

# Preliminary Education Specialist Teaching Credential Preconditions, Program Standards, and Teaching Performance Expectations (TPEs)

**Commission on Teacher Credentialing**

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Commission on Teacher Credentialing

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[Commission on Teacher Credentialing Program Standards](https://www.ctc.ca.gov/educator-prep/stds-prep-program)

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**Deaf and Hard of Hearing Specialty Standards December 2008**

**Visual Impairment Specialty Standards December 2008**

**Early Childhood Special Education Specialty Standards adopted December 2008**

**Language and Academic Development Specialty Standards adopted March 2011**

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## Standards to Address Tables

**Education Specialist Teaching Credential and Other Related Services Program**

The tables below provide information on which Standards must be addressed by each type of Education Specialist and Other Related Services Preparation Program.

*The programs in the table below must address Program Design Standards 1-8, Preliminary Teaching Standards 9 – 16, and the Specialty Area Standards:*

|  |  |  |  |
| --- | --- | --- | --- |
| **Preliminary Teaching Credentials** | **Program Design**  **Standards** | **Preliminary Teaching Standards** | **Specialty Area Standards** |
| Mild/Moderate | 1-8 | 9-16 | M/M 1-6 |
| Moderate/Severe | 1-8 | 9-16 | M/S 1-8 |
| Physical and Health Impairments | 1-8 | 9-16 | PHI 1-11 |
| Deaf and Hard-of-Hearing | 1-8 | 9-16 | DHH 1-11 |
| Visually Impairments | 1-8 | 9-16 | VI 1-10 |
| Early Childhood Special Education | 1-8 | 9-16 | ECSE 1-10 |
| Language and Academic Development | 1-8 | 9-16 | LAD 1-8 |

*The programs in the table below must address* ***only*** *their respective Specialty Area Standards:*

|  |  |
| --- | --- |
| **Added Authorizations** | **Specialty Area Standards** |
| Autism Spectrum Disorder | ASDAA 1-3 |
| Adapted Physical Education | APEAA 1-13 |
| Deaf-Blind | DBAA 1-5 |
| Early Childhood Special Education | ECSEAA 1-4 |
| Emotional Disturbance | EDAA 1-3 |
| Orthopedic Impairments | OIAA 1-4 |
| Other Health Impairments | OHIAA 1-4 |
| Resource Specialist | RSAA 1-6 |
| Traumatic Brain Injury | TBIAA 1-4 |

The Specialty Area Standards for the Added Authorizations listed in the table above can be found on the [Program Standards webpage](https://www.ctc.ca.gov/educator-prep/stds-prep-program).

*The programs in the table below must address* ***only*** *Program Design Standards 1-8 and their respective Specialty Area Standards:*

|  |  |  |
| --- | --- | --- |
| **Other Related Services Credentials** | **Program Design**  **Standards** | **Specialty Area Standards** |
| Clinical or Rehabilitative: Orientation and Mobility | 1-8 | O & M 1-12 |
| Clinical or Rehabilitative: Audiology | 1-8 | AUD 1-8 |
| Speech-Language Pathology | 1-8 | SLP 1-8 |

The Specialty Area Standards for the Other Related Services Credentials listed in the table above can be found on the [Program Standards webpage](https://www.ctc.ca.gov/educator-prep/stds-prep-program).

## Added Authorizations in Special Education

Added Authorizations in Special Education (AASE) require specific advanced preparation for the teacher and are only available through completion of a Commission-approved program based on Commission-approved standards. Recommendations for the AASEs made by approved program sponsors must be submitted through the Commission’s online process.

AASE programs are a subset of the full preliminary teacher preparation program and are designed to allow teachers to earn an additional authorization to supplement the knowledge and skills gained in their preliminary teacher preparation program. The AASE may serve as a stepping stone to earn the full specialty area.

If a teacher is already authorized to provide services in a specialty area that includes the AASE subject area, the Commission will not issue the AASE. See the chart [*Documents Eligible for Added Authorizations*](https://www.ctc.ca.gov/docs/default-source/credentials/creds/special-ed-added-auth-chart.pdf)on the Commission’s web site for a list of special education credentials issued by the Commission and whether an individual is eligible for an AASE.

## Preconditions

### Preliminary Education Specialist Preconditions

1. **English Language Skills.** In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Sections 44227, 44253.1, and 44283.
2. **Program Admission.** The sponsor of an education specialist teacher preparation program assesses each candidate’s standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

• The candidate provides evidence of having passed the appropriate subject matter examination(s).

• The candidate provides evidence of having attempted the appropriate subject matter examinations(s).

• The candidate provides evidence of registration for the next scheduled examination.

• The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.

• The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

• The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

1. **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to solo teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Section 44227.

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall:

1. Pass the Commission-approved Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or

2. Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or

For integrated undergraduate programs only, the candidate must be monitored for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

3. Hold a California general education teaching credential in any subject.

1. **Completion of Requirements.** A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44225(a), 44227, and 44283.2(a).

• Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution

• Satisfaction of the Basic Skills Requirement

• Completion of an accredited professional preparation program

• Completion of the subject matter requirement

• Demonstration of knowledge of the principles and provisions of the Constitution of the United States

• Passage of the Reading Instruction Competence Assessment (RICA) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates Section 44283.2(b).]

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### Preliminary Education Specialist Intern Preconditions

1. **Bachelor's Degree Requirement**. Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.
2. **Subject Matter Requirement**. Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code Section 44325(c) (3).
3. **Pre-Service Requirement.**
4. Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.
5. Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
6. **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
7. Provisions for an annual evaluation of the intern.
8. A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
9. Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
10. Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.
11. **Supervision of Interns**.

(a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

1. **Assignment and Authorization**. To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 44458.
2. **Participating Districts**. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452. (8)
3. **Early Program Completion Option**. (Does not apply to an Education Specialist intern program) Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:
4. Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

* Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
* Techniques to address learning differences, including working with students with special needs
* Techniques to address working with English learners to provide access to the curriculum
* Reading instruction in accordance with state standards
* Assessment of student progress based on the state content and performance standards
* Classroom management techniques
* Methods of teaching the subject fields

1. Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
2. Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
3. Meet the requirements for teacher fitness. An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code Section 44468).
4. **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325 (b).
5. **Non-Displacement of Certificated Employees**. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
6. **Justification of Internship Program**. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.
7. **Bilingual Language Proficiency**. Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

## Program Design Standards for Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials

### Program Standard 1: Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

#### Integrated/Blended Program Delivery Model:

An Integrated/Blended Program of Undergraduate Teacher Preparation provides candidates with:

* a carefully designed curriculum involving both subject matter and professional preparation that includes integrated and concurrent coursework of subject matter and related pedagogy at gradually more sophisticated levels
* a clearly developmental emphasis involving early and continuous advising, and early field experiences
* explicit and supported mechanisms for collaboration among all involved in the design, leadership, and ongoing delivery of the program

#### Intern Program Delivery Model:

The intern program is a partnership between the preparation program and the employing school district. In an intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 9, 10, 11, 13, and 15. The remaining content and fieldwork builds on the pre-service experiences and addresses all Commission-adopted standards. The partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program.

### Program Standard 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 state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. 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 promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

### Program Standard 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, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language 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 from diverse populations.

### Program Standard 4: Effective Communication and Collaborative Partnerships

The program provides instruction in communicating, collaborating and consulting 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) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. 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 communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

### Program Standard 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 progress monitoring and in decision making regarding eligibility and services. 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 assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

### Program Standard 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 in the instructional setting. 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.

### Program Standard 7: Transition and Transitional Planning

The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

### Program Standard 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 IFSP/IEP/transition planning process, 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 following all legal requirements of the IFSP/IEP/transition planning process.

## Preliminary Education Specialist Teaching Credentials Program Standards

### Program Standard 9: Preparation to Teach Reading/Language Arts

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in Education Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The program provides candidates with systematic, explicit instruction to meet the needs of *the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners* who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught.

The Education Specialist credential program prepares candidates to do the following:

#### Instructional Planning/ Objectives/ Design for Reading, Writing, Listening and Speaking

* Strategic selection and sequencing of curricula to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience.
* Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.

##### Instructional Delivery for Reading

1. Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include:

* word analysis
* fluency
* vocabulary, academic language, and background knowledge
* reading comprehension
* literary response and analysis

##### Instructional Delivery for Writing

2. Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:

* orientation (e.g., engagement, teacher demonstration)
* presentation (e.g., explicit instruction, modeling, pacing)
* structured practice (e.g., reinforcement, questioning, feedback)
* guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) independent practice and application

independent practice (e.g. opportunities for students to show level of mastery) Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example:

* The systematic progression of instruction and application of foundational writing strategies, applications, and conventions
* Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision (the writing process)
* Writing applications according to purposes, audiences, and grade level appropriate genres incorporating corresponding language functions, forms, and vocabulary and their characteristics
* Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization and spelling).

##### Instructional Delivery for Listening and Speaking

Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example:

* The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing.
* Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate).

##### Assessment for Reading and Writing

Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007).

##### Assessment for Listening and Speaking

Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students’ progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.

##### Universal Access/ Differentiated Instruction for Reading, Writing, and Listening and Speaking

Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the *full range of learners,* including recognizing that students should be grouped for intervention according to their assessed instructional needs. For example:

* using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students
* recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)
* using remediation strategies, accommodations, and modifications for students with special needs.
* using flexible grouping, individualized instruction, and whole-class instruction as needed
* using selections listed in *Recommended Literature, Pre-Kindergarten Through Grade Twelve,* including culturally and linguistically responsive literature
* Providing additional explicit ELD for English learners at all proficiency levels

**NOTE:** This standard is not entirely required for the ECSE authorization since it focuses on school age reading skills. Programs who prepare Early Childhood Special Education candidates to provide literacy programs should be aligned to “*The Infant Toddler Learning and* *Development Foundations and Preschool Learning Foundations.”*

#### Intern Program Delivery Model:

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 9: Preparation to Teach Reading-Language Arts.

### Program Standard 10: Preparation to Teach English Language Learners

Through planned prerequisites and/or professional preparation, the preparation program ensures the following:

Candidates learn foundations for successful English learner achievement:

* Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, positive and negative language transfers, and how home language literacy connects to second language development.
* Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students’ language acquisition.
* Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.
* Candidates acquire skills to collaborate with specialists and paraprofessionals.
* Candidates learn and understand the importance of students’ family and cultural backgrounds, and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.

Candidates understand effective program design and structures for English learners:

* Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners
* Candidates learn how to implement an instructional program that facilitates the two goals mandated by California to acquire academic English and accelerate grade-level academic achievement, by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in academic English.
* Candidates learn the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement.
* Candidates understand the local and school organizational structures and resources designed to meet the diverse needs of English learners (e.g. typologies, home language literacy, level of English proficiency, cultural backgrounds).

Candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students’ needs.

Candidates understand and implement effective instructional practices for ELD and content instruction for English learners.

Candidates have opportunities to learn and are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

* Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information (including performance based assessment) to identify students’ language proficiencies and to develop effective instruction that promotes students’ access to and achievement in the academic content standards. (e.g., development of content and language objectives, flexible strategic grouping, structured oral interaction).
* Candidates learn to consider issues of language learning as compared to issues of language disability and how these relate to academic achievement of English Learners
* Candidates learn how to differentiate instruction based upon their students’ primary language and proficiency levels in English, and considering the students’ culture, level of acculturation, and prior schooling.
* Candidates learn to write IEP goals and objectives that are linguistically appropriate for English Learners
* Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.
* 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).
* Candidates learn how to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to central academic content and providing opportunities for language development.

#### Intern Program Delivery Model:

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 10: Preparation to Teach English Language Learners as well as ongoing preparation throughout the program.

### Program Standard 11: Typical and Atypical Development

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. 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.

#### Intern Program Delivery Model:

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 11: Typical and Atypical Development as well as ongoing preparation throughout the program.

### Program Standard 12: Behavioral, Social, and Environmental Supports for Learning

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. The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.

### Program Standard 13: Curriculum and Instruction of Students with Disabilities

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels. Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

#### Intern Program Delivery Model:

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation in general and specialty specific pedagogy relative to the authorized as well as ongoing preparation throughout the program.

### Program Standard 14: Creating Healthy Learning Environments

Candidates learn how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional, cultural and social well-being. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety. Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves. Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Candidates understand the effects of family involvement on teaching, learning, and academic achievement, including an understanding of cultural differences in home-school relationships. Candidates understand when and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language and other services.

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth. 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. Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.

### Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

#### Intern Program Delivery Model:

This standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.

### Program Standard 16: Assessment of Candidate Performance

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate’s credential area. An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate’s Induction Program. (TPEs may be found on pages 73-86 of this document).

## Education Specialist Preliminary Teaching Credentials: Specialty Standards

In addition to the **Program Design** and **Preliminary Teaching Standards**, each Program must address the appropriate Specialty Standards.

### Mild/Moderate Disabilities (M/M)

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

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified with specific learning disabilities, mild/moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery.

#### M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities

The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities covered under the authorization. The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students. The program prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students’ progress. The program prepares candidates to plan for and participate in state-mandated accountability measures.

#### M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction

The program prepares candidates to select curricula and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. The program prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. The program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders. The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families.

#### M/M Standard 4: Positive Behavior Support

The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. The program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. The program prepares candidates to participate effectively in school wide behavior support processes.

#### M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities

The program provides each candidate with a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings. The program prepares candidates to know how mild/moderate disabilities impact student learning in these areas and know how to insure that evidence-based methods for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities. The program prepares candidates to know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas.

#### M/M Standard 6: Case Management

The program prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.

### Moderate/Severe Disabilities (M/S)

#### M/S Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities

The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound intellectual disabilities, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery.

#### M/S Standard 2: Communication Skills

The program provides opportunities for each candidate to demonstrate the ability to assess their students’ verbal and non-verbal communication abilities. Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction and 5) develop communication methods to demonstrate student academic knowledge.

#### M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context.

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.

#### M/S Standard 4: Assessment, Program Planning and Instruction

Each candidate demonstrates the ability to utilize person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students’ meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. The instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. Each candidate is able to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Each candidate is able to utilize assessment data from multiple sources to develop effective programs and guide instruction.

#### M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care

Each candidate demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. The candidate uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment. Each candidate demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings. Each candidate will consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings. Each candidate demonstrates an understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student’s sensory, movement, mobility and specialized health care services.

#### M/S Standard 6: Positive Behavioral Support

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. Each candidate is able to participate effectively in school wide behavior support processes.

#### M/S Standard 7: Transition and Transitional Planning

In addition to the Common Core Transition and Transitional Planning Standard, each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students’ moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.

#### M/S Standard 8: Augmentative and Alternative Communication

Each candidate demonstrates 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. Each candidate demonstrates knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.

### Early Childhood Special Education (ECSE)

#### ECSE Standard 1: Theoretical, Philosophical, and Empirical Foundations

The program provides the candidate with an opportunity to demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences’ underlying evidence based practices in the field of Early Intervention and Early Childhood Special Education and uses this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies.

#### ECSE Standard 2: Typical and Atypical Child Development

The program provides opportunities for each candidate to demonstrate comprehensive knowledge of typical early childhood development from prenatal through pre-kindergarten including knowledge of early childhood developmental stages and their implications for learning. Each candidate demonstrates comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Each candidate demonstrates skill required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.

#### ECSE Standard 3: Role of Family in Early Childhood Special Education

The program provides opportunities for each candidate to demonstrate knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. Each candidate demonstrates skill required to engage families as collaborative partners, and applies relationship based, family-centered approaches in all components of early intervention and education for infants and young children with disabilities. Each candidate demonstrates understanding of the impact of the child’s disability on the family and is trained in the skills to sensitively elicit family’s concerns, priorities, and resources in relation to their child. Each candidate demonstrates skill required to implement routines-based interventions and assist families with embedding educational activities into family daily life.

#### ECSE Standard 4: Assessment and Evaluation of Infants, Toddlers and Preschoolers

Each program provides the opportunity for the candidates to demonstrate skill in assessment and evaluation that leads to appropriate interventions, and reflects an understanding of the range of authentic, appropriate formal and informal assessment and evaluation approaches and strategies, (e.g. naturalistic play-based assessment, family interviewing), the influence of specific disabilities on development and learning, and the role of the interdisciplinary team. Further, each candidate demonstrates skill in utilizing multiple sources of developmentally and standards based assessment instruments and practices in natural environments to determine the child's development, functional behaviors, strengths, and needs within the context of the family’s concerns and priorities.

#### ECSE Standard 5: Individualized Family Service Plan, Individualized Education Program and Transition

Each program offers an opportunity for the candidate to demonstrate knowledge of the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and transition processes. Each candidate demonstrates skills in the development, implementation, and monitoring of progress of the IFSP/IEP with the family and other members of the team.  Each candidate demonstrates skill required to implement processes and strategies that support transitions among settings for infants and young children. These settings include hospital to home, home to center based, early intervention to preschool classroom, and preschool to kindergarten. Each candidate demonstrates knowledge of Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and uses this knowledge when implementing effective IFSPs, IEPs, and transition.

#### ECSE Standard 6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten

Each program provides opportunities for candidates to demonstrate skills required to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate, and reflect family's concerns and priorities. Each candidate demonstrates knowledge of the role of social- emotional relationships as the foundation for early learning. Each candidate demonstrates skill required to utilize strengths-based, relationship-based approaches to early intervention, and to embed specific interventions within daily routines and natural environments (particularly in-home strategies) with the child’s family and peers. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional functioning, and emergent literacy for all learners, including English language learners.

#### ECSE Standard 7: Learning Environments

Each program provides opportunities for candidates to demonstrate skill required to support positive learning experiences for children with disabilities in a wide range of natural environments (e.g., home, child care, preschool/pre-K and other community settings). Each candidate demonstrates knowledge of the full range of service delivery settings and supports including educational and community programs and agencies. Each candidate demonstrates skill required to organize space, time, and materials to match the child’s individual learning needs in safe, natural and structured environments. Each candidate demonstrates knowledge and skills related to the provision of effective support for children with disabilities within inclusive learning environments, including co-teaching and collaborative consultation models of support.

#### ECSE Standard 8: Collaboration and Teaming

The program provides each candidate opportunities to demonstrate the knowledge and skills required to consult and collaborate with other professionals, paraprofessionals, families, caregivers, and community agency personnel (e.g., child development specialists) in a range of settings to meet the individualized needs of infants and young children who have or are at risk for developmental delays and disabilities. Each candidate demonstrates knowledge of interagency collaboration and service coordination, including interagency agreements, referral, and consultation. Each candidate demonstrates skill required participating as a team member, to identify and enhance team roles, communicate, and problem solve, including recognizing the scope of practice parameters of ECSE and roles and expertise of other professionals and disciplines. Each candidate demonstrates skill required to consult, collaborate and/or co-teach with colleagues in general education (e.g., Head Start, typical preschool environments).

#### ECSE Standard 9: Low Incidence Disabilities in Early Childhood Special Education Programs

The program provides the opportunity for each candidate to demonstrate skill required to identify developmental and learning characteristics associated with low incidence disabilities (e.g. visual impairment, hearing loss, motor disabilities, deaf-blindness). Each candidate has the knowledge of the impact of a specific low incidence disability on a child’s social, emotional, communication, and other areas of development, the family, and the interaction between the young child and members of the family, and peers. Each candidate has knowledge of specific educational, developmental, and health issues and community resources related to a particular low incidence disability and assists families in accessing local, state, and national resources for children with a specific low incidence disability. Each candidate consults and collaborates with appropriate specialists in implementing culturally, linguistically, and developmentally appropriate intervention plans for infants, toddlers, and preschoolers with low incidence disabilities and their families.

#### ECSE Standard 10: Field Experience in Early Childhood Special Education Programs

The program provides an opportunity for each candidate to document observations in a variety of settings from birth to pre-kindergarten. Additionally, each candidate has field experiences in early childhood settings with families with young children who have a range of abilities and needs including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/pre-kindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings.

### Deaf and Hard-of-Hearing (DHH)

#### DHH Standard 1: Characteristics of Learners

Candidates demonstrate knowledge of etiologies related to hearing loss, the research regarding access to language and theories of learner characteristics that impact the unique needs for education, language and cognitive development, as well as social growth of students, ages birth to 22, who are deaf or hard-of-hearing including students who are deaf-blind, and/or said learners with additional disabilities.

#### DHH Standard 2: Development of Professional Perspectives

Candidates demonstrate an understanding of essential themes, concepts, and issues related to philosophical, historical, and legal foundations of the education of students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities. Candidates are able to apply their understanding of the models and theories of deaf education and demonstrate sensitivity to and respect for varied beliefs, languages, whether spoken or signed, modes of communication, parental choices, and cultural differences, including Deaf culture. Candidates demonstrate the ability to plan and implement instruction about the contributions of individuals and technological innovations that have benefited both deaf and hearing people.

#### DHH Standard 3: Candidate Communication Skills

Each candidate demonstrates skills in a repertoire of communication strategies that facilitate communication exchanges in signed and spoken language usage, as appropriate. Each candidate demonstrates appropriate language proficiency to communicate directly and effectively with students who are deaf and hard-of-hearing, including those who are deaf-blind, and/or those with additional disabilities, to engage and sustain student interest in the learning process. Communication and language proficiency should be sufficient to ensure that a comprehensible flow of information; to develop higher-order cognitive and linguistic skills; and for the development of literacy skills.

#### DHH Standard 4: Language and Cognitive Development Strategies

Candidates demonstrate the knowledge of and ability to apply techniques to engage students in the learning process in order to develop language and cognitive skills, whether through visual (signed) and/or auditory (spoken) input, in students who are deaf or hard-of-hearing including those who are deaf-blind and/or those with additional disabilities.

#### DHH Standard 5: Specialized Assessment

In addition to the Special Education Program Standard: Assessment of Students with Disabilities, candidates demonstrate the ability to select, adapt, administer (where appropriate), interpret and explain assessments, and make recommendations regarding services and educational progress for students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities. Candidates understand the importance of appropriate, ongoing, and a variety of assessments using the language and the communication system of students who are deaf or hard-of-hearing.

#### DHH Standard 6: Instructional Techniques

In addition to the Special Education Program Standards: Curriculum and Instruction of Students with Disabilities, each candidate demonstrates an understanding of and ability to implement effective, individually designed instruction for students, ages birth to 22, who are deaf or hard-of-hearing including those who are deaf-blind and/or those with additional disabilities, in diverse learning environments, using instructional techniques that provide access to the state curriculum standards.

#### DHH Standard 7: Early Childhood Intervention and Education

Each candidate demonstrates knowledge, skills, and attitudes necessary for collaborating effectively on a multi-disciplinary educational team to provide assessments, planning, and implementation strategies for an appropriate intervention and education program for children birth to age 5 who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, and their families, with particular focus on the development of language, cognitive, and social skills.

#### DHH Standard 8: Hearing Loss and Additional Disabilities

Each candidate will be able to identify the characteristics of students who are deaf and hard-of-hearing who also exhibit one or more of any of the disability categories identified in IDEA (e.g., specific learning disability, visual impairment, emotional disturbance, and autism spectrum disorder) that are associated with hearing loss and significant enough to require considerations of specialized adaptations and/or modifications in the learning process.

#### DHH Standard 9: Managing Student Behavior and Social Interaction Skills

Each candidate demonstrates the ability to foster appropriate student behavior patterns, social interaction skills, and self-advocacy skills, as well as the ability to discriminate between behavior that is typical for various ages/stages and that behavior which might be attributable to limited language and ineffective communication skills.

#### DHH Standard 10: Transition and Transitional Planning

In addition to the Special Education Program standards: Transition and Transitional planning each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.

#### DHH Standard 11: Collaborative Partnerships

In addition to the Special Education Program Standards: Effective Communication and Collaborative Partnerships, each candidate demonstrates the ability to work collaboratively with families, support providers (i.e. interpreters, audiologists, speech/language pathologists, paraprofessionals, and other members of the educational team), general education professionals, community agencies, and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities.

### Physical and Health Impairments (PHI)

#### PHI Standard 1: Characteristics of Physical and Health Impairments

Each candidate demonstrates knowledge of disability characteristics and the educational and psychosocial implications of these characteristics for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

#### PHI Standard 2: Historical and Legal Foundations of Physical and Health Impairments

Each candidate demonstrates knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

#### PHI Standard 3: Specialized Assessment, Planning, and Program Development

Each candidate demonstrates the ability to select, modify, and administer appropriate state and local assessments to facilitate access (including appropriate assessment for assistive technology) for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. In collaboration with appropriate related services personnel, each candidate uses students’ present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IFSP, IEP, and ITPs that address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

#### PHI Standard 4: Specialized Health Care and Physical Supports

Each candidate utilizes information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with physical/orthopedic disabilities, other health impairments, and multiple disabilities who require medical services not requiring a physician. Candidates must be able to provide a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. Candidates must be able to facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures. In addition, they must demonstrate knowledge of the appropriate services that can be provided by other agencies.

#### PHI Standard 5: Instructional Strategies and Adaptations

Each candidate identifies stages and sequences of child growth and development, birth through 22 years, and implements appropriate curricular accommodations and modifications to support student access and participation in the least restrictive/natural environment. Each candidate identifies and supports performance of essential skills unique to students with physical/orthopedic disabilities, other health impairments, and multiple disabilities, including academics, independent living skills, personal independence skills, career and vocational experiences, communication skills, and the psychosocial development.

#### PHI Standard 6: Student Communication Skills

Each candidate demonstrates the ability to observe, evaluate, and document verbal and non-verbal communication modes, language and cognitive level(s), and physical/sensory needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. Each candidate identifies and implements appropriate techniques to address students’ individual and group communication needs and participation in classroom, community, and social activities appropriate to their age and development.

#### PHI Standard 7: Assistive Technology

Each candidate demonstrates understanding of mandated considerations for assistive technology for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. Each candidate demonstrates knowledge and application of low and high assistive technology devices, services, and software applications that facilitate curriculum access, and improved academic performance and skill development of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

#### PHI Standard 8: Instructional Service Delivery Models

Each candidate collaborates with appropriate related services personnel to support access to, and optimal learning experiences for, students with physical/orthopedic disabilities, other health impairments, and multiple disabilities in a wide variety of specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

#### PHI Standard 9: Augmentative and Alternative Communication

Each candidate demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities. Each candidate demonstrates knowledge and application of augmentative and alternative communication devices and services to facilitate communication, improved academic performance, and skill development of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

#### PHI Standard 10: Implications of Disability and Self-Determination for Students with Physical/Orthopedic Disabilities, Health Impairments, and Multiple Disabilities

Each candidate uses strategies to support positive psychosocial development and self-determined behavior of students with physical/orthopedic disabilities, health impairments, and multiple disabilities. Each candidate demonstrates knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. Each candidate identifies factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences from infancy through post-secondary outcomes for individuals with physical/orthopedic disabilities, health impairments, and multiple disabilities and their families.

#### PHI Standard 11: Early Childhood Education

Each candidate demonstrates knowledge of typical and atypical physical and emotional development and the impact of disability on families. Each candidate develops and demonstrates the ability to assess infants and young children with physical/orthopedic disabilities, health impairments, and multiple disabilities to determine service eligibility and appropriate program implementation, including referrals to community and state resources for infants and young children and their families through collaborative partnerships.

### Visual Impairments (VI)

#### VI Standard 1: Vision and Functional Implications of Vision Loss

Each candidate demonstrates knowledge of the anatomy and physiology of the eye, disorders of the eye, brain functions related to vision, and the functional/educational implications of vision loss and vision dysfunction. The candidate applies that knowledge in individualized program planning and implementation.

#### VI Standard 2: Impact of Vision Loss on Development and Learning

Each candidate demonstrates knowledge of the impact of a visual impairment on learning and development that incorporates the effects of physical, emotional, cultural, language, social, and cognitive factors. Each candidate further demonstrates the impact of varying levels of functional vision combined with additional disabling conditions.

#### VI Standard 3: Specialized Assessment and Techniques

Each candidate demonstrates knowledge of methods for conducting functional vision assessment, assessment to determine the appropriate reading media or learning media, and an assessment of literacy skills, including Braille literacy. Each candidate is knowledgeable of and able to evaluate options for specialized materials and equipment relevant for learners with visual impairments, and appropriate to student age, grade, educational setting, cultural linguistic differences, and present levels of functioning as they relates to the selection, procurement, and use of appropriate assessment procedures and techniques, and in the interpretation of assessment results to determine students’ unique needs related to the core curriculum and Expanded Core Curriculum (ECC). Each candidate demonstrates knowledge of assessment techniques related to ECC areas for students with visual impairments including students who are deaf-blind and those with additional disabilities.

#### VI Standard 4: Braille Competency and Braille Literacy Instruction

Each candidate demonstrates proficiency in reading and writing alphabetic and fully contracted Braille using a variety of devices such as the Braillewriter, slate and stylus, computer-generated translation, and electronic note takers. Each candidate demonstrates proficiency in the Unified English Braille (UEB), Nemeth Braille, and other braille codes including but not limited to music, computer science, chemistry and world language. The program provides substantive, research-based instruction that effectively prepares each candidate to teach Braille literacy and to be prepared to deliver a comprehensive program of systematic instruction aligned to the state adopted English Language Arts Content Standards and the California Braille Standards for Reading and Mathematics.

#### VI Standard 5: Specialized Communication Skills and Instruction

Each candidate demonstrates methods and instructional strategies for teaching specialized communication skills used by individuals who are visually impaired including students who are deaf-blind and those with additional disabilities. These skills include: Braille reading and writing, slate and stylus, signature and script writing, touch typing and keyboarding for specialized technology, electronic and digital media, listening, aural, and large print reading. Each candidate demonstrates methods, instructional strategies, and the ability to adapt materials for teaching disability-specific academic and functional academic curriculum. In addition, the program provides information to enable the candidate to access appropriate specialized resources.

#### VI Standard 6: Determining Learning Medium

Each candidate demonstrates the ability to use multiple sources of information, including functional vision assessment, observation of sensory channels, formal and informal literacy assessment, as criteria in determining the appropriate reading and learning medium or media, and continuously applies this information when evaluating the effectiveness of intervention, instruction, specialized media, materials, equipment, and the physical environment for the learner who has a visual impairment. Each candidate considers individual learner needs during assessment procedures, such as deaf-blindness, additional disabilities, struggling or at-risk performance, English language development, cultural and linguistic background, limited or no communication/language systems, and gifted learners.

#### VI Standard 7: Instruction in Functional Skills and Expanded Core Curricula

Each candidate demonstrates knowledge of the methods and instructional strategies for teaching specialized functional skills and the ECC to individuals with visual impairments, birth to 22 years of age including students who are deaf-blind and those with additional disabilities, which includes and is not limited to: self-help skills, personal management skills, social skills, spatial and environmental concepts, sensory-motor development, use of remaining vision, and skills for academic and social inclusion. In addition, each candidate designs and implements functional and age appropriate instructional programs for learners of different cognitive abilities.

#### VI Standard 8: Orientation and Mobility for Teachers of the Visually Impaired

Each candidate demonstrates knowledge of the importance of orientation and mobility instruction for individuals with visual impairments including students who are deaf-blind and those with additional disabilities. Each candidate will receive instruction in knowledge of basic orientation concepts, basic mobility skills, and guide techniques.

#### VI Standard 9: Early Childhood Intervention and Education

Each candidate demonstrates ability to assess infants and young children with visual impairments including students who are deaf-blind and those with additional disabilities determine eligibility for services and when appropriate to plan, coordinate, collaborate, and/or implement appropriate programs for them and their families.

#### VI Standard 10: Resources and Support/Related Services

The program provides knowledge of informational counseling, guidance, or referral services. Each candidate demonstrates knowledge of service delivery models, funding sources, selection, procurement, maintenance, storage, and use of specialized equipment and materials.

### Language and Academic Development (LAD)

#### LAD Standard 1: Characteristics of Students with Communication Needs

Candidates have knowledge of students identified per the categories of IDEA with Language and Academic Development needs including but not limited to the following areas: language development, social communication, school readiness skills, literacy development, academic competencies across the curriculum in listening, speaking, reading, writing and who demonstrate lack of communication and language literacy skills to access and have meaningful benefit from academic instruction.

#### LAD Standard 2: Language Development

Candidates have knowledge of language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. Candidates have knowledge of the characteristics of second language development and the distinction between language disorders, disabilities, and language differences. Candidates have opportunities to demonstrate comprehensive knowledge of typical and atypical language development.

#### LAD Standard 3: Assessment and Evaluation of Language Skills

Candidates demonstrate knowledge and skills relating to using and interpreting a variety of individual assessments and evaluation approaches appropriate for students with communication disabilities. Candidates demonstrate knowledge and skill for interpreting and communicating the results of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum based and appropriate to the diverse needs of individual students. Candidates understand the implications of their findings based on data collected, is able to make appropriate educational decisions on the basis of data and makes trans-disciplinary referrals when necessary.

#### LAD Standard 4: Academic Assessment and Instruction

Candidates demonstrate competence in administering, interpreting and utilizing the results of the assessment of the academic skills of students with language disabilities for the purposes of developing and implementing academic instruction. Academic skills include but are not limited to the following areas: literacy development, written language, and quantitative reasoning. Each candidate demonstrates a depth of knowledge and skills in the teaching of strategies for early literacy skills, reading, writing and the language arts that ultimately enable students to access the academic core curriculum. Candidates demonstrate the knowledge of and ability to apply instructional models and strategies that align with ongoing assessment results. Candidates apply research-based interventions that are effective at early and intermediate academic levels.

#### LAD Standard 5: Planning and Implementing Curriculum and Instruction

Each candidate identifies and utilizes curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with communication disabilities across an array of environments and activities. The curricula and evidenced based instructional strategies are responsive to the unique communication needs of the student and requirements of their educational setting, core curriculum, and are implemented and adjusted systematically to promote maximum learning. Candidates have knowledge of evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially-designed curricula and methods for language and literacy development, quantitative reasoning and reading/language arts instruction in order to enable individuals to access the core curriculum.

#### LAD Standard 6: Literacy Instruction

Each candidate identifies and utilizes current research based strategies, methods, and materials for developing fluent reading in student across ages and environments, including speakers of English and English Language learners. Each candidate demonstrates knowledge and skills in utilizing research based intervention strategies including but not limited to multi-sensory and direct instruction; small group and individualized instruction. The program provides instruction in strategies to develop early literacy skills, linguistic elements of reading, decoding/word analysis strategies, vocabulary, comprehension, academic language, spelling, and written language.

#### LAD Standard 7: Social/Pragmatic Communication Skills

Each candidate identifies and utilizes the most appropriate technique/s for social communication and plans activities to actively engage students with limited communication abilities in classroom and social activities appropriate to the age level of the student. 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 meaningful social relationships. This includes assessment of verbal and non-verbal communication abilities and needs**,** identification of effective intervention techniques, social skill instruction and creating opportunities for interaction in a variety of educational environments. Candidates have skills in creating social and pragmatically appropriate support partnerships with parents/families/teachers/ employers.

#### LAD Standard 8: Behavior Based Teaching Strategies

The candidate identifies and utilizes behavioral based teaching strategies in the design and implementation of language instruction to effectively serve students with behavioral challenges including, but not limited to, students with autism spectrum disorders and emotional disturbance. Candidates understand the impact of sensory deficits on the development and application of language and other communications. Candidates have an understanding of the use of positive behavioral supports and current behavior practices in the field. Candidates have skills in creating instructional and behavior support partnerships with parents/families/teachers/ employers.

## TPEs for Education Specialist Preliminary Teaching Credential Programs

General Education Teacher Performance Expectations, TPEs, were established in 1998 and language was added in 2010 to include Education Specialists. In 2013, the TPEs were revised for Education Specialists to align with Common Core State Standards and to articulate the understandings and abilities of Education Specialists to build a foundation for college and career readiness including adult independence for students with disabilities from birth to age 22.

### A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

#### TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

Background Information for TPE 1: TPE 1 is divided into two categories intended to take into account the different teaching assignments of Multiple Subject, Single Subject and Education Specialist credential holders. Multiple Subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas. Single Subject credential holders work in departmentalized settings and have more specialized authorizations. Education Specialist credential holders work in a variety of educational settings and are responsible for instructing students with disabilities in the core academic curriculum, utilizing principles for Universal Design for Learning (UDL) at grade levels, and in the service delivery models, of their credential assignment. They demonstrate the ability to deliver a comprehensive program of systematic instruction with accommodations and modifications in the academic subjects of their assignment based on their students’ Individualized Education Programs (IEP); Individual Family Service Plan (IFSP); or Individual Transition Plan (ITP). Candidates demonstrate knowledge of disabilities and their effects on learning, skills development and behavior. Candidates demonstrate the ability to implement appropriate accommodations for assessment and instruction for specific students as described in each IEP/IFSP/ITP. Candidates demonstrate the ability to adapt, modify, accommodate anddifferentiate the instruction of students with identified specific disabilities.

#### TPE 1A: Subject-Specific Pedagogical Skills for Teachers of Elementary Students

##### Teaching Language Arts to Elementary Students

Education Specialist candidates demonstrate understanding and ability to teach the Common Core State Standards for English Language Arts and the California Preschool Learning Foundations to students with disabilities. They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction in Reading, Writing, Speaking, and Listening that establish a progression of increasing complexity. They are able to demonstrate how to use evidenced- based specialized instruction to teach English Language Arts to students with disabilities. They strategically plan and schedule instruction that ensures students meet or exceed the standards.

Candidates create an environment rich in language, literacy and learning in which students learn to decode, comprehend, compose, analyze, communicate and appreciate language arts. They understand how to use instructional materials that include a wide range of increasingly complex literary and informational texts for the appropriate grade level. They select appropriate teaching strategies to develop students’ abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. They select appropriate teaching strategies to develop students’ abilities to write increasingly more sophisticated arguments and informative/explanatory texts and to adapt their communication in relation to audience, task, purpose, and discipline.

Candidates provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. Candidates provide opportunities for students to develop oral communication and interpersonal skills. Candidates encourage students’ use of language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, and how to determine the effectiveness of instruction and students’ proficiency after instruction. Students with more intensive needs requiring special education services may need further differentiated instruction, based on their individualized education programs. Candidates are able to utilize natural opportunities within classroom routines to maximize student learning, and facilitate integrated learning opportunities. Candidates are able to provide natural opportunities for communication and alternative ways to demonstrate knowledge. They are able to determine communicative intent, particularly with students with low verbal abilities.

##### Teaching Mathematics to Elementary Students

Education Specialist candidates demonstrate understanding of and the ability to teach the Common Core State Standards in Mathematics and the California Preschool Learning Foundations to students with disabilities. They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction for mathematical practices and content to engage students in mathematical tasks. Candidates provide evidence-based instruction for students to gain strong foundational conceptual understanding along with a high degree of procedural skill and fluency to apply mathematics to solve problems inside and outside the classroom. They create learning environments to foster mathematical thinking that are built on progressions of topics across a number of grade levels. Candidates facilitate students’ development of the knowledge and skills required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real world situations, and (b) appropriately apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Candidates facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom, and implement evidence- based practices including thematic and explicit instruction.

Candidates model and encourage students to use multiple approaches to mathematical problems. They require student collaboration, and written and oral communication that demonstrates students’ ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They foster positive attitudes toward mathematics, encourage student curiosity, academic discourse, and persistence in solving mathematical problems.

##### Teaching Science to Elementary Students

Education Specialist candidates demonstrate understanding of and the ability to teach the California Preschool Learning Foundations, Next Generation Science Standards and Common Core State Standards to students with disabilities. They understand how to deliver an integrative and comprehensive program of differentiated, evidenced-based systematic and explicit instruction, utilizing appropriate accommodations and modifications to create scientifically literate students. Candidates create a learning environment that fosters curiosity and engages students in asking questions, defining problems, investigating, analyzing data, constructing explanations and finding solutions. They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific and engineering investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Candidates also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

##### Teaching History-Social Science to Elementary Students

Education Specialist candidates demonstrate understanding of and the ability to teach the California Preschool Learning Foundations, and Common Core State Standards in history-social science for students with disabilities. They understand how to deliver a comprehensive program of differentiated, systematic and explicit instruction, utilizing appropriate accommodations and modifications to create literate and informed future participants of our democratic society. Candidates create a learning environment that is culturally responsive and promotes civic mindedness. They enable students to learn and use basic analytic thinking skills in history and social science. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Candidates teach students to read and comprehend primary and secondary sources to support analysis, including graphic/media representations presented in diverse formats. Candidates also teach students to develop arguments and informative/explanatory texts focused on discipline-specific content. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

#### TPE 1B: Subject-Specific Pedagogical Skills for Teachers of Secondary Students

##### Teaching English-Language Arts to Secondary Students

Education Specialist candidates demonstrate understanding and the ability to teach the English Language Arts Common Core State Standards for students with disabilities. They master how to plan and deliver instruction of increasing complexity in reading, writing, speaking and listening utilizing accommodations and modifications, using differentiated, systematic and explicit instruction to ensure that students meet or exceed the standards. They demonstrate the ability to incorporate student transition goals in order to make English-Language Arts instruction comprehensible and relevant to students.

Education Specialist candidates are able to design age-appropriate instruction based on their students’ academic needs as determined by their present levels of performance. They teach the skills for reading and comprehending complex literary and informational texts; interpreting meaning; analyzing structure of texts; and evaluating perspective. Candidates teach students how to produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of tasks, purposes, and audiences. They select appropriate teaching strategies to develop students’ abilities to read and comprehend literary and informational text, and to cite specific evidence when offering an oral or written interpretation of a text. They teach formal and informal speaking and listening skills, including collaboration, conversation and presentation of knowledge and ideas. Education Specialists are able to utilize assistive technology to support students who use alternative and augmentative methods of communication. Candidates can teach vocabulary acquisition and use, Standard English conventions, and functions of language in various contexts.

Candidates model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others. Candidates are able to make technology accessible to students with disabilities and to utilize specially designed instructional technologies to support students in their learning. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

##### Teaching Mathematics to Secondary Students

Education Specialist candidates demonstrate understanding and ability to teach the Common Core State Standards in Mathematics for students with disabilities. Candidates, by utilizing appropriate accommodations and modifications, enable students to develop mathematical practices and concepts, to solve and generalize solutions to common problems, through the use of differentiated, systematic and explicit instruction. They demonstrate the ability incorporate transition goals in mathematics instruction. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They require student collaboration and written and oral communication that demonstrates students’ ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Candidates provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They demonstrate positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Candidates assign and assess work through progress monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

##### Teaching Science to Secondary Students

Education Specialist candidates exhibit the ability to use differentiated, systematic and explicit instruction to teach the Next Generation Science Standards and Common Core State Standards to students with disabilities, by utilizing appropriate accommodations and modifications. They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations, and class activities serve to illustrate science concepts, and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers.

Candidates teach students to read, comprehend, and cite specific textual evidence to support analysis of science and technical texts including the integration and evaluation of graphic/media representations presented in diverse formats. Candidates also teach students to develop arguments on discipline-specific content and informative/explanatory texts including the narration scientific procedures/experiments, or technical processes.

Additionally, candidates guide, monitor and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. They establish and monitor procedures that protect the safety of students in their classroom, and demonstrate the ability to incorporate transition goals in science instruction. Candidates monitor the progress of students as they develop deeper levels of scientific and engineering investigations and learn to construct explanations and find solutions.

##### Teaching History-Social Science to Secondary Students

Education Specialist candidates demonstrate the ability to teach the Common Core State Standards applicable to history-social science to students with disabilities, by utilizing appropriate accommodations and modifications, and demonstrate the ability to incorporate student transition goals in history-social science instruction. They enable students to learn and use analytic thinking skills in history and social science. They use timelines and maps to reinforce students’ sense of temporal and spatial scale as well as technological applications that support students with disabilities. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Candidates teach students to read, comprehend, and cite specific textual evidence to support analysis of primary and secondary sources including the integration and evaluation of graphic/media representations presented in diverse formats. Candidates also teach students to develop arguments on discipline-specific content and informative/explanatory texts including narration of historical events.

Additionally, Education Specialist candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to illustrate multiple viewpoints on issues. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

### B. ASSESSING STUDENT LEARNING

#### TPE 2: Monitoring Student Learning During Instruction

Education Specialist candidates use data collection systems and multiple measures for progress monitoring based on each student’s Individualized Education Program (IEP) throughout instruction to determine whether all students, including English learners and students with disabilities, are understanding content and making progress toward learning the key concepts of Common Core State Standards or California Preschool Learning Foundations. Candidates purposefully use ongoing multiple and differentiated assessment options for formative and summative evaluations of individual and whole class learning. Candidates utilize assessment results for instructional adjustment.

#### TPE 3: Interpretation and Use of Assessments

Education Specialist candidates are knowledgeable of, and use a variety of informal and formal, as well as formative and summative assessments to determine eligibility, service delivery within the least restrictive environment, and instruction based on students’ present level of performance. Candidates are able to write standards-based IEP/IFSP/ITP, plan instruction and determine students’ progress toward IEP/IFSP/ITP. Candidates select and use appropriate diagnostic instruments, according to student needs, including entry level, progress monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, communication and behaviors. They know when and how to use alternative assessments, as appropriate, based on students’ needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work and other evidence of learning, including student work samples as well as performance-based real-world applications of learning. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to generalizethese strategies.

Candidates demonstrate the ability to familiarize students with the format of the state-adopted assessment program. They know how to appropriately administer the assessment programs, including implementing accommodations for students with disabilities. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English learners in language development as well as in the students’ native language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. Candidates can clearly explain to families and students the results of assessments in order to help students achieve their learning goals. Candidates demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender or linguistic differences may be confused with manifestations of a disability.

### C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

#### TPE 4: Making Content Accessible

Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP/IFSP instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, leading to effective inclusion in the general education core curriculum. Candidates incorporate specific strategies, including assistive technology, teaching/instructional activities, procedures and experiences that address Common Core State Standards and the Next Generation Science Standards for students in order to provide an individualized, balanced and comprehensive curriculum based on students’ present levels of performance. They use instructional materials to teach students the academic content described in the Common Core State Standards and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students’ current level of achievement. They vary instructional strategies according to purpose, lesson content and student’s needs. To meet student academic and functional learning needs, candidates utilize principles of Universal Design for Learning to provide multiple means of representation, action and expression and engagement, such as written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and use of media and other technology.

Candidates demonstrate how to deliver a comprehensive program of evidence-based instruction that includes reading, writing, speaking, listening, and language within discipline-specific standards. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. When students do not understand content, candidates take additional steps to foster access and comprehension for all learners.

#### TPE 5: Student Engagement

Candidates clearly communicate instructional objectives to students and families. Candidates use differentiated methods including the principles of Universal Design for Learning to ensure the active and equitable participation of all students, and to promote integration into general education environments, using developmentally and age appropriate materials. They ensure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and IEP/IFSP/transition plan. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction individually and culturally relevant. Candidates provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications and community based instruction. Candidates encourage students to extend their thinking by teaching them to respond to and frame meaningful questions.

#### TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of typical and atypical child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, pre-formal through adult transition. It is important that candidates understand the vertical spectrum of child and adolescent growth and development and the use of developmentally-appropriate and age appropriate instructional practices to make content accessible to all students.

##### Developmentally Appropriate Teaching Practices for Education Specialists

Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement positive behavior intervention and support plans and accommodations that are age appropriate, and support individual learning needs that promote successful inclusion for students with disabilities within the general education setting., Candidates facilitate appropriate transitions for students based on individual needs including considers of self-efficacy and self- determination between academic levels in programs. Candidates demonstrate the ability to support students with social, emotional, and mental health issues and understand how to access related services and additional supports.

#### TPE 6A: Developmentally and Age Appropriate Practices in Pre-Kindergarten through Middle Elementary

Education Specialist Candidates who teach young children understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions e.g., consideration, cooperation, responsibility, empathy. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They can demonstrate how to develop plans for students who require support in developing school related attention and self- regulation skills.

#### TPE 6B: Developmentally and Age Appropriate Practices in Upper Elementary and Middle School

Education Specialist candidates who teach students in grades 4-8 build on students’ strengths and understandings while providing intensive support for students who need further development of basic skills as defined in Common Core State Standards. Candidates design learning activities to extend students’ concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies for increasingly challenging academic curriculum. They assist students in developing and practicing strategies for managing time and completing assignments. Candidates develop students’ skills for working in groups to maximize learning. They support students’ taking of intellectual risks such as sharing ideas that may include errors. Candidates understand that student behavior is a form of communication and may indicate their need for additional support. Candidates recognize and respond appropriately to these cues.

#### TPE 6C: Developmentally and Age Appropriate Practices in High School and Adult Transition

Education Specialist candidates who teach students in grades 9-12, establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills as well as self- determination and self- advocacy skills.

In order to help students to understand connections between the curriculum and life beyond high school, candidates develop with students and their families, Individual Transition Plans that include goals for independent living, post- secondary education and careers. Candidates continue to support students in assuming increasing responsibility for learning, and in developing sufficient skills related to career, independent living and community participation.

#### TPE 7: Teaching English Learners

Candidates know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners including students that are non-verbal. They are able to assess students who are English learners with disabilities, and to distinguish between language acquisition and disability. Candidates can implement specialized instructional methods for English Language Development for students with disabilities. They can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. Candidates implement an instructional program that addresses the California English Language Development Standards facilitates English language development, and reading, writing, listening and speaking skills, that logically progresses to grade level reading/language arts program for English speakers. They draw upon information about students’ backgrounds and prior learning, including students’ assessed levels of English proficiency and literacy, and native language, to provide instruction differentiated to students’ language abilities. They understand how and when to collaborate with bilingual specialists, para-educators and families to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students’ abilities to comprehend and produce English. They use English that extends students’ current level of development yet is still comprehensible. They know how to analyze students’ errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.[[1]](#footnote-1) They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students’ language acquisition. They take these factors into account in developing linguistically appropriate IEP/IFSP/transition goals and planning lessons for English language development within academic content.

### D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

#### TPE 8: Learning About Students

Candidates draw upon an understanding of patterns of typical and atypical child and adolescent development, and the learning needs of students with disabilities, to plan instruction for their students. Using formal and informal methods, they assess students’ present levels of performance in academic and functional language abilities, content knowledge, and academic and functional skills, and maximize learning opportunities for all students. Through interpersonal interactions with students and families, candidates learn about students’ abilities, ideas, interests and aspirations. Candidates are knowledgeable about students’ community contexts and socio-economic, cultural and language backgrounds. They understand how multiple factors including student health and multiple disabilities can influence student’s ability to learn.

Candidates conduct assessments and participate in development of IEP/IFSP/transition team decisions. They encourage parents to collaborate in the development of IEP/IFSP/transition goals.

#### TPE 9: Instructional Planning

Candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with Common Core State Standards and the Next Generation Science Standards. They establish clear long and short -term goals for learning, based on students’ current levels of achievement. They plan appropriate assessments to monitor and evaluate student learning. They sequence instruction so that the content to be taught connects to preceding and subsequent content. They use evidenced-based methods to help students obtain goals specified on their IEPs/IFSPs/transition plans as well as in their grade level or alternative curriculum. They understand the purposes, strengths and limitations of a variety of instructional strategies. In planning lessons, they select or adapt instructional strategies, grouping strategies, instructional materials, assistive and instructional technology to meet student learning goals in inclusive as well as specialized settings. Candidates use data from progress monitoring to inform their instructional planning.

Candidates use their pedagogical content knowledge to develop relevant, differentiated instructional plans by connecting the content to be learned with students’ linguistic and cultural backgrounds, experiences, interests, and specific learning needs. Candidates understand how to direct and interact appropriately with paraprofessionals in order to support student learning including achievement of IEP/IFSP/transition goals. Candidates demonstrate the ability to coordinate, direct, co-teach and communicate effectively with other special education service providers, general education teachers, and community agencies for instructional planning. Candidates include parents and students in instructional planning.

### E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

#### TPE 10: Instructional Time

Candidates recognize and articulate the critical importance of time management in their instructional planning based on student’s needs, and when co-planning for instruction in inclusive settings. Candidates allocate instructional time to maximize student learning and achievement in relation to Common Core State Standards, California Preschool Learning Foundations, Next Generation Science Standards and IEP/IFSP/ITP goals. Candidates are able to implement evidence-based strategies for student engagement and motivation. They establish procedures for routine tasks and manage transitions to maximize instructional time. They incorporate instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students.

#### TPE 11: Social Environment

Education Specialist Candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

Candidates create a positive climate for learning in all educational settings. They establish and promote physically, socially and emotionally safe learning environments for all students by developing and maintaining clear expectations for academic and social behavior. Candidates are able to analyze and understand the functions of behaviors in order to develop appropriate intervention plans. Candidates establish a sense of community; and promote student effort and engagement by creating structures that emphasize collaborative activities and joint problem-solving. Candidates are well-versed in school-wide positive behavior interventions and supports, restorative justice, and understand the research that supports this approach. Candidates are able to develop positive behavior intervention plans, and are able to identify if a student’s behavior is a manifestation of his or her disability, and the types of interventions and supports that may be needed to address such behavior issues. Candidates understand the variety of interventions and related services that can be made available to a student with behavior, social, emotional, trauma, and mental health needs, and are knowledgeable of how to engage these related services professionals to assist students who have greater needs.

Candidates know how to write and implement a classroom management plan that is fair and transparent to students, and is aligned with students’ IEP/IFSP/transition plans and school discipline policies. They know how to establish rapport with all students and their families for supporting academic and personal success through establishing a climate of caring, respect, and fairness. Candidates are aware of and respond appropriately to sensitive issues within the learning environment in a culturally responsive manner. They help students learn to work responsibly with others and independently. The candidate evaluates the classroom social supports and the expectations of student’s’ learning environments and their relationship to academic achievement and collaboratively develops supportive environments based on observations of students, and consultation with IEP/IFSP/transition team members.

### F. DEVELOPING AS A PROFESSIONAL EDUCATOR

#### TPE 12: Professional, Legal and Ethical Obligations

Candidates take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. Candidates recognize and actively address expressions and acts of intolerance such as bullying. They understand important elements of California and federal laws and procedures pertaining to the education of all learners including English learners, and students with disabilities. Candidates can identify and appropriately report suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness, including appropriate and inappropriate uses of digital content and social media. Candidates are aware of the legal and ethical obligations relating to confidentiality, implementing student assessments, and the development and implementation of IEPs/IFSPs/transition plans.

#### TPE 13: Professional Growth

Candidates evaluate their own teaching practices and subject matter knowledge in light of information about Common Core State Standards and Next Generation Science Standards for students and student learning. The candidates participate and collaborate in the larger educational community and continually increase their knowledge of subject matter and evidence-based practices. They are able to analyze and reflect upon their teaching effectiveness. Candidates keep current with legislative and regulatory changes that affect education, specifically special education.

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## Program Design Planning Prompts for Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials

### Program Standard 1: Program Design, Rationale and Coordination

* How does the program provide a range of program entry points and program delivery options that is consistent with its vision, the needs of the service area of the program and the students the program recruits?
* How does the design of an internship program, allow for the fact that interns do not have all of the “theoretical” background desirable for successful service at the beginning of the program, but they do have the opportunity to combine theory with practice. Does the design also recognize that the intern may need a different support system than what is available in the regular program?
* How effective is the coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, program personnel, institutional colleagues, local educational agencies, and schools where candidates pursue field experience?
* How does the program integrate with general education?
* How does the program relate to community programs—articulations, recruitment plans, and advisement?
* How does the program provide opportunities for distance learning?
* How does the program provide the candidates with information related to supporting students with disabilities in a variety of settings?

### Program Standard 2: Professional, Legal and Ethical Practices

The standard provided the information needed to address the standard so no prompts are necessary.

### Program Standard 3: Educating Diverse Learners

* How does the program’s curriculum and instructional practices address this standard?
* How does the collaborative design of the program assist in meeting this standard?

### Program Standard 4: Effective Communication and Collaborative Partnerships

* How does the program provide candidates with the opportunity to demonstrate knowledge of the concepts and processes effective in building social networks for individuals with disabilities?
* How does the program provide candidates with the opportunity to collaborate/cooperate and/or co-teach effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel, specialists, paraprofessionals, members of the School Study Team, Intervention Team, the IEP team and family members, including non-family caregivers?
* How does the program provide opportunities for candidates to work with families, and relevant agencies, such as the Department of Rehabilitation, the Regional Centers, California Children’s Services, County Mental Health, and various, related associations, for the alignment of needed services and for long-term planning of educational and community services, with attention to personal priorities, concerns, and needed resources?
* How does the program provide opportunities for candidates to demonstrate the skills necessary to consult with specialized health care and nursing specialists in the provision of services to individuals with disabilities in the classroom and in the community learning environments?
* How does the program offer the opportunity for candidates to demonstrate collaboration with the work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environments?
* How does the program prepare candidates to utilize effective communication skills in adversarial and/or litigious situations and problematic relationships?

### Program Standard 5: Assessment of Students

* How does the program provide candidates with the knowledge to assess academic, social-emotional and behavioral performance?
* How does the program provide candidates with an understanding of the assessment process and the roles that parents, students, and professionals play on the multidisciplinary assessment teams?
* How does the program provide candidates with an understanding of the appropriate use of a variety of formative and summative evaluations, for example, work samples, observations, portfolios, curriculum-based assessments?
* How does the program provide the candidate with the knowledge needed to monitor and develop students’ progress?
* How does the program provide candidates with the opportunities to analyze assessment data, plan instruction, and support individual student learning?

### Program Standard 6: Using Educational and Assistive Technology

* How does the program provide instruction in the selection, use, and adaptation of low and high technology materials and equipment to meet the educational objectives of a particular student?
* How does the use of technology enhance the learning environment and accommodate for individual differences?
* How does the program provide candidates with an understanding of the legal and ethical issues involved in the use of technology?
* How does the program prepare candidates to access information and obtain consultation from other professionals regarding technology related to student needs?
* How does the program ensure candidates demonstrate an understanding of the need for low and high technology in the educational program of students with disabilities?

### Program Standard 7: Transition and Transitional Planning

* How does the program ensure that candidates understand the sequential and continuous nature of preparing students with disabilities for successful adult transition and continuing educational, social, behavioral, and career development?
* How does the program create a broad understanding of transitional issues for students and their families?
* How does the program support the candidates in understanding the life of individual students with disabilities relative to planning for educational and transitional experiences?

### Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning

The standard provided the information needed to address the standard so no prompts are necessary.

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## Preliminary Education Specialist Teaching Credentials Program Planning Prompts

### Program Standard 9: Preparation to Teach Reading/Language Arts

* How does the program prepare candidates to adapt reading/language arts curriculum and instruction to meet the needs of all students?
* How does the program prepare candidates to understand the development of reading and language arts skills in students who do not use standard English or cannot benefit from an aural/oral communication system?

### Program Standard 10: Preparation to Teach English Language Learners

* How does the program provide opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework?
* How does the program’s coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students’ assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers?
* How does the program provide planned prerequisite and/or professional preparation, for candidates to learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs?
* How does the program design provide candidates opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development?
* How does the program’s coursework and field experience include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals?
* How does the program’s coursework and field experience prepare candidates to learn and understand how to interpret assessments of English learners? Candidates understand the purposes, content and uses of California’s English Language Development Standards, and English Language Development Test, including how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum?
* How is the program designed to provide opportunities for candidates to learn and understand the importance of students’ family and cultural backgrounds and experiences?
* How does the program provide opportunities for candidates to incorporate English Language Learners strategies through the use of a bilingual approach (English/ASL) or using signs in a manually-coded English word order (CASE, SEE, etc.) to allow students who are deaf or hard-of-hearing to access the English language arts standards?

### Program Standard 11: Typical and Atypical Development

* How does the program prepare candidates to demonstrate the ability to determine that the intervention or instructional environment is appropriate to the student’s chronological age and developmental differences?
* How does the program prepare candidates to adjust developmental expectations to account for varying cultural perspectives and preferences?
* How does the program prepare candidates to adjust developmental expectations to account for factors other than disability such as prematurity, emotional trauma, chronic illness, and environmental conditions?
* How does the program ensure that candidates understand the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development?
* How does the program prepare candidates to provide information to parents and other family members regarding typical developmental expectations as well as the impact of the disability on developmental progress?

### Program Standard 12: Behavioral, Social, and Environmental Supports for Learning

* How do candidates demonstrate the ability to work with the IEP team using a variety of functional analysis assessment strategies to determine where target behavior is likely to occur or not occur and the function/ communicative intent of the behaviors for individual students?
* How do candidates appropriately identify and describe the types of antecedent and consequent events that contribute to acting out as well as physically aggressive and withdrawal behaviors of individual students?
* How do candidates demonstrate the ability to design the components of behavioral plans that include, environmental (furniture, materials, schedule) and antecedent modifications, instructional and curricular modifications, teaching replacement behavior, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and where necessary, emergency intervention strategies?
* How do candidates demonstrate understanding of the difference between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies?
* How do candidates demonstrate working knowledge of current laws regarding bullying and harassment?
* How does the program create an understanding for candidates of the impact a student’s deficiency in language usage or a lack of a common communication system have on reporting or indicating a crisis or life-threatening situation?

### Program Standard 13: Curriculum and Instruction of Students with Disabilities

* How do candidates demonstrate the ability to develop, modify and implement instruction based on assessment information and to use this instruction for diagnostic purposes?
* How well do candidates design and implement effective lesson plans based on core curriculum standards in which the instructional objectives, teaching strategies and materials are coordinated and consistent with each other?
* How does the program provide the candidates with exposure to and opportunity to use the K-12 student content frameworks?
* How does each candidate demonstrate the ability to select, implement, monitor and modify instructional programs to accommodate the needs of individual students across a range of instructional settings?
* How does each candidate demonstrate the ability to co-teach, collaborate and consult and work with instructional teams to enhance curriculum and instruction of students with disabilities?

### Program Standard 14: Creating Healthy Learning Environments

* Does each candidate study and learn the major laws, concepts and principles related to student health and safety and applies concepts and strategies that foster student health and contribute to a healthy environment for learning, with emphasis on**:**
* The health status of children and youth, its impact on students’ academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety;
* Common and chronic diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school;
* Effective strategies for encouraging the healthy nutrition of children and youth;
* Knowledge and understanding of the psychological and sociological effects of alcohol, narcotics and tobacco, and the ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems;
* Common etiologies and disorders of various disabilities and how to collaborate with medical and other community resources to better identify student needs?
* How do candidates work collaboratively with other professionals to ensure healthy learning environments?
* How does the program ensure candidates effectively facilitate student health and mobility by demonstrating safe lifting and positioning practices of students with motor impairments, and demonstrate an ability to use and instruct other personnel in the appropriate use, maintenance, and care of rehabilitative and medically necessary equipment such as wheelchairs, walkers, orthotics, prosthetics, etc.?

### Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

* How does the program ensure that candidates’ supervised field experiences include a planned sequence of activities that provide opportunities for candidates to observe, apply, and evaluate educational theories and pedagogical principles in general education classroom?
* How does the program ensure that the intern’s experiences cover a broad range of service delivery options?

### Program Standard 16: Assessment of Candidate Performance

* How are candidates assessed through the use of formative and summative assessments embedded throughout the program? Are candidates informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for the summative assessment, and provided timely feedback on the performance in relation to the TPEs?
* How does the program create its systematic summative assessment which is administered by qualified individuals who are knowledgeable about the TPEs as they apply to the subjects and specialization of the authorization of the Credential?
* Does at least one supervising teacher and one institutional supervisor document the assessment of each candidate’s performance in relation to the TPEs using procedures and instruments that are clear, fair, and effective?
* How does the program ensure that one or more persons who are responsible for the program decide to recommend candidates for the appropriate credentials on the basis of all information of each candidate’s competence and performance?
* How does the program ensure that an Individualized Development Plan will be written before the candidate exits the preliminary preparation program that will include TPEs and ideas for future specific emphasis in the Clear Credential Program?

## Education Specialist Preliminary Teaching Credentials Program Planning Prompts

In addition to the **Program Design** and **Preliminary Teaching Standards**, each Program must address the appropriate Specialty Standards.

### Mild/Moderate Disabilities (M/M)

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

* How does the program ensure that candidates can define and describe the learning, academic, and social/emotional characteristics associated with each of the above groups?
* How does the program ensure that candidates demonstrate knowledge of the needs of students who are both gifted and have a mild/moderate disability?
* How does the program ensure that candidates demonstrate knowledge of the behavioral characteristics of students with specific learning disabilities and other mild/moderate disabilities and the possible resultant social/emotional/learning problems?
* How does the program ensure that candidates are able to articulate the historical trends in defining and providing educational services to students with mild/moderate disabilities?
* How does the program ensure that candidates demonstrate knowledge of approaches and methods for determining eligibility for services for students with specific learning disabilities and other mild/moderate disabilities?

#### M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities

* How does the program ensure that candidates are able to assess and determine specific curricular, instructional, behavioral, and social needs of individual students with mild/moderate disabilities?
* How does the program ensure that candidates use measures specific to students with specific learning disabilities, mild/moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders?
* How does the program ensure that candidates develop and implement individualized academic and behavioral assessment plans in order to evaluate student performance in varied learning environments, including the general education classroom?
* How does the program ensure that candidates use data from multi-tiered interventions, standardized assessments and classroom-based assessments to make decisions regarding eligibility, academic progress, and program evaluation?
* How does the program ensure that candidates acquire the ability to assess students with mild/moderate disabilities on CA Frameworks, core curriculum and content standards?
* How does the program ensure that candidates demonstrate skill in evaluating, selecting, administering and interpreting assessment devices and processes according to its purposes, technical quality, administrative considerations, disability, and cultural, socioeconomic and linguistic influences?

#### M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction

* How does the program ensure that candidates demonstrate a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes?
* How does the program ensure that candidates are able to use student outcome data to systematically adapt and modify instruction and learning environments based on specific learning disabilities and other handicapping conditions?
* How does the program ensure that candidates demonstrate knowledge of the relationship between the individual educational program and the individualized transition plan?
* How does the program ensure that candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings?
* How does the program ensure that candidates are able to plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains?

#### M/M Standard 4: Positive Behavior Support

* How does the program ensure that candidates demonstrate the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment?
* How does the program ensure that candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings?
* How does the program ensure that candidates demonstrate the ability to teach appropriate self-regulatory strategies for students to cope with difficult or unpredictable situations?
* How does the program assess candidates’ abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses?

#### M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities

* How does the program ensure that candidates demonstrate knowledge of California State Frameworks?
* How does the program ensure that candidates demonstrate the ability to adapt curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards?
* How does the program ensure that candidates demonstrate the ability to use the above skills to co-teach and collaborate with general education professionals regarding students with IEPs in general education settings?
* How does the program ensure that candidates are prepared to teach the math language skills and concepts needed by students with mild/moderate disabilities in order to access core math and science curriculum content standards?
* How does the program ensure that candidates demonstrate knowledge of best practice instructional strategies?
* How does the program ensure that candidates are prepared to incorporate a variety of instructional strategies (including performing arts activities) to meet individual needs of students with mild/moderate disabilities?
* How does the program ensure that candidates demonstrate use of supplementary materials that wrap around the core content standards of language arts and mathematics?
* How does the program ensure that candidates are prepared to teach skills related to reading, writing, speaking, and language development?

#### M/M Standard 6: Case Management

* How does the program ensure that candidates demonstrate skills in case management including legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities?
* How does the program ensure that candidates demonstrate coordination of the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities?
* How does the program ensure that candidates demonstrate collaboration, communication and documentation of student needs, services and progress for identified students with mild/moderate disabilities and those in the referral process? (This would include collaboration and communication with Gen Ed teachers, other Sp. Ed service providers, paraprofessionals, community agencies, and parents.)
* How does the program ensure that candidates demonstrate skills in providing consultation, resource information, and materials regarding individuals with exceptional needs to their parents and to staff members?
* How does the program ensure that candidates demonstrate monitoring of pupil progress on a regular basis, participation in the review and revision of IEP’s as appropriate, and referral of pupils who do not demonstrate appropriate progress to the IEP team?

### Moderate/Severe Disabilities (M/S)

#### M/S Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities

* How does the program ensure that candidates demonstrate knowledge and understanding of the full range of intellectual, behavioral, social/emotional, communication, neurological, sensory and /or motor impairments in students with moderate/severe disabilities?
* How does the program ensure that candidates can identify the need for and provide the appropriate support to address the unique learning needs of students with moderate/severe disabilities?
* How does the program ensure that candidates demonstrate knowledge of appropriate strategies to develop independent living skills, receptive and expressive communication skills of the student with moderate to severe disabilities?
* How does the program ensure that candidates demonstrate knowledge related to career and/or independent living skills?

#### M/S Standard 2: Communication Skills

* How does the program ensure that candidates demonstrate the ability to teach and facilitate the development of communication skills which promote choice making, independence and self advocacy?
* How does the program ensure that candidates demonstrate the ability to implement strategies, techniques, and technology that enhance effective communication in a variety of educational environments including natural settings, individual and group settings, classroom transitional and social activities appropriate to their age and developmental level?

#### M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context.

* How does the program ensure that candidates demonstrate the ability to teach interpersonal skills to promote acceptable social behavior that is similar to nondisabled peers in all settings?
* How does the program ensure that candidates demonstrate knowledge of current social techniques and methodologies that address the unique social communication needs of students in this category?
* How does the program ensure that candidates demonstrate how to utilize information from collaboratively developed IFSPs to prepare their students to engage in reciprocal, age appropriate relationships with typical developing peers in natural settings?

#### M/S Standard 4: Assessment, Program Planning and Instruction

* How does the program ensure that candidates demonstrate the ability to select, modify, and administer appropriate assessments to facilitate access to the learning environments as well as interpret assessment data from each domain and design a comprehensive, educational program?
* How does the program ensure that candidates demonstrate the knowledge of modifications and accommodations and utilizes this information to adapt grade level, standards based instruction, across all settings, for students in this category?
* How does the program ensure that candidates demonstrate knowledge of instructional techniques which increase student motivation and performance in the areas of communication, affective and cognitive development, socialization, daily living skills and facilitates the active participation and learning of diverse groups of learners?
* How does the program ensure that candidates demonstrate the ability to provide appropriate support to each student through the effective coordination and supervision of classroom assistants who present instructional materials and care for the physical needs of students with moderate/severe disabilities?

#### M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care

* How does the program ensure that candidates demonstrate the skills to facilitate individual student initiation of and generalized use of mobility and other functional motor movements to promote maximum participation and involvement in activities?
* How does the program ensure that candidates demonstrate an understanding of the impact of sensory impairment on movement and motor development and the corresponding ability to effectively facilitate both motor and sensory functioning?
* How does the program ensure that candidates demonstrate knowledge of current assistive and adaptive devices as well as knowledge of and a facility with the state adopted modifications and accommodations?
* How does the program ensure that candidates demonstrate the ability to share information regarding sensory, movement, mobility, and specialized health care needs and procedures with general educators, students, parents and others to increase the level of understanding and sensitivity?
* How does the program ensure that candidates demonstrate the ability to arrange classroom environments to accommodate sensory movement, mobility, specialized health care needs, while promoting positive, proactive and respectful behaviors, student’s independence, and the dignity of students with disabilities?

#### M/S Standard 6: Positive Behavioral Support

* How does the program ensure that candidates demonstrate the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment?
* How does the program ensure that candidates work collaboratively with parents, agencies, general education teachers and other professionals to provide effective positive behavior support across all domains?
* How does the program ensure that candidates demonstrate the ability to teach appropriate self regulatory strategies for students to cope with difficult or unpredictable situations?
* How does the program ensure that candidates demonstrate the ability to work across programs and domains, with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses?

#### M/S Standard 7: Transition and Transitional Planning

* How does the program ensure that candidates demonstrate understanding of the various protocols, community resources and supports, i.e., communication needs, assistive technology, augmentative communication devices, life skills, etc., as they affect each student for each transition including IFSPs, IEPs and ITPs:
  + From infant-toddler program to preschool
  + From preschool to elementary school
  + From elementary school to middle school
  + From middle school to high school
  + From high school to adulthood career opportunities
* How does the program ensure that candidates demonstrate the knowledge of how to teach self-advocacy/determination skills development?
* How does the program ensure that candidates demonstrate knowledge of the services that are appropriate in various contexts in the student’s educational plan including skills for planning for transition, writing transition goals/objectives?
* How does the program ensure that candidates demonstrate understanding the need to advocate for services, including assistive technology at crucial transition times to continue the student’s educational progress, i.e., itinerant services, speech and language services?
* How does the program ensure that candidates demonstrate the need to advocate for seamless service and support?
* How does the program ensure that candidates demonstrate knowledge of resources that work with social service agencies, the parents and student to develop a post-secondary program that utilizes student strengths and meets the student’s needs for support in community-based and/or college-based settings?
* How does the program ensure that candidates demonstrate skills to advocate for services, including assistive technology support at the post-secondary level, i.e., vocational rehabilitation, social service agencies,and employment agencies and families including those agencies which develop and implement post-secondary programs that areserving individuals who are deaf-blind and/or additional disabilities, independent living centers and sheltered workshops that specialize in services for adults?

#### M/S Standard 8: Augmentative and Alternative Communication

* How does the program ensure that candidates demonstrate the ability to assess and plan for the low/high technology needs of a child with physical/orthopedic disabilities, health impairments, and multiple disabilities?
* How does the program ensure that candidates demonstrate the ability to determine the type of equipment and/or materials best suited to meet the needs and physical abilities of students, the knowledge of the use of that equipment and materials, and how it interfaces with other equipment, materials, curriculum and instructional strategies to help the student become more independent?
* How does the program ensure that candidates demonstrate the ability to access information and obtain consultation from other professionals regarding technology related to student needs?
* How does the program ensure that candidates demonstrate the ability to select, obtain, use, adapt, and train others in the use of low and high technology materials and equipment to meet the educational objectives of specific students?
* How does the program ensure that candidates demonstrate the ability to support the use of students’ assistive technology in a variety of environments, including school, community, and home?
* How does the program ensure that candidates are aware of a variety of funding and procurement sources for assistive technology devices, equipment, and services?

### Early Childhood Special Education (ECSE)

#### ECSE Standard 1: Theoretical, Philosophical, and Empirical Foundations

* How does the program ensure that candidates demonstrate knowledge of federal and state laws and regulations to support early intervention and education for young children and their families?
* How does the program ensure that candidates demonstrate knowledge and skill supporting evidence-based practices in early intervention, early childhood, and early childhood special education to provide information to families, administrators, community organizations and agencies regarding the importance of early services?
* How does the program ensure that candidates demonstrate their understanding of empirical versus non-research based practices?

#### ECSE Standard 2: Typical and Atypical Child Development

* How does the program ensure that candidates demonstrate knowledge of biological and environmental factors that affect pre-, peri-, and postnatal development and learning?
* How does the program ensure that candidates demonstrate understanding of the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development?
* How does the program ensure that candidates recognize the potential influence of varying cultural factors and practices on development?
* How does the program ensure that candidates are able to create an intervention or instructional environment is appropriate to the child’s chronological age, developmental differences, and disability-specific needs?
* How does the program ensure that candidates provide information to parents and other family members regarding typical developmental expectations as well as the impact of the disability on developmental progress?

#### ECSE Standard 3: Role of Family in Early Childhood Special Education

* How does the program ensure that candidates sensitively elicit family concerns, priorities, and resources in relation to their child with special needs?
* How does the program ensure that candidates use culturally and linguistically appropriate strategies in working with families whose culture or language differs from his or her own?
* How does the program ensure that candidates collaboratively plan, assess, and implement programs and services with families and professional colleagues?
* How does the program ensure that candidates prepare and support family members throughout the IFSP/IEP process, and follow up with families to ensure that the IFSP/IEP document is consistent with the outcomes/goals that they have for their child and family?
* How does the program ensure that candidates demonstrate skill required to implement routines-based interventions and assist families with embedding educational activities into family daily life?

#### ECSE Standard 4: Assessment and Evaluation of Infants, Toddlers and Preschoolers

* How does the program ensure that candidates demonstrate knowledge of different assessment and evaluation requirements for infants/toddlers and preschoolers as specified under IDEA Part B and Part C?
* How does the program ensure that candidates have opportunities to gather assessment and evaluation information from multiple sources and environments?
* How does the program ensure that candidates demonstrate knowledge and skills in the use of a variety of assessment techniques appropriate for young children such as observation, naturalistic play-based assessment, family interviewing, curriculum-based and standards-based, assessment, and administration of selected norm-referenced assessment instruments and protocols?
* How does the program ensure that candidates demonstrate skills in modifying assessment procedures to accommodate or compensate for the impact of the child’s disability on performance and to maintain the interest of infants and young children in the assessment process?
* How does the program ensure that candidates demonstrate skills in identifying the developmental level, functional behaviors, strengths, and needs of infants and young children within the context of the family’s concerns and priorities?

#### ECSE Standard 5: Individualized Family Service Plan, Individualized Education Program and Transition

* How does the program ensure that candidates demonstrate knowledge and skill required to provide information to family and other team members about the legal requirements and functions of IFSP/IEP processes?
* How does the program ensure that candidates demonstrate skill required to collaborate with team members in the development of the IFSP/IEP including the demonstration of the ability to write developmentally and functionally appropriate outcomes and goals?
* How does the program ensure that candidates demonstrate skill required to solicit family members’ and caregivers’ immediate concerns and priorities about their child’s development and education and to write outcomes that express the family’s goals for their child and to follow up with families to ensure that the IESP/IEP document is consistent with the outcomes/goals that they have for their child and family?
* How does the program ensure that candidates demonstrate skill required to monitor a child’s progress based on IFSP outcomes and IEP goals?
* How does the program ensure that candidates demonstrate skill required to implement processes and strategies that support transitions among settings for infants and young children? These settings including hospital to home, home to center based, early intervention to preschool classroom, and preschool to kindergarten.
* How does the program ensure that candidates demonstrate knowledge of Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations as well as awareness of Kindergarten standards and requirements?

#### ECSE Standard 6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten

* How does the program ensure that candidates demonstrate knowledge of curriculum approaches used in typical programs for young children, skills needed to modify and adapt curriculum approaches to meet the needs of young children with disabilities and ensure that their access to and success in activities in typical early childhood environments that build on a child’s strengths?
* How does the program ensure that candidates demonstrate skill required to implement recommended and other evidence based practices in language and cognitive development, social-emotional development, emergent literacy, and math for all learners, including English language learners?
* How does the program ensure that candidates demonstrate skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g. hands-on, experiential, play-based activities within daily classroom routines), adaptations, assistive technologies and other supports that minimize the effects of the child's disability, and maximize the child’s learning potential and family outcomes?
* How does the program ensure that candidates demonstrate skill required to utilize strengths-based, relationship-based approaches to early intervention, and to embed specific interventions within daily routines and natural environments (both in-home strategies which engage family members and caregivers and in the early childhood curriculum activities)?

#### ECSE Standard 7: Learning Environments

* How does the program ensure that candidates demonstrate skill required to provide services to infants/toddlers in natural environments (e.g., the home and community) using non-intrusive, respectful, and family-centered practices?
* How does the program ensure that candidates demonstrate skill required to support the inclusion of children into typical, age-appropriate community environments?
* How does the program ensure that candidates demonstrate skill required to provide an indoor and outdoor environment (including materials, media, adaptive and assistive technology, and other adaptations) that is responsive to the individual differences of children?
* How does the program ensure that candidates demonstrate skill required to structure the environment to provide learning support as needed for children with autism and other disabilities?

#### ECSE Standard 8: Collaboration and Teaming

* How does the program ensure that candidates demonstrate knowledge required to collaborate with caregivers, professionals, and agencies to support children’s development and learning?
* How does the program ensure that candidates demonstrate knowledge required to support families’ choices and priorities in the development of goals and intervention strategies?
* How does the program ensure that candidates demonstrate skill required to implement family-centered services based on the family’s identified resources, priorities, and concerns?

#### ECSE Standard 9:  Low Incidence Disabilities in Early Childhood Special Education Programs

* How does the program ensure that candidates demonstrate knowledge of the etiologies, types, and degrees of severity of the different low incidence disabilities?
* How does the program ensure that candidates have knowledge of basic intervention and instructional strategies and evidence-based practices that support the development and learning of young children with different low incidence disabilities?
* How does the program ensure that candidates, through the recommendations of a specialist in the low incidence area, have knowledge and skills in using assistive technology (low to high tech) available for young children with different low incidence disabilities?
* How does the program ensure that candidates, through the recommendations of a specialist in the low incidence area, adapt the natural environments, materials, and equipment to support the acquisition of skills and active participation in daily routines, and in family, community and school and activities by children with low incidence disabilities?

#### ECSE Standard 10: Field Experience in Early Childhood Special Education Programs

* How does the program ensure that candidates demonstrate skill in working with families with young children with disabilities?
* How does the program ensure that candidates demonstrate skill in working with young children in groups and individually?
* How does the program ensure that candidates demonstrate the ability to use a variety of approaches (e.g., relationship-based, routines-based, dyadic, and triadic) in home visits?
* How does the program ensure that candidates demonstrate the ability to organize and manage the classroom environment including the use of paraprofessionals?
* How does the program ensure that candidates demonstrate the ability to plan, organize, and implement interventions that support the development and learning of young children with IFSPs and IEPs?

### Deaf and Hard-of-Hearing (DHH)

#### DHH Standard 1: Characteristics of Learners

* How does the program present research on various factors affecting family and child development, including the effect of early language and cognitive development on the overall growth of the child?
* How does the program include research on cognition and the potential impact of language deprivation or language delay on cognitive development?
* How does the program handle research regarding the impact of etiologies, various levels of hearing loss, age of onset and identification, and age at which provision of services is provided for deaf, hard-of-hearing or deaf-blind students as well as for these learners who have additional disabilities?
* How does the program integrate brain research as specifically related to auditory (spoken) or visual (lip-reading or signed), language and its impact on brain structures, functioning and linguistic development?
* How does the program cover research on differences among communication features, including, but not limited to auditory, visual, spatial, and tactile, and how to make these features salient for each learner’s effective language and cognitive development?
* How does the program incorporate the research and the educational and social implications for deaf or hard-of-hearing students with additional disabilities, such as deaf-blindness, autism spectrum disorders, emotional disturbance and cognitive delay?

#### DHH Standard 2: Development of Professional Perspectives

* How does the program cover the models, theories, current research, and philosophies that provide the basis for educational communication practices in deaf education, including, but not limited to languages, whether bilingual spoken, or ASL/English, as well as communication system approaches including auditory-oral, auditory-verbal, Cued Speech, and the various manually-coded English systems?
* How does the program provide knowledge of the various historical personalities who have impacted the course of deaf education including, but not limited to Laurent Clerc, the Gallaudets, the Bells, Orin Cornett, William Stokoe, Samuel Gridley Howe, and Daniel Ling?
* How does the program instill knowledge of variations in beliefs, traditions, and values across cultures, including Deaf culture?
* How does the program present information which provides support and acceptance of families’ education and communication choices for their children who are deaf or hard-of-hearing?
* How does the program impart knowledge of important federal and state special education legislation as it pertains specifically to students who are deaf or hard-of-hearing, including but not limited to IDEA (all Parts and Special Factors), equal access services including interpreting services and assistive technology services and the Deaf and Hard-of-hearing Children’s Bill of Rights (Education Code 56000.5)?
* How does the program illustrate the impact of various educational placement options with regard to cultural identity, linguistic, academic, social-emotional development and family dynamics?
* How does the program include knowledge of the technological devices that have benefited hearing as well as deaf or hard-of-hearing individuals such as, but not limited to, CART, FM systems, sound field devices, video relay and text-written discourse (e.g., e-mail, texting, TDD, Blackberries)?

#### DHH Standard 3: Candidate Communication Skills

* How does each candidate demonstrate skills in a repertoire of communication strategies that facilitate communication exchanges, including, but not limited to languages, whether bilingual spoken, or ASL/English, as well as communication system approaches including auditory-oral, auditory-verbal, Cued Speech, and the various manually-coded English systems?
* How does each candidate demonstrate sufficient language proficiency in the language of instruction to effectively model and promote both conversational and academic language in the classroom?

#### DHH Standard 4: Language and Cognitive Development Strategies

* How does the program deliver knowledge of typical language and cognitive development to underscore the fact that children who are deaf or hard-of-hearing are able to acquire language in the same developmental stages/ages, given that language is accessible?
* How does the program demonstrate the application of developmental and remedial language strategies, as appropriate, to promote effective receptive and expressive language skills, including, but not limited to, language experiences, language through natural routines, and language through academic content?
* How does the program include knowledge of various strategies to actively engage the learner in the educational process and to facilitate the learner’s meaningful access to language through cognitively appropriate activities?
* How does the program integrate knowledge and skills regarding the use of speech acoustics and auditory learning in teaching phonetic and phonologic speech, both individually and during content instruction?
* How does the program encompass the skills and abilities necessary to develop, implement and evaluate effective and receptive communication systems for students who are deaf-blind, including appropriate pre-symbolic and symbolic systems, augmentative and alternative devices and multiple modalities of communication?

#### DHH Standard 5: Specialized Assessment

* How does the program provide opportunities to select, adapt, administer, interpret and explain formal and informal assessments when needed to evaluate:
  + Receptive and expressive spoken language, including semantics, syntax, morphology, and pragmatics;
  + Receptive and expressive sign language, including semantics, syntax, morphology, and pragmatics;
  + Reading and writing;
  + Auditory skills;
  + Speech skills?
* How does the program furnish opportunities to practice knowledge and skills in assessing students’ daily use of auditory devices by checking and monitoring students’ assistive devices prior to instruction?
* How does the program integrate the knowledge and value of various assessments in domains that may be affected by a hearing loss, i.e., social-emotional, cognition, psychomotor, sensory integration?
* How does the program present information needed to select, adapt, administer, interpret and explain assessments pertaining to academic content and monitor progress toward achieving California state content standards?

#### DHH Standard 6: Instructional Techniques

* How does the program facilitate classroom design which emphasizes development of cognitive and academic knowledge, skills, and attitudes?
* How does the program examine and demonstrate classroom practices, instructional strategies, technologies, and materials that promote educational achievement using specific teaching strategies, including comprehensible input, language experience activities and stories, embedded contextualized learning, and teaching language through curricular content?
* How does the program include ability to design, accommodate, or modify (if needed) an appropriate learning environment?
* How does the program integrate research or evidence-based classroom practices, instructional strategies, technologies, and materials that promote educational achievement of students who are deaf and hard-of-hearing in various placement options?
* How does the program instill knowledge regarding the relationship between a comprehensive language base (whether spoken or signed) and transition to literacy by:
  + Demonstrating how to integrate auditory skills curricula, auditory practices, and auditory strategies into the teaching of reading.
  + Using sign language to teach literacy, and integrating sign language into a comprehensive language arts program?
* How does the program blend knowledge of acoustic, visual, and safety modifications into the learning environment?
* How does the program demonstrate the use of appropriate media, technology, and assistive/augmentative devices in the learning process?

#### DHH Standard 7: Early Childhood Intervention and Education

* How does the program develop skills needed to become a service coordinator who creates multi-disciplinary team service plans that support families and agencies?
* How does the program demonstrate the presentation of unbiased information regarding the range of educational opportunities available to the families of children who are deaf or hard-of-hearing, and to support parents in the decision making process?
* How does the program demonstrate the value of connecting families with appropriate parent-to-parent support and the value of role models who are deaf or hard-of-hearing using a range of languages and communication systems?
* How does the program impart an understanding of the potential impact of hearing loss on aspects of early development, particularly with regard to language deprivation due to lack of complete access to early language acquisition?
* How does the program include knowledge of the impact of having a child who is deaf or hard-of-hearing on family dynamics and caregiver-child relationships, which may impact later cognitive and linguistic development?
* How does the program provide an opportunity to understand and support diverse family systems, by assisting with the interaction and care-giving skills of family members?
* How does the program illustrate the need to assess infants and young children who are deaf or hard-of-hearing using assessment tools relevant to the developmental stages and ages (i.e., developmental age, chronological age, hearing age, etc.) and relevant norm group (hearing or deaf and hard-of-hearing), with the realization that many assessment tools must be used cautiously because of their reliance on spoken language?
* How does the program transmit knowledge of how to assist all families in learning about available hearing technologies, such as hearing aids, cochlear implants, bone conductors, bone-anchored hearing aids, etc.?
* How does the program demonstrate the ability to develop, coordinate, and/or implement an appropriate, individualized family service plan (IFSP) for infants and young children and their families?
* How does the program cultivate the knowledge and ability to access other community resources and state agencies that serve infants and young children who are deaf or hard-of-hearing and their families?
* How does the program maintain and convey relevant information regarding federal and state law and regulations that support early intervention, including, but not limited to legislation regarding IDEA, IFSP?

#### DHH Standard 8: Hearing Loss and Additional Disabilities

* How does the program convey knowledge of the potential impact of hearing loss and an additional disability on attachment/bonding between children and their primary caregivers (e.g., deaf-blind, deaf and autistic, etc.)?
* How does the program provide for the acquisition of the necessary skills and abilities to establish trusting relationships with the identified students?
* How does the program provide the opportunities to design and implement instruction that reflects the unique learning characteristics/considerations of identified students, which include various technologies to assist communication and learning?
* How does the program explain the psychosocial implications of hearing loss and an additional disability on cognition, behavior, learning styles, and social skills?
* How does the program imbue knowledge of the unique impact of hearing loss and an additional disability on environmental and spatial awareness, body awareness, balance, motor skills, and emotional control?
* How does the program cover knowledge of various community resources to assist in planning and providing a specialized program for children with hearing loss and an additional disability?

#### DHH Standard 9: Managing Student Behavior and Social Interaction Skills

* How does the program teach culturally and socially acceptable behaviors in a variety of environments relevant to both deaf and hearing settings/cultures?
* How does the program identify teacher attitudes and behaviors that influence student behavior, both positively and negatively?
* How does the program promote interactions in a variety of environments, including home, school, and community involving students who are deaf, hard-of-hearing, deaf-blind, and those with additional disabilities, with hearing, deaf or hard-of-hearing adults and children?
* How does the program disseminate knowledge of appropriate use of school and community resources and services for students?
* How does the program foster procedures to promote transfer and generalization of learning strategies, study skills, and social behaviors?

#### DHH Standard 10: Transition and Transitional Planning

* How does the program foster an understanding of the various protocols, community resources and supports, i.e., communication needs, assistive technology, interpreting, captioning, life skills, etc., as they affect each student for each transition:
  + From infant-toddler program to preschool;
  + From preschool to elementary school;
  + From elementary school to middle school;
  + From middle school to high school;
  + From high school to adulthood career opportunities?
* How does the program establish the value of developing self-advocacy skills?
* How does the program provide a listing of designated services that are available and appropriate in the student’s educational plan?
* How does the program foster advocacy for designated services at crucial transition times to continue the student’s educational progress, such as:
  + Itinerant services;
  + Interpreting needs;
  + Speech and language services;
  + Assistive technologies, such as FM and sound-field systems?
* How does the program develop an understanding of the need to advocate for designated services at the post-secondary level, such as:
  + Assistive technologies;
  + Vocational rehabilitation;
  + Deaf social service agencies, including those agencies that serve individuals who are deaf-blind and/or additional disabilities:
    - Independent living centers
    - Sheltered workshops that specialize in services for adults?

#### DHH Standard 11: Collaborative Partnerships

* How does the program instill knowledge of available local, state, and national resources, including but not limited to:
  + California State Schools for the Deaf;
  + Clerc Center at Gallaudet;
  + Alexander Graham Bell Association for the Deaf and Hard-of-Hearing;
  + National Technical Institute for the Deaf;
  + National Association of the Deaf;
  + National Cued Speech Association;
  + American Society for Deaf Children;
  + Independently Merging Parent Associations of California;
  + American Speech Language Hearing Association;
  + California Educators of the Deaf and Hard-of-Hearing;
  + Parent Training and Information Centers;
  + Protection and Advocacy;
  + Council of American Instructors of the Deaf;
  + Greater Los Angeles Council on Deafness;
  + Braille Institute, Los Angeles;
  + Blind Children’s Center of Los Angeles;
  + Other agencies that serve families and their children with other disabilities?
* How does the program instill information regarding the ethical and legal codes of conduct for relevant professions and organizations, including but not limited to:
  + California Commission on Teacher Credentialing;
  + Registry of Interpreters for the Deaf;
  + Department of Social Services;
  + American Speech Language Hearing Association;
  + Health Insurance Portability and Accountability Act?

### Physical and Health Impairments (PHI)

#### PHI Standard 1: Characteristics of Physical and Health Impairments

* How does the program ensure that candidates demonstrate knowledge of general characteristics of major physical/orthopedic disabilities, other health impairments, and multiple disabilities?
* How does the program ensure that candidates demonstrate knowledge of typical domains of development (cognition, communication, fine/gross motor, social/emotional, self-care) and the impact on development of major physical/orthopedic disabilities, other health impairments, and multiple disabilities?
* How does the program ensure that candidates apply knowledge of a variety of physical/orthopedic disabilities, health impairments, and multiple disabilities to their implications for physical, cognitive, social, and emotional development?
* How does the program ensure that candidates demonstrate knowledge of major medical and therapeutic treatments of major physical and health impairments?
* How does the program ensure that candidates demonstrate knowledge of resources available for identifying characteristics and implications of a variety of physical/orthopedic disabilities, other health impairments, and multiple disabilities?

#### PHI Standard 2: Historical and Legal Foundations of Physical and Health Impairments

* How does the program ensure that candidates demonstrate knowledge of historical treatment, social responsibility, and education of individuals with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
* How does the program ensure that candidates demonstrate knowledge of historic and contemporary philosophic models of disability (medical, social, bio-psychosocial) and their implications for individuals with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
* How does the program ensure that candidates demonstrate knowledge of the major federal and state civil rights and education laws that provide a legal basis for service to families and students with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
* How does the program ensure that candidates demonstrate knowledge of federal and state funding sources for special education and other agency services (Low Incidence, California Children’s Services, Regional Center, Department of Rehabilitation, Medical, Social Security, etc.)?

#### PHI Standard 3: Specialized Assessment, Planning, and Program Development

* How does the program ensure that candidates select, modify, and administer appropriate assessments to facilitate access and appropriate response modes for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
* How does the program ensure that candidates demonstrate awareness and use of accepted accommodations allowed on mandated assessments and the effect of accommodations and modifications on outcomes of assessment results?
* How does the program ensure that candidates are able to implement appropriate assessment for assistive technology?
* How does the program ensure that candidates collaborate with appropriate education and related services personnel to plan, develop, and adapt/adjust IFSPs, IEPs, ITPs for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
* How does the program ensure that candidates integrate appropriate assistive technology into educational planning?

#### PHI Standard 4: Specialized Health Care and Physical Supports

* How does the program ensure candidates demonstrate knowledge of specific specialized health care procedures, including, but not limited to, catheterization, colostomy care, tracheotomy suctioning, gavage feeding, and the regulations governing provision of those procedures?
* How does the program ensure candidates collaborate with appropriate professional personnel in the development of individualized health care plans for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
* How does the program ensure candidates utilize information from individualized specialized health care plans to support a safe and dignified environment for students with physical/orthopedic disabilities, other health impairments, and multiple disabilities?
* How does the program ensure candidates effectively facilitate student health, comfort, and mobility by obtaining and implementing transfer equipment and performing safe lifting, transferring, and positioning of students with physical/orthopedic and multiple disabilities?
* How does the program ensure candidates demonstrate an ability to use and instruct other personnel in the appropriate use, maintenance, storage and care of rehabilitative and medically necessary equipment such as wheelchairs, walkers, oxygen tanks, orthotics, prosthetics, etc.?
* How does the program ensure candidates are knowledgeable regarding the appropriate services that can be provided by other agencies that specialize in health care information and equipment?
* How does the program ensure candidates demonstrate knowledge and implementation of universal precautions for preventing the spread of infections?
* How does the program ensure candidates schedule specialized health care/medical procedures, and student personal care within the school day to allow for minimal interruptions to the educational process?

#### PHI Standard 5: Instructional Strategies and Adaptations

* How does the program ensure candidates demonstrate the ability to select and implement instructional strategies, activities, assistive technologies, and materials in different educational placement options which support and challenge the diverse abilities of students with physical/orthopedic disabilities, health impairments, and multiple disabilities?
* How does the program ensure candidates demonstrate the ability to model instructional techniques that facilitate the student's use of his or her assistive technology, enabling the student to participate as independently and efficiently as possible in classroom and extracurricular activities?
* How does the program ensure candidates implement activities to support essential physical, personal, and communication independence skills, psychosocial development, and career/vocational experiences that contribute to student independence and self-determination?

#### PHI Standard 6: Student Communication Skills

* How does the program ensure candidates demonstrate knowledge of factors related to speech and language development in relation to characteristics of physical/orthopedic disabilities, health impairments, and multiple disabilities?
* How does the program ensure candidates demonstrate knowledge and skills to evaluate, obtain, and instruct students on the use of a personal computer, computer interface, word processing programs and other non-verbal assistive devices that may enhance students' level of communication ability and accommodate the sensory and physical needs of students?
* How does the program ensure candidates implement appropriate communication interactions with students who have multiple disabilities that support joint attention, strengthens acceptance, rejection, and requesting behaviors, and establish predictable “yes/no” responses, as appropriate?
* How does the program ensure candidates are able to recognize and appropriately respond to students’ use of nonverbal communication methods including body language, facial expression, physiologic response and behavior?
* How does the program ensure candidates strengthen students’ social networks and facilitate multiple communication methods used in different context and with a variety of communication partners?

#### PHI Standard 7: Assistive Technology

* How does the program ensure candidates demonstrate the ability to assess and plan for the low/high technology needs of a child with physical/orthopedic disabilities, health impairments, and multiple disabilities?
* How does the program ensure candidates demonstrate the ability to determine the type of equipment and/or materials best suited to meet the needs and physical abilities of students, the knowledge of the use of that equipment and materials, and how it interfaces with other equipment, materials, curriculum and instructional strategies to help the student become more independent?
* How does the program ensure candidates demonstrate the ability to access information and obtain consultation from other professionals regarding technology related to student needs?
* How does the program ensure candidates demonstrate the ability to select, obtain, use, adapt, and train others in the use of low and high technology materials and equipment to meet the educational objectives of specific students?
* How does the program ensure candidates are aware of a variety of funding and procurement sources for assistive technology devices, equipment, and services?

#### PHI Standard 8: Instructional Service Delivery Models

* How does the program ensure candidates have knowledge of the full range of educational service delivery options permissible under federal and state mandates?
* How does the program ensure candidates demonstrate knowledge of and the ability to provide effective learning opportunities for students with physical/orthopedic disabilities, health impairments, and multiple disabilities in a variety of educational placement options and learning communities?

### Visual Impairments (VI)

#### VI Standard 1: Vision and Functional Implications of Vision Loss

* How does the program ensure candidates demonstrate knowledge of the normal development, anatomy and physiology, basic terminology, and structure and function of the human visual system which includes the eye and brain structures related to vision?
* How does the program ensure candidates demonstrate knowledge and implications of working with students with congenital versus acquired visual impairment and dysfunction as well as stable versus progressive conditions?
* How does the program ensure candidates demonstrate knowledge of basic terminology related to diseases and disorders of the human visual system, common eye disorders, possible effects of medications, and their implications in the home, classroom and other learning environments?
* How does the program ensure candidates demonstrate an understanding of the interaction of additional disabilities, including their effects on learning and development and the effects of treatment and medication on visual performance?
* How does the program ensure candidates demonstrate the ability to conduct appropriate functional low vision assessments?
* How does the program ensure candidates instruct learners who are visually impaired on appropriate use of optical and non-optical devices?
* How does the program ensure candidates demonstrate the ability to interpret medical eye reports and visual functioning information and communicates it in ways that can be understood by their students with low vision, families and other professionals?
* How does the program ensure candidates demonstrate the ability to identify the role and functions of eye care facilities and professionals that specialize in low vision, and demonstrates a commitment to collaborate with such professionals and an understanding of how to collaborate with them?
* How does the program ensure candidates demonstrate the ability to use information from the functional vision assessment as one criterion in determining the appropriate reading medium or learning medium for learners who have low vision or are functionally blind?
* How does the program ensure candidates demonstrate the ability to interpret visual functioning information to determine appropriate option or range of options applicable (including specialized materials, equipment and/or methods) which enable access to learning and the instructional programs commensurate with individual age, setting, and present levels of developmental and/or academic functioning?

#### VI Standard 2: Impact of Vision Loss on Development and Learning

* How does the program ensure candidates demonstrate knowledge of potential effects of a visual impairment on development and learning in the following areas: sensory/motor development, vocational/transitional skills development, communication and social skills?
* How does the program ensure candidates demonstrate knowledge of the impact cultural and linguistic differences and family values on development and learning for a student with a visual impairment?
* How does the program ensure candidates demonstrate an awareness of physical and environmental factors that can impact visual performance?
* How does the program ensure candidates demonstrate knowledge of the potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical and health impairment, deaf-blindness, autism spectrum disorder, or developmental delay, and when the student needs specialized services for multiple disabilities?
* How does the program ensure candidates demonstrate an understanding of the impact of vision and vision impairment associated with prenatal or postnatal brain injury on development and learning?
* How does the program ensure candidates demonstrate the impact of combined vision and hearing impairment on development and learning including cognition, language, and motor skills?

#### VI Standard 3: Specialized Assessment and Techniques

* How does the program ensure candidates demonstrate knowledge and skills related to effective assessment of visually impaired individuals including those with multiple disabilities and deaf-blind, as it incorporates the effects of visual impairments on learning and experience?
* How does the program ensure candidates can articulate specialized terminology used in assessing individuals who are visually impaired, both as it relates to the visual system and to each area of importance?
* How does the program ensure candidates demonstrate an understanding of the ethical considerations and legal provisions, regulations, and guidelines related to the assessment of students with visual impairments, including functional definitions of blindness and low vision and definitions associated with entitlement to services?
* How does the program ensure candidates demonstrate knowledge in the referral process for students with visual impairments including pre-referral and referral steps (such as functional vision evaluations and learning media assessments) as well as legal definitions that determine the classification of students as visually impaired?
* How does the program ensure candidates demonstrate knowledge in the selection, procurement, and use of fair, accessible, and unbiased informal/formal assessment procedures of the core curriculum and the ECC, using multiple methods, including disability-specific assessment instruments, cultural and language differences, while taking into consideration the individual needs of a given student?
* How does the program ensure candidates demonstrate knowledge and skills in alternative assessment techniques when using tests that are not standardized for students who are blind or who have low vision?
* How does the program ensure candidates demonstrate the ability to determine appropriate accommodations, modifications, and/or test variations, with regard to their visual impairment, learning media, and related disability needs, and to communicate these needs in collaboration with other professionals and service providers to assure appropriate decision making for the selection of assessment tools and methods?

#### VI Standard 4: Braille Competency and Braille Literacy Instruction

* How does the program ensure candidates demonstrate proficiency in the reading and writing alphabetic and fully contracted Braille code commensurate with English Language Arts Content Standards and the California Braille Standards for Reading and Mathematics?
* How does the program ensure candidates have a means for systematic, explicit Braille literacy instruction to meet the needs of the full range of learners (including struggling readers, students with additional disabilities, English Language Learners, speakers of non-standard English, students who have no or a limited communication/language system, and advanced learners) who have varied reading levels and language backgrounds?
* How does the program ensure candidates demonstrate basic proficiency in the Nemeth Braille Code for Mathematics, this includes basic operations, numbers, spatial arrangements, and mathematical symbols, and how does the candidate teach and apply the use of Nemeth code in the pre-kindergarten through high school curricula?
* How does the program ensure candidates demonstrate knowledge of methods of producing Braille such as Braillewriter, slate and stylus, computer-generated, and Braille duplication methods, as well as the use of Braille translation software including the use of electronic Braille files and optical character recognition for scanning and translating Braille?
* How does the program ensure candidates demonstrate proper use and care of Braille production devices and equipment?
* How does the program ensure candidates demonstrate the ability to adapt and appropriately format print documents, including text and tactile graphics, to be accessible to students who read Braille, while being mindful of age, ability, development, access, and skill level of individual students?
* How does the program ensure candidates demonstrate knowledge of skill continuums for learning to read using tactile means including knowledge of foundational reading skills as outlined in the English Language Arts Content Standards, National Reading Panel, and the California Braille Standards for Reading and Mathematics?
* How does the program provide basic knowledge of the various Braille codes currently in use such as foreign language, music, computer, and scientific notation?

#### VI Standard 5: Specialized Communication Skills and Instruction

* How does the program ensure candidates demonstrate a means for systematic, explicit instruction in specialized communication skills to meet the needs of the full range of learners (including struggling readers, students who are deaf-blind and those with additional disabilities, English Language Learners, speakers of non-standard English, students who have no or a limited communication/language system, and advanced learners) who have varied reading levels and language backgrounds?
* How does the program ensure candidates demonstrate the ability to use methods that develop tactual perceptual skills for individuals who are or will be tactual learners, as well as a range of methods and instructional strategies for the teaching of Braille reading and writing, and for the teaching of the Nemeth Braille Code for mathematics?
* How does the program ensure candidates demonstrate the ability to use a range of methods and instructional strategies for the teaching of the abacus and other math related specialized equipment, for the teaching of tactile graphics including maps, charts, and tables, and for adaptations and instructional strategies for the teaching of science?
* How does the program ensure candidates demonstrate the ability to use a range of methods and instructional strategies for the teaching of handwriting for individuals with low vision and signature writing for individuals who are blind, and for the teaching of listening skills?
* How does the program ensure candidates demonstrate the ability to use a range of methods and instructional strategies for the teaching of touch typing and keyboarding for specialized technology and for the teaching of Braille slate and stylus?
* How does the program ensure candidates demonstrate the ability to use a range of methods and instructional strategies for the teaching of reading using adapted font size, including print, electronic devices, electronic and digital media, and optical devices, along with the knowledge to access appropriate specialized resources related to disability-specific communication skills?
* How does the program ensure candidates demonstrate an understanding of the individual needs of a full range of learners, including struggling readers, students who are deaf-blind and those with additional disabilities, English Language Learners, speakers of non-standard English, students who have no or a limited communication/language system, and advanced learners and can adapt materials and curriculum and/or consult with other professionals to appropriately modify curriculum, in order to meet each individual’s needs and provide access to the general education curriculum and state standards?
* How does the program provide information to candidates regarding hearing loss issues and communication strategies for students who are deaf-blind?

#### VI Standard 6: Determining Learning Medium

* How does the program ensure that candidates demonstrate knowledge of the various learning modalities: visual, tactile, and aural, and understands how they interact with one another?
* How does the program ensure that candidates demonstrate the ability to incorporate multiple measurements such as functional vision, sensory channels, and reading performance, to determine the appropriate learning media or medium for a visually impaired learner?
* How does the program ensure that candidates demonstrate the ability to apply the information obtained through both learning media and functional vision assessments in determining appropriate learning media?
* How does the program ensure that candidates demonstrate the ability to evaluate a variety of specialized media, materials, and equipment such as Braille, auditory and recorded books, synthesized speech, adapted technology, and large print books, as they apply to the modality needs of the visually impaired learner?
* How does the program ensure that candidates demonstrate the ability to perform environmental analysis in order to make appropriate adaptations for individual students?
* How does the program ensure that candidates demonstrate the ability to identify the primary reading and writing medium, as well as alternate learning media appropriate to age, educational setting and present levels of functioning of the visually impaired learner?
* How does the program ensure that candidates demonstrate skills in designing learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community?
* How does the program ensure that candidates demonstrate an understanding of the need for ongoing assessment performance and literacy skills in continuing the use of the chosen media or medium?

#### VI Standard 7: Instruction in Functional Skills and Expanded Core Curricula

* How does the program ensure that candidates demonstrate the ability to design and implement functional and age appropriate instructional programs in the four domains (domestic, vocational, community, and recreation/leisure), as well as functional academics, for learners of different cognitive abilities and apply these to meet the unique needs of students with visual impairments?
* How does the program ensure that candidates demonstrate methods for the development of spatial and environmental concepts that are normally learned or reinforced by visual means and which promote academic and social inclusion?
* How does the program ensure that candidates demonstrate knowledge of strategies for promoting self-determination and assertiveness, that are normally learned or reinforced by visual means and which promote academic and social inclusion, including methods to develop reasoning and decision-making skills?
* How does the program ensure that candidates demonstrate instructional methods for the development of visual efficiency, including instruction in the use of print adaptations, optical and non-optical devices, and electronic magnification methods?
* How does the program ensure that candidates demonstrate the ability to use methods of teaching human sexuality to students who are visually impaired, using tactual models that are anatomically accurate?
* How does the program ensure that candidates demonstrate methods to develop adapted physical and recreation skills for individuals who are visually impaired?
* How does the program ensure that candidates demonstrate the ability to use methods that develop and foster independence in the area of self-help skills and activities of daily living, including organization and study skills that are normally learned or reinforced by visual means and which promote academic and social inclusion?
* How does the program ensure that candidates demonstrate methods for the acquisition of personal management skills, such as keeping personal records, time management, personal banking, and emergency procedures to individuals who need a non-visual method and/or alternate media, due to a visual impairment?
* How does the program ensure that candidates demonstrate an understanding of how vision impacts sensory-motor integration, and how does the candidate demonstrate the ability to use methods to develop and reinforce sensory-motor skills including gross and fine motor, posture, balance, movement, and strength?
* How does the program ensure that candidates demonstrate knowledge of social and daily living skills that are normally learned or reinforced by visual means and which promote academic and social inclusion, and how does the candidate integrate instruction and development of these essential educational and functional living skills?

#### VI Standard 8: Orientation and Mobility for Teachers of the Visually Impaired

* How does the program ensure that candidates demonstrate proficiency in human guide techniques including basic guide position and grip, transferring sides, narrow passageways, reversing directions, doorways, stairways, and seating?
* How does the program ensure that candidates demonstrate an ability to collaborate with orientation and mobility specialists and other related professionals, the understanding of parent involvement and their role in supporting independence at home and in the community, and the ability to collaborate with parents?
* How does the program ensure that candidates demonstrate protective techniques for independent travel indoors including upper hand and forearm, lower hand and forearm, and trailing and knowledge of methods of orientation to unfamiliar indoor areas?
* How does the program ensure that candidates demonstrate an overview of current mobility devices including long cane, guide dog, electronic sensor, and adaptive mobility aids, such as wheelchairs, walkers, crutches, and braces, of various forms of public transportation by persons with visual impairments such as bus, taxi, train, plane, and para-transit, and the knowledge of techniques and strategies for integration of orientation and mobility concepts and skills in settings throughout the full array of education placement options?
* How does the program ensure that candidates demonstrate an understanding of the impact of different forms of visual impairment and additional disabilities including deaf-blindness on mobility performance, of specific orientation and mobility techniques for students with additional disabilities and show methods to motivate students to travel and ways to assist students in understanding the importance of how travel can connect them to their school, home, work, and community environments?
* How does the program ensure that candidates demonstrate knowledge and awareness of technology devices that assist with orientation and mobility?

#### VI Standard 9: Early Childhood Intervention and Education

* How does the program ensure that candidates demonstrate knowledge about the impact of vision loss on the infant-care provider relationship which may impact later development, an understanding of cultural and family values and their impact on the relationships between the infant/child and infant-care provider, the relationship between the school/educational system and family, and the impact of community on these relationships?
* How does the program ensure that candidates demonstrate the knowledge of typical and atypical development of infants and young children in the six developmental areas, including gross motor, fine motor, cognitive, communication, social-emotional, and daily living skills?
* How does the program ensure that candidates demonstrate the ability to assess infants and young children to determine eligibility for services of those with and without specific visual diagnosis and demonstrate knowledge of age specific/disability specific assessment tools?
* How does the program ensure that candidates demonstrate the ability to develop, coordinate, and/or implement an appropriate program for infants and young children with visual impairments including students who are deaf-blind and those with additional disabilities and their families including transition planning for subsequent placement?
* How does the program ensure that candidates demonstrate the ability to understand and access federal and state laws and regulations that support early intervention and education of young children and their families, and the knowledge of the individualized family service plan (IFSP), and how it differs from the individualized education program (IEP)? (This includes the ability to develop, coordinate, and/or implement an IFSP.)
* How does the program ensure that candidates demonstrate the knowledge and ability to access community resources and state agencies that serve infants and young children with visual impairments including students who are deaf-blind and those with additional disabilitiesand their families and to act as a service coordinator for families to acquire and coordinate needed services from the schools and other resources and serves as an active collaborator within the IFSP model?
* How does the program ensure that candidates demonstrate an understanding of the importance of early referral and early intervention on academic, functional academic, and life skills for students who are visually impaired including students who are deaf-blind and those with additional disabilitiesand the knowledge of pre-literacy activities and skills that are substantive, research-based practices for learners with a variety of learning needs?

#### VI Standard 10: Resources and Support/Related Services

* How does the program ensure that candidates demonstrate knowledge in provision of informational counseling, guidance, and/or referral services to learners with visual impairmentsincluding students who are deaf-blind, and those with additional disabilities and their families?
* How does the program ensure that candidates demonstrate knowledge of funding sources, selection and procurement of specialized books, media, materials, and equipment necessary to achieve stated goals and objectives?
* How does the program ensure that candidates demonstrate knowledge of selection, procurement, maintenance, storage, and use of specialized devices?
* How does the program ensure that candidates demonstrate skills in selection, design, preparation, adaptation, and use of instructional materials, media, and technology, such as transcription of materials into tactual, visual, and aural formats?
* How does the program ensure that candidates demonstrate knowledge and skills necessary for successful service delivery in a variety of models along the full continuum of service delivery options?
* How does the program ensure that candidates demonstrate knowledge about options available for special needs individuals whose unique characteristics affect teaching and learning processes, including learners who are gifted, and those who are mildly, moderately and severely impaired?
* How does the program ensure that candidates demonstrate an understanding of the importance of self-advocacy for students who are visually impaired?

### Language and Academic Development (LAD)

#### LAD Standard 1: Characteristics of Students with Communication Needs

* How does the program ensure that candidates are able to identify and describe the range of Language and Academic Development needs of students per the categories of IDEA?
* How does the program ensure that candidates effectively provide services for individuals with academic communication and language needs in the following areas: language development, social communication, school readiness skills, literacy development, and academic competencies across the curriculum in listening, speaking, reading, writing, and core academic areas?
* How does the program ensure that candidates define and describe the language, and language impacted learning, academic, and social/emotional characteristics of individuals across the lifespan?
* How does the program ensure that candidates demonstrate knowledge of approaches and methods for determining eligibility for services for students with communication development disabilities?
* How does the program ensure that candidates are able to identify community resources and professional and advocacy organizations for individuals with language and communication development disabilities?

#### LAD Standard 2: Language Development

* How does the program ensure that candidates work with students from preschool through high school with various language and communication development skills across an array of environments?
* How does the program ensure that candidates demonstrate knowledge and understanding of receptive, expressive, and written language development across the lifespan, pre k-22?
* How does the program ensure that candidates demonstrate an understanding of developmental milestones for typical and atypical language development and behavior across the lifespan?
* How does the program ensure that candidates demonstrate knowledge of second language development, developmental language milestones and cultural, socioeconomic, linguistic and dialectical differences for students for whom English is not their first language?
* How does the program ensure that candidates demonstrate knowledge of the relationship between the development language skills, the development of literacy and reading skills, and the role of both in developing academic competence?
* How does the program ensure that candidates demonstrate knowledge of social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills?
* How does the program ensure that candidates demonstrate knowledge of the distinction between language disorders, disabilities, and language differences and the impact on the development of social and language skills and academic competence?

#### LAD Standard 3: Assessment and Evaluation of Language Skills

* How does the program ensure that candidates are able to assess the learning characteristics/strengths and needs of individual students with language and communication or communication development disabilities preschool through age 22 and use results for program planning?
* How does the program ensure that candidates are able to assess students to determine specific curricular, instructional, behavioral, and social needs of individual students with language and communication disabilities?
* How does the program ensure that candidates have opportunities to demonstrate skill in utilizing multiple sources of developmentally and standards based assessment instruments and practices in natural environments to determine the child's developmental, functional behaviors, strengths and needs within the context of the family's concerns and priorities?
* How does the program ensure that candidates demonstrate the ability to make appropriate educational decisions on the basis of data collected and make trans-disciplinary referrals when necessary?
* How does the program ensure that candidates demonstrate the ability to choose and administer assessments for early assessment processes that are appropriate to their credential authorization?
* How does the program ensure that candidates demonstrate skill in developing and implementing individualized academic and behavioral assessment plans that provide for non-biased, non-discriminatory assessments to evaluate student performance and learning environments, including the general education classroom?
* How does the program ensure that candidates demonstrate skills in designing, administering and interpreting curriculum-based and informal assessments of language and communication including academic, behavioral and social skills?

#### LAD Standard 4: Academic Assessment and Instruction

* How does the program ensure that candidates demonstrate knowledge of current principles, procedures, techniques, and instruments used in assessing reading and written language skills? Assessment techniques should include formal and informal assessments that are appropriate for bilingual and multicultural children.
* How does the program ensure that candidates demonstrate knowledge and use of core academic frameworks, preschool foundation and other Early Childhood Special Education curriculum documents and professional materials in the preparation and implementation of effective intervention strategies?
* How does the program ensure that candidates demonstrate understanding of current principles, procedures, techniques, and instruments used in the assessment of language arts and quantitative reasoning?
* How does the program ensure that candidates apply research-based interventions that are effective at early and intermediate academic levels?
* How does the program ensure candidates demonstrate the ability to teach language skills and concepts, and adapt and modify instruction to ensure that students with language and communication disabilities have access and instruction to all content and core curriculum areas?
* How does the program ensure that candidates demonstrate a depth of knowledge and skills in the teaching of strategies for early literacy skills, reading, writing and the language arts that ultimately enable students to access the academic core curriculum?

#### LAD Standard 5: Planning and Implementing Curriculum and Instruction

* How does the program ensure that candidates identify and utilize evidence-based strategies that meet the diverse needs of students with communication disabilities across the lifespan and an array of environments?
* How does the program ensure that candidates demonstrate skills in using outcome data to systematically develop implement and modify instruction, learning environments and individualized instructional plans?
* How does the program ensure that candidates demonstrate a variety of evidence-based and effective instructional and teaching practices that promote the achievement of student outcomes from preschool through age 22?
* How does the program ensure that candidates demonstrate the knowledge and application of evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially-designed curricula and methods for language and literacy development, quantitative reasoning and reading/language arts instruction in order to enable individuals to access the core curriculum?
* How does the program ensure that candidates demonstrate knowledge of the relationship the role of the communication development specialist in the development of the individual educational program and the individualized transition plans?
* How does the program ensure that candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners, including those with language and communication development disabilities in general education and special education settings?
* How does the program ensure that candidates demonstrate the ability to plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in language development, communication development, academic, social skill, behavioral, career/transition, and personal and community domains?
* How does the program ensure that candidates demonstrate the ability to implement/modify and monitor curriculum and instructional programs for students/individuals across a range of service delivery options and/or settings?

#### LAD Standard 6: Literacy Instruction

* How does the program ensure that candidates demonstrate knowledge of current theories, principles, and techniques in teaching literacy? Instructional techniques must include a broad range of approaches and curriculum modifications for students with language and communication disabilities.
* How does the program ensure that candidates develop and apply instructional strategies to develop early language, communication and literacy skills and competence at the preschool and elementary levels?
* How does the program ensure that candidates understand instructional strategies and develop literacy competence for students within middle and high school settings?
* How does the program ensure that candidates demonstrate knowledge and use linguistic elements of reading, decoding/word analysis strategies, vocabulary, comprehension, academic language, spelling, and written language to plan instruction for students with communication disabilities?
* How does the program ensure that candidates demonstrate comprehension of current theories, principles, and techniques for teaching written language arts? Language arts techniques must include methods for teaching students with language disorders writing and spelling skills.
* How does the program ensure that candidates demonstrate understanding of current theories, principles, and techniques for teaching language based quantitative concepts?
* How does the program ensure that candidates demonstrate the ability to facilitate students’ development of literacy and access to the core curriculum?
* How does the program ensure that candidates demonstrate use of primary and supplementary materials that wrap around the core content standards of language arts, math, science, and social studies appropriate for students with language and communication disabilities?

#### LAD Standard 7: Social/Pragmatic Communication Skills

* How does the program ensure that candidates demonstrate knowledge and skills related to effective strategies for teaching effective communication and social interaction skills?
* How does the program ensure that candidates demonstrate the ability to work as a member of a trans-disciplinary team to develop augmentative and alternative communication systems which maximize use of current communication, physical and sensory skills to address identified communication and social interaction needs and interests?
* How does the program ensure that candidates demonstrate the ability to assess a variety of environments for opportunities to teach interpersonal skills, facilitate students' social interactions, and promote social behavior?
* How does the program ensure that candidates demonstrate the ability to implement strategies, techniques, and technology to enhance effective communication across the lifespan and in a variety of educational environments?
* How does the program ensure that candidates demonstrate understanding of the importance of and the ability to facilitate expanded social networks and friendships for students?
* How does the program ensure that candidates incorporate findings from the assessment of verbal and non-verbal communication strategies and skills in the identification and development of social skills instruction?

#### LAD Standard 8: Behavior Based Teaching Strategies

* How does the program ensure that candidates demonstrate the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment?
* How does the program ensure that candidates demonstrate knowledge and application of behavior based teaching strategies in the design and implementation of language instruction?
* How does the program ensure that candidates demonstrate knowledge of the impact of sensory deficits on the development and application of language and other communications?
* How does the program ensure that candidates demonstrate the ability to teach appropriate self regulatory strategies for students to cope with difficult or unpredictable situations?
* How does the program ensure that candidates demonstrate understanding of the difference between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies?
* How does the program ensure that candidates demonstrate knowledge of the behavioral characteristics of students with language and communication disabilities and the implications for social and emotional growth and disabilities?
* How does the program ensure that candidates develop skills in creating instructional and behavior support partnerships with parents/families/teachers/ employer?

1. Teachers are not expected to speak the students’ primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students’ primary language skills, to support their learning of English and curriculum content. [↑](#footnote-ref-1)