, as well as expertise in performing specialized roles and/or responsibilities.

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**Content requirements for an individual who completed an Education Specialist Level I EARLY
CHILDHOOD SPECIAL EDUCATION Preparation Program (1996) and is completing a
Teacher Induction Program (2016)**

Level II Standards for Early Childhood Special Education
Parent and Staff Development and Education: Each Level II candidate demonstrates the ability to promote, coordinate, present, and evaluate staff and parent development and education activities.
Management and Leadership: Each Level II candidate demonstrates knowledge and skills in the areas of program philosophy and goals, legal and professional guidelines, supervision of paraprofessionals, funding resources, program monitoring and evaluation, and community collaboration.
Advanced Studies and Special Topics: Each Level II candidate demonstrates knowledge and skills in advanced applications of Preliminary Level I content, emerging theory and practices, and other relevant topics of importance to the field of early childhood special education.

**Content requirements for an individual who completed an Education Specialist Level I
PHYSICAL AND HEALTH IMPAIRMENT Preparation Program (1996) and is completing a
Teacher Induction Program (2016)**

Level II Standards for Physical and Health Impairments
Technology: Prior to or during the program, each Level II candidate demonstrates knowledge of low and high technology equipment and materials to facilitate curriculum access and facilitate skill development of students with physical and health impairments.
Preparation for Multicultural/Multilingual Education and Family Concerns for Students with Physical and Health Impairments: Each Level II candidate engages in multicultural/multilingual study and experiences related to families and their children with physical and health impairments, including successful approaches for the education of linguistically and culturally diverse students.
Orientation to Transition and Transitional Skill Planning: Each Level II candidate is able to identify factors associated with successful planning and implementation of transitional life experiences for families and their children with physical and health impairments.
Teacher-Student Relations: Each Level II candidate demonstrates an ability to motivate and sustain student interest, involvement and appropriate conduct by fostering student self-esteem and the opportunity for each student to achieve full potential.
Classroom Learning Environment: Each Level II candidate demonstrates an ability to establish and contribute to an educational environment where students with physical and health impairments have opportunities to experience successful learning in a physically and emotionally secure, supported and safe setting.
Early Childhood Education: Each Level II candidate demonstrates knowledge of and the ability to assess infants and young children with physical and health impairments to determine eligibility for services and to plan and implement appropriate programs that include referrals to community and state resources for them and their families.

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**Content requirements for an individual who completed an Education Specialist Level I VISUAL
IMPAIRMENTS Preparation Program (1996) and is completing a Teacher Induction Program
(2016)**

Level II Standards for Visual Impairments
Specialized Technology for Individuals with Visual Impairments: Each Level II candidate demonstrates knowledge of specialized technology for individuals with visual impairments. Each candidate demonstrates the use of common specialized media devices such as closed circuit television, tape recorder, word processors with large print displays, Braille, or voice output capabilities, electronic note takers adaptive materials such as a talking calculator and tactile graphics.
Psychological, Sociological, and Vocational Implications of Visual Impairment: Each Level II candidate demonstrates knowledge of local, state, and national legislation, historical foundations and their implications for the field of visual impairment and blindness. Each candidate understands the psychological, sociological and vocational implications of visual impairment.
Transitional Planning: Each Level II candidate demonstrates knowledge of instructional methods and strategies for transition including career awareness and education, and vocational training and experiences from: home to school, school to school, program to program, and school to work. In addition, each candidate demonstrates knowledge of the vocational implications resulting from attitudes toward visual impairment.

**Content requirements for an individual who completed an Education Specialist Level I DEAF
AND HARD-OF-HEARING Preparation Program (1996) and is completing a Teacher
Induction Program (2016)**

Level II Standards for Deaf and Hard-Of-Hearing
Advancement of Personal Communication Skills: Each Level II candidate demonstrates advanced personal communication skills which are necessary to effectively interact with the deaf and hard-of-hearing students with whom they work. Each candidate demonstrates an advanced level of communication skills, compared with that required in Level I.
Special Populations Within the Deaf and Hard-of-Hearing Community: Each Level II candidate demonstrates advanced knowledge and skills related to effective assessment and instruction of deaf and hard-of-hearing students with special needs.
Early Childhood Intervention and Education: Each Level II candidate demonstrates knowledge of and ability to assess deaf and hard-of-hearing infants and to plan, coordinate, collaborate, and/or implement an appropriate program for infants and their families.
Involvement With the Deaf Community: Each Level II candidate utilizes interaction opportunities with deaf and hard-of-hearing adults.