# Template for Program Narratives

## Respond to the appropriate Preconditions and Program Standards.

Delete the tables for Preconditions and Program Standards for Programs not offered by your Institution

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## Preconditions

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

This table provides information on which Preconditions must be addressed by each type of Education Specialist and Other Related Services Preparation Program

|  |  |
| --- | --- |
| **Education Specialist Teaching Credential and****Other Related Services Preparation Programs** | **Preconditions** |
| **General**  | **Program Specific**  |
| **Preliminary Teaching Credentials**Mild/Moderate Moderate/SeverePhysical and Health ImpairmentsDeaf and Hard-of-HearingVisual ImpairmentsEarly Childhood Special EducationCommunication Development | 1-10 | 11-14Intern Delivery Model 15-26 |
| **Added Authorizations** | Autism Spectrum Disorders | 1-10 | 11-12 |
| Adapted Physical Education | 1-10 | 11-14 |
| Deaf-Blind | 1-10 | 11-12 |
| Early Childhood Special Education | 1-10 | 11-13 |
| Emotional Disturbance | 1-10 | 11-12 |
| Orthopedic Impairments | 1-10 | 11-12 |
| Other Health Impairments | 1-10 | 11-12 |
| Resource Specialist | 1-10 | 11-12 |
| Traumatic Brain Injury | 1-10 | 11-12 |
| **Clear Teaching Credential** | 1-10 | 11-16 |
| **Other Related Services** | Clinical or Rehabilitative  |
|  Orientation and Mobility | 1-10 | - |
|  Audiology | 1-10 | - |
| Speech-Language Pathology | 1-10 | 11 |

## Standards

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

This table provides information on which Standards must be addressed by each type of Education Specialist and Other Related Services Preparation Program

|  |  |
| --- | --- |
| **Education Specialist Teaching Credential** **and****Other Related Services Preparation Programs** | **Standards** |
| **Program Design** | **Preliminary Teaching** | **Specialty Area** |
| **Preliminary Teaching Credentials** | 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 |
| Communication Development | 1-8 | 9-16 | CD 1-8 |
| **Added Authorizations** | Autism Spectrum Disorder | - | - | ASDAA 1-3 |
| Adapted Physical Education | - | - | APEAA 1-4 |
| 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 |
| **Clear Teaching Credential** | Clear 1-7 |
| **Other Related Services** | Clinical or Rehabilitative |
|  Orientation and Mobility | 1-8 | - | O & M 1-12 |
|  Audiology | 1-8 | - | AUD 1-8 |
| Speech-Language Pathology | 1-8 | - | SLP 1-8 |

## Preconditions for All Education Specialist Credential Preparation Programs

### General Preconditions for all Educator Preparation Programs

| Precondition for all Educator Preparation Programs | **How the Institution Meets the Precondition -** Hyperlink to supporting documentation |
| --- | --- |
| **(1) Accreditation and Academic Credit.** To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both. (This provision does not apply to professional preparation programs offered by school districts.) |  |
|  For school districts or county offices of education wishing to offer a professional preparation program, the Superintendent of the district shall submit verification of the governing board’s approval of sponsorship of the program. |  |
| **(2) Responsibility and Authority.** To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information. |  |
| (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any). |  |
| (b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is indirect, describe the levels of authority and responsibility for each credential program. |  |
| **(3) Personnel Decisions.** To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees. |  |
| **(4) Demonstration of Need.** To be granted ***initial program*** accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category. |  |
| **(5) Practitioners’ Participation in Program Design.** To be granted ***initial program accreditation*** by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases. |  |
| **(6) Commission Assurances.** To be granted ***initial program accreditation*** by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission. |  |
| **(7) Requests for Data.** To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.  |  |
| **(8) Faculty Participation.** Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).* |  |
| **(9) Basic Skills Requirement.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST) or one of the approved alternatives. The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (a)(1).* |  |
| *For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to meet the basic skills requirement prior to assuming intern teaching responsibilities. Reference: Education Code Section 44252 (b).* |  |
| **(10) Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching or clinical responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate’s personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. *Reference: Education Code Section 44320 (d).* |  |
|  *For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities.*  |  |

### Preconditions for Preliminary Education Specialist Teaching Credential Programs

In addition to the Commission’s ten General Preconditions, each program of professional preparation that leads to the issuance of an Education Specialist Teaching Credential shall adhere continually to the following requirements of California State law or Commission Policy.

| Preconditions for Preliminary Education Specialist Teaching Credential Programs | **How the Institution Meets the Precondition—**Hyperlink to supporting documentation |
| --- | --- |
| **(11) 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.* |  |
| **(12) 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.
 |  |
| **(13) Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student 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, shall1. Pass the Commission-approved Multiple Subject subject matter examination; or
2. 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 specialized science; or
3. Complete a Commission-approved subject matter program in art, English, mathematics including foundational-level mathematics, music, social science or science including foundational-level general science or specialized science; or
4. Hold a California general education teaching credential, in any subject.
 |  |
| **(14) 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).] |  |

### Preconditions for Internship Programs

In addition to the Commission’s ten General Preconditions and the Preconditions for Preliminary Education Specialist Teaching Credential programs, f*or initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.*

| **Precondition** **for Internship Programs** | **How the Institution Meets the Precondition—**hyperlink to supporting documentation |
| --- | --- |
| **(15) 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. |  |
| **(16) 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. 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. Each Education Specialist intern admitted into the program has met the subject matter requirement for the subject area(s) in which the intern is authorized to teach. Reference: Education Code Section 44325(c) (3).  |  |
| **(17) Pre-Service Requirement.**(a) Each Multiple and Single Subject Internship program must includes 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 teaching English learners. (b) 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.   |  |
| **(18) 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:(a) Provisions for an annual evaluation of the district intern.(b) A description of the courses to be completed by the intern, if any, and a plan for the completion of pre-service or other clinical training, if any, including student teaching.(d) 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. (e) 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. |  |
| **(19) Supervision of Interns.**(a)In all internship programs, the participating institutions shall provide supervision of all interns. (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. |  |
| **(20) 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.  |  |
| **(21) 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. (This may include charter schools and officially designated non-public schools as well) |  |
| **(22) Early Program Completion Option. (Does not apply to an Education Specialist intern program).** Each multiple and single subject 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. |  |
| **(23) 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). |  |
| **(24) Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts. |  |
| **(25) 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.  |  |
| **(26) 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). |  |

### Preconditions for Education Specialist: All Added Authorization Programs

In addition to the Commission’s ten General Preconditions, each program of professional preparation for an Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

|  |  |
| --- | --- |
| **Preconditions** **for Education Specialist: All Added Authorization Programs**  | **How the Institution Meets the Precondition—**hyperlink to supporting documentation |
| **(11)** Candidates accepted into an Added Authorization program must currently hold a preliminary education specialist teaching credential or be eligible for a preliminary education specialist teaching credential prior to recommendation for the Added Authorization.  |  |
| **(12)** The Added Authorization courses may be considered part of coursework for completing the Clear Education Specialist program. |  |

### Additional Precondition for Early Childhood Special Education Added Authorization

In addition to the Commission’s ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Early Childhood Special Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

|  |  |
| --- | --- |
| **Additional Precondition for Early Childhood Special Education Added Authorization** | **How the Institution Meets the Precondition—**hyperlink to supporting documentation |
| **(13)** Candidates accepted into the Early Childhood Special Education Added Authorization program must currently hold a preliminary education specialist teaching credential Mild/Moderate or Moderate/Severe or be eligible for the same education specialist teaching credential prior to recommendation for the Early Childhood Special Education Added Authorization. |  |

### Additional Preconditions for Adapted Physical Education Added Authorization

In addition to the Commission’s ten General Preconditions and the two Added Authorization Preconditions, each program of professional preparation for the Adapted Physical Education Added Authorization shall adhere continually to the following requirements of California State law or Commission Policy:

|  |  |
| --- | --- |
| **Additional Preconditions for Adapted Physical Education Added Authorization** | **How the Institution Meets the Precondition—**hyperlink to supporting documentation |
| **(13)** Candidates for the Added Authorization in Adapted Physical Education must hold a teaching credential in one of the following: 1) Single Subject: Physical Education; 2) Multiple Subject; 3) Special Education Specialist; or 4) teaching credentials issued under prior statutes with comparable authorizations to 1-3. |  |
| **(14)** Candidates must provide evidence of coursework in motor development and kinesiology or the equivalent or must take this coursework as a prerequisite to or concurrently with the Adapted Physical Education Added Authorization coursework. |  |

The regulatory process for the Added Authorization in Adapted Physical Education has not been completed. At this time, the APEAA may only be added to 1) Single Subject: Physical Education, 2) Multiple Subject or 3) teaching credentials issued under prior statutes with comparable authorizations to 1-2. Once the regulatory process has been completed, a coded correspondence will be distributed.

### Preconditions for Clear Education Specialist Credential Programs

In addition to the Commission’s ten General Preconditions, pursuant to Education Code Sections 44227(a) and 44265, each program of Education Specialist Clear Credential preparation shall adhere to the following requirements of the Commission.

| **Preconditions for Clear Education Specialist Credential Programs** | **How the Institution Meets the Precondition—**hyperlink to supporting documentation |
| --- | --- |
| **(11)** A program sponsor that operates a program for the Clear Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Education Specialist Credential. |  |
| **(12)** A program sponsor that operates a program for the Clear Education Specialist Credential shall provide for the development of a written Individual Induction Plan (IIP) which may include a maximum of 12 semester units of coursework, 180 hours of professional development or a combination of coursework and professional development, developed in consultation among the candidate, employer and program sponsor.  |  |
| **(13)** A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each Clear Education Specialist candidate’s teacher support provider holds an appropriate California special education teaching credential or has equivalent professional background and experience. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal. |  |
| **(14)** A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop an IIP for the support and development of each beginning teacher.  |  |
| **(15)** A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that the IIP will be initiated within 60 days of employment.  |  |
| **(16)** A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual Induction Plan, so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7. |  |

### Preconditions for Other Related Services Credentials

In addition to the Commission’s ten General Preconditions, pursuant to Education Code Sections 44227(a) and 44265, each program of Speech-Language Pathology Services Credential preparation shall adhere to the following requirements of the Commission.

### Preconditions for the Preliminary Speech-Language Pathology Services Credential

|  |  |
| --- | --- |
| **Precondition** | **How the Institution Meets the Precondition—**hyperlink to supporting documentation |
| **(11)** A Commission-accredited program sponsor shall determine prior to recommending a candidate for a credential, that the candidate holds or has been recommended for a master’s degree in Speech-Language Pathology from a program accredited by the American Speech-Language-Hearing Association’s Council on Academic Accreditation. |  |

### Preconditions for the Clear Speech-Language Pathology Services Credential

|  |  |
| --- | --- |
| **Precondition** | **How the Institution Meets the Precondition—**hyperlink to supporting documentation |
| **(11)** A Commission-accredited program sponsor shall determine prior to recommending a candidate for a Clear Speech-Language Pathology Credential that the candidate has satisfied all of the following criteria:1. The Candidate has a Preliminary Speech-Language Pathology Services Credential.
2. The Candidate holds a master’s degree in speech-language pathology from a program accredited by the American Speech-Language-Hearing Association, or an equivalent degree or academic program, as determined by the American Speech-Hearing Association
3. The Candidate has achieved a passing score, as determined by the American Speech-Hearing-Language Association’s certification requirements on the Educational Testing Services’ national teachers’ Praxis series written test in speech-language pathology or a successor exam.
4. The Candidate has completed a mentored practical experience period, in the form of a 36 week, full-time mentored clinical experience, or an equivalent supervised practicum, as deemed by the Commission.
 |  |

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

| **Program Design Standards for Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials** | **How the Institution Meets the Standard —** hyperlink to supporting documentation |
| --- | --- |
| **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

| **Preliminary Education Specialist Teaching Credentials Program** **Standard** | **How the Institution Meets the Standard —** hyperlink to supporting documentation |
| --- | --- |
| **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, 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*** Strategically select and sequence 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.
* Understand features of instructional design including 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: Reading**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

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)
 |  |
| **Instructional Delivery: Writing**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
* Writing applications according to genres (grade-level appropriate) and their characteristics
* Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization, and spelling)
 |  |
| **Instructional Delivery: 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: Reading and Writing** Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to use multiple monitoring measures within the three basic types of assessments (as listed below) to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards: * entry level assessment for instructional planning
* monitoring student progress
* post test or summative assessment
 |  |
| **Assessment: Listening and Speaking** 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**Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the *full range of learners,* includingrecognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)For example:* using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students
* using flexible grouping, individualized instruction, and whole-class instruction as needed
* using selections listed in *Recommended Literature, Pre-Kindergarten Through Grade Twelve*
 |  |
| *Intern Program Delivery Model:* The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Multiple Subject Reading, Writing, and Related Language Instruction. |  |

**NOTE:** Standard 9 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.”*

| **Preliminary Education Specialist Teaching Credentials Program** **Standard** | **How the Institution Meets the Standard —** hyperlink to supporting documentation |
| --- | --- |
| **Program Standard 10: Preparation to Teach English Language Learners.** The program provides candidates opportunities to 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 learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. Candidates 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 learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers. Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development. Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical, and individual factors affect students’ language acquisition. |  |
| ***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 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 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. |  |

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

In addition, programs must meet the Program Design Standards (1-8) as well as the Preliminary Program Standards (9-16).

| **Mild/Moderate Disabilities (M/M) Standard** | **How the Institution Meets the Standard —**hyperlink to supporting documentation |
| --- | --- |
| **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.  |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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)

In addition, programs must meet the Program Design Standards (1-8) as well as the Preliminary Program Standards (9-16).

In addition to the **Program Design** (1-8) and **Preliminary Teaching Standards (9-16)**

| **Moderate/Severe Disabilities (M/S)Standard** | **How the Institution Meets the Standard —**hyperlink to supporting documentation |
| --- | --- |
| **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. |  |
| **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.  |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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)

In addition, programs must meet the Program Design Standards (1-8) as well as the Preliminary Program Standards (9-16)

| **Early Childhood Special Education (ECSE) Standard** | **How the Institution Meets the Standard —** hyperlink to supporting documentation |
| --- | --- |
| **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. |  |
| **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.  |  |
| 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.  |  |
| 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. |  |
| 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. |  |
| **Standard 6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten.** Each program provides opportunities for candidates to demonstrate skill 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.  |  |
| **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.  |  |
| **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).  |  |
| **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. |  |
| **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 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)

In addition, programs must meet the Program Design Standards (1-8) as well as the Preliminary Program Standards (9-16)

| **Deaf and Hard-of-Hearing (DHH) Standard** | **How the Institution Meets the Standard —** hyperlink to supporting documentation |
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| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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.  |  |
| **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. |  |
| **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. |  |
| **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 d/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)

In addition, programs must meet the Program Design Standards (1-8) as well as the Preliminary Program Standards (9-16)

| **Physical and Health Impairments (PHI) Standard** | **How the Institution Meets the Standard —** hyperlink to supporting documentation |
| --- | --- |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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.  |  |
| **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. |  |
| **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.  |  |
| **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. |  |

#### Visual Impairments (VI)

In addition, programs must meet the Program Design Standards (1-8) as well as the Preliminary Program Standards (9-16)

| **Visual Impairments (VI) Standard** | **How the Institution Meets the Standard —**hyperlink to supporting documentation |
| --- | --- |
| **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. |  |
| **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. |  |
| **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. |  |
| **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 basic Nemeth Code for Mathematics and an understanding of advanced Nemeth code. 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. The program provides basic knowledge of the various additional Braille codes currently in use such as computer Braille code, foreign language codes, and music. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |
| **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. |  |

#### Communication Development (CD)

In addition, programs must meet the Program Design Standards (1-8) as well as the Preliminary Program Standards (9-16)

| **Communication Development (CD) Standard** | **How the Institution Meets the Standard —** hyperlink to supporting documentation |
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| **Standard 1: Characteristics of Students with Communication Needs.** Candidates have knowledge of students identified per the categories of IDEA with Communication 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. |  |
| **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. |  |
| **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. |  |
| **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.  |  |
| **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.  |  |
| **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. |  |
| **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. |  |
| **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. |  |

#### Autism Spectrum Disorders Added Authorization Standards (ASDAA)

| **Autism Spectrum Disorders Added Authorization (ASDAA) Standard** | **How the Institution Meets the Standard —** hyperlink to supporting documentation |
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| **Standard 1: Characteristics of ASD.** The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery. |  |
| **Standard 2: Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorder.** The program ensures that each candidate is able to demonstrate knowledge, skills, and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition through generalization. |  |
| **Standard 3: Collaborating with Other Service Providers and Families.** The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families. |  |

The regulatory process for the Added Authorization in Adapted Physical Education has not been completed. At this time, the APEAA may only be added to 1) Single Subject: Physical Education, 2) Multiple Subject or 3) teaching credentials issued under prior statutes with comparable authorizations to 1-2. Once the regulatory process has been completed, a coded correspondence will be distributed.

#### Adapted Physical Education Added Authorization (APEAA)

| **Adapted Physical Education Added Authorization (APEAA) Standard** | **How the Institution Meets the Standard —** hyperlink to supporting documentation |
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| **Standard 1: Characteristics of Students in Adapted Physical Education.** The program provides opportunities for the candidate to be able to identify students with a disability who may qualify for Adapted Physical Education services, including but not limited to motor behavior, neurological conditions and physiological performance. The candidate demonstrates knowledge and application of kinesiology as it pertains to individuals with disabilities. The candidate uses knowledge of kinesiology and motor development to assess a student’s eligibility for adapted Physical Education services. As a member of the IEP team, the Adapted Physical Education Specialist will identify the disability categories, as identified in IDEA or under a Section 504 plan, and apply these to the characteristics presented by the student.  |  |
| **Standard 2: Motor Behavior as Applied to Adapted Physical Education.** The program provides opportunities for the candidate to demonstrate knowledge of the principles and patterns of typical and atypical human growth and motor development across the lifespan in order to select appropriate, safe, and effective teaching strategies and activities for individuals with a variety of disabilities. In addition, the program provides candidates instruction in the principles of neurological development, motor learning, motor control, and perceptual motor development as they apply to the effective instruction of individuals with disabilities. |  |
| **Standard 3: Exercise Physiology.** The candidate demonstrates knowledge of physiological response to exercise including the impact of disease, medication, and musculoskeletal and neurological conditions in planning safe and effective exercise prescription for individuals with disabilities throughout the lifespan.  |  |
| **Standard 4: Biomechanics.** The candidate demonstrates knowledge of the kinematic and kinetic principles of motion to analyze human movement and apply biomechanical principles to a variety of movement activities for individuals with disabilities throughout the lifespan. |  |

#### Deaf-Blind Added Authorization (DBAA)

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| **Deaf-Blind Added Authorization (DBAA) Standard** | **How the Institution Meets the Standard —**hyperlink to supporting documentation |
| **Standard 1: Characteristics of Students who are Deaf-Blind.** The program provides opportunities for the candidate to identify the unique features of deaf-blindness. The candidate demonstrates knowledge of the impact of combined hearing and vision impairments on communicating, learning, and accessing environments. |  |
| **Standard 2: Sensory Systems.** The program ensures that each candidate understand the structure and function of the auditory and visual sensory systems. The program ensures that each candidate is able to assess functional hearing and vision, and use assessment findings to guide program development. The program ensures that each candidate understands the other sensory systems and how they are impacted by vision and hearing loss. |  |
| **Standard 3: Learning and Psychosocial Implications of Deaf-Blindness.** The program prepares each candidate to demonstrate knowledge and skills related to understanding how deaf-blindness impacts learning. The program provides opportunities for the candidate to identify learning styles and individualized instruction appropriate for students who are deaf-blind. The program prepares candidates to have an understanding of deaf-blind cultural identity and its impact on behavior and communication. |  |
| **Standard 4: Communication and Language Development.** The program ensures that each candidate demonstrate knowledge and skills in the development of effective receptive and expressive communication systems. The program ensures that each candidate demonstrate an understanding of the distinction between communication, language, and modalities as each relates to individuals who are deaf-blind. The program ensures that each candidate demonstrates the skills necessary to develop communication-rich environments that support communicative and social engagement within the context of age-appropriate, functional and meaningful activities. |  |
| **Standard 5: Collaborative Partnerships.** The program prepares each candidate to collaborate with related service providers to support multidisciplinary educational teams. The program prepares the candidate to identify resources, organizations and agencies that provide technical assistance to students who are deaf-blind, their families, and their educational teams. The program prepares the candidate to identify organizations that provide support for families. The program prepares the candidate to demonstrate knowledge of how to access specialized equipment and materials. |  |

#### Early Childhood Special Education Added Authorization (ECSEAA)

| **Early Childhood Special Education Added Authorization (ECSEAA) Standard** | **How the Institution Meets the Standard —**hyperlink to supporting documentation |
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| **Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSP and IEPs.**  Each candidate demonstrates comprehensive knowledge of the developmental and learning characteristics, and evidence-based practices associated with young children (birth to pre K) with developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe intellectual disabilities, emotional disturbance, and low incidence and multiple disabilities. Each candidate demonstrates skill required to ensure that the intervention and/or instructional environments are appropriate to the child’s chronological age, developmental differences, and disability-specific needs.  |  |
| **Standard 2: Role of the Family in Early Childhood Special Education.** Each candidate demonstrates 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, culturally and linguistically appropriate, family-centered practices 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 skills to sensitively elicit family concerns, priorities, and resources in relation to their child. Each candidate demonstrates required to assist families in learning about their legal rights, advocating effectively for their child, developing support systems, and accessing desired services, programs, and activities in their school and community. Each candidate demonstrates skill required to implement routines-based interventions and assist families with embedding educational activities into daily life. |  |
| **Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten.** Each candidate demonstrates skill in assessment that leads to appropriate interventions and reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, (e.g., naturalistic play-based assessment, family interviews), the impact of cultural and linguistic differences, the influence of specific disabilities on development and learning and the role of the interdisciplinary team. Each candidate demonstrates skill required designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development, and emergent literacy for all children including English language learners. Each candidate demonstrates skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily 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. |  |
| **Standard 4: Experience in Early Childhood Special Education Programs.** Each candidate has documented observations in a variety of settings from birth to prekindergarten. Additionally, each candidate has in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/prekindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings. Each candidate participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator. |  |

#### Emotional Disturbance Added Authorization (EDAA)

| **Emotional Disturbance Added Authorization (EDAA) Standard** | **How the Institution Meets the Standard —**hyperlink to supporting documentation |
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| **Standard 1: Causes, Characteristics, and Definitions of Students with Emotional Disturbance.** The program provides opportunities for candidates to identify the causes, characteristics, and definitions of students with emotional disturbance (ED) from multiple points of view and conceptual orientations. The program prepares candidates to demonstrate knowledge of the legal and political issues of eligibility, assessment, and placement of students with serious emotional needs.  |  |
| **Standard 2: Assessment, Curriculum Design, and Interventions in Academic and Social Domains for Students with ED.** The program ensures that candidates are able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multi-faceted strategies and interventions necessary in teaching and engaging students with ED. The program provides opportunities for candidates to critically examine ecological, behavioral, social, emotional, medical interventions and crisis management techniques related to the needs of students with ED. The program prepares candidates to apply knowledge of current issues, research, trends, and practices in the education of students with ED, such as systems of care and general education inclusion and re-integration. The program prepares candidates to utilize assessment data to design relevant, meaningful curriculum for students with ED in the areas of: academic skills, affective development, social skills, self-management, study skills, vocational skills, and behavior and impulse control. The program requires that candidates are able to implement varied instructional strategies including teacher-directed/mediated, student-initiated, peer-supported, and vocational/community-supported (i.e.: service learning).  |  |
| **Standard 3: Consultation and Coordination with Families and Other Service Providers.** The program provides opportunities for candidates to identify and discuss community resources including: mental health agencies, child protective services, regional centers, and probation departments to augment public school service options for students with ED and their families. The program ensures that candidates are able to articulate factors that promote parent/professional collaboration, and collaboration among professionals, i.e.: medical doctors, general and special educators, mental health professionals, etc.)  |  |

#### Orthopedic Impairments Added Authorization (OIAA)

| **Orthopedic Impairments Added Authorization (OIAA) Standard** | **How the Institution Meets the Standard —**hyperlink to supporting documentation |
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| **Standard 1: Characteristics of Students with Orthopedic Impairments.** Each candidate demonstrates knowledge of disability characteristics and the educational and psychosocial implications for students with physical disabilities birth to age 22 at school, in families and in the community caused by neuromotor impairments, degenerative diseases and orthopedic and musculoskeletal disorders including physical disabilities caused by congenital anomaly, disease, cerebral palsy, acquired/ traumatic brain injury, amputations, and fractures and burns that can cause contractures. Credential candidates are prepared to address functional limitations of movement and/or sensation, co-existing health impairments, as well as mild, moderate or significant intellectual disabilities that can accompany an OI, and be able to serve students with OI who may present with average or above average intellectual abilities, but have difficulty accessing their education due to physical limitations. |  |
| **Standard 2: Assessment, Communication, Educational Access and Adaptations for Students with OI.** The program ensures that each candidate demonstrates the knowledge, skills and abilities to utilize appropriate assessment to drive program decisions, and implement evidence based and multi-faceted methodologies and strategies based upon those assessments in the LRE, including curricular accommodations and modifications necessary to teach and engage students with OI. Candidates identify and support performance of essential skills unique to students with OI including academics, independent living skills, personal independence skills, career and vocational experiences, communication skills, and psychosocial development. Candidates demonstrate knowledge and application of mandated consideration of low and high assistive technology devices, services, and software applications that facilitate communication (including alternative augmentative communication), curriculum access, and improved academic performance and skill development of students with OI. Candidates are well versed in delivering these services in a wide variety of specialized academic instructional settings, including, but not limited to: the home, educational settings in hospitals/rehabilitation facilities and treatment centers, and classrooms, as well as provide itinerant instructional delivery and/or consultation in public/nonpublic school programs.  |  |
| **Standard 3: Specialized Health Care and Supports for Students with OI.** Each candidate utilizes information from individualized health care plans (IHCP’S) developed in collaboration with the school nurse, to support a safe environment and implement specialized health care methodologies, regulations and technological procedures required by students with OI who require medical services in school not requiring a physician. Candidates provide a safe environment for all students that include the consistent use of universal precautions, specialized equipment, mobility devices and sensory accommodations. Candidates will facilitate student health and access to school activities through alternate forms of mobility, utilizing safe lifting, positioning and feeding techniques and appropriate use of other supportive devices/equipment. Candidates provide adequate storage for and possess the knowledge, skills and ability to operate medical equipment and assure safe, accessible and private areas for specific procedures to be carried out effectively. Candidates assure students’ access to their education by supporting all needed health care procedures and by practicing safe techniques and by instructing/supervising other personnel in such procedures.  |  |
| **Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with OI.** The program provides proactive monitoring opportunities for candidates working with students with OI to demonstrate skills as a member of a collaborative team with other disciplines and agencies. Candidates are prepared to interface with other service providers (school, medical and agency based) including but not limited to: hospital/clinic based personnel, the School Nurse, Occupational Therapist, Speech and Language Specialist, Physical Therapist, Psychologist, Orthopedist, Para-professional/Health Care Assistant, California Children’s Services, Regional Center, Department of Mental Health, Department of Rehabilitation and other appropriate service providers. Candidates provide guidance and support as the student transitions into/from hospitals and rehabilitation facilities as well provide linkage to appropriate post-school placements/agencies and services through the ITP process. Each candidate demonstrates knowledge, skills and abilities to address the unique experiences, specifically the psychosocial aspects, of students and their families who are orthopedically impaired, are hospitalized and/or in transition to/from hospitalization, and/or who have degenerative/terminal conditions.  |  |

#### Other Health Impairments Added Authorization (OHIAA)

| **Other Health Impairments Added Authorization (OHIAA) Standard** | **How the Institution Meets the Standard —**hyperlink to supporting documentation |
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| **Standard 1: Characteristics of Students with Other Health Impairment.** The program provides opportunities for the candidate to demonstrate knowledge of disability characteristics and the educational and psychosocial implications of students with Other Health Impairment from birth to age 22. The candidate demonstrates unique knowledge of the core challenges in school, in families and in the community that arise due to chronic or acute health problems that adversely affect educational performance, including, but not limited to: attention deficit hyperactivity disorder, asthma, diabetes, epilepsy, cancer, acquired brain injury (due to stroke, lack of oxygen, brain infection, brain tumor), heart conditions, hemophilia, lead poisoning, cystic fibrosis, infectious diseases, and terminal illnesses. The candidate will be knowledgeable about the implications these health conditions can have on program planning and service delivery.  |  |
| **Standard 2: Assessment, Communication, Teaching and Learning for Students with OHI.** The program ensures that each candidate is able to demonstrate knowledge, skills and abilities by utilizing appropriate assessment to drive program decisions, and then implementing evidence based and multi-faceted methodologies and strategies necessary in teaching and engaging students with OHI based upon those assessments. Candidates are able to implement learning strategies from acquisition to generalization and understand and appropriately utilize structured, behaviorally based teaching strategies, use of visual supports and positive behavior supports in a wide variety of specialized academic instructional settings, including, but not limited to: the home, educational settings in hospitals/rehabilitation facilities and treatment centers, and classrooms, as well as provide itinerant instructional delivery and/or consultation in public/nonpublic school programs. Candidates demonstrate knowledge and application of low and high assistive technology devices, services, and software applications that facilitate communication (alternative augmentative communication), curriculum access, and improved academic performance and skill development of students with other health impairments.  |  |
| **Standard 3: Specialized Health Care and Supports for Students with OHI.** Each candidate utilizes information from individualized health care plans (IHCP’S) developed in collaboration with the school nurse, to support a safe environment and implement specialized health care methodologies, regulations and technological procedures required by students with other health impairments who require medical services in school not requiring a physician. Candidates must be able to provide a safe environment for all students that include adequate storage and operation of medical equipment, implementation of universal precautions, as well as a safe, accessible and private area for specific procedures to be carried out. Candidates must be able to facilitate student’s access to their education by supporting needed health care procedures and by practicing appropriate and safe techniques for administering medications/procedures and instruct/supervise other personnel in such procedures. In addition, they must demonstrate the ability to document medical episodes, and be aware of when to call for emergency medical support. |  |
| **Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with OHI.** The program provides proactive monitoring opportunities for candidates working with students with OHI to demonstrate skills as a member of a collaborative team with other disciplines and agencies. Candidates are prepared to interface with other service providers (school, medical and agency based) including but not limited to: hospital/clinic based personnel, the School Nurse, Occupational Therapist, Speech and Language Specialist, Physical Therapist, Psychologist, Psychiatrist, Paraprofessional/Health Care Assistant, California Children’s Services, Regional Center, Department of Mental Health, Department of Rehabilitation and other appropriate service providers. Candidates provide guidance and support as the student transitions into/from hospitals and rehabilitation facilities as well provide linkage to appropriate post-school placements/agencies and services. Each candidate demonstrates the knowledge, skills and abilities of the unique experiences, specifically the psychosocial aspects of students and their families, who are chronically ill, are hospitalized and/or in transition to/from hospitalization, and/or who have degenerative/terminal conditions.  |  |

#### Resource Specialist Added Authorization (RSAA)

| **Resource Specialist Added Authorization (RSAA) Standard** | **How the Institution Meets the Standard —**hyperlink to supporting documentation |
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| **Standard 1: Characteristics of Students with Disabilities Served by Resource Specialists.** The program provides opportunities for each candidate to provide instruction and services to those students with disabilities whose instructional needs have been identified by the individualized education program (IEP) team. Candidates may serve these students by teaching, co-teaching, collaboration or consulting with the classroom teachers to address implications of these characteristics for service delivery, such as placement decisions, IEP development, and access to the core curriculum. |  |
| **Standard 2: Assessment and Evaluation of Students with Disabilities Served by Resource Specialists.** 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 disabilities covered within 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 and/or curriculum-based, and prepares the candidate to facilitate instructional accommodations and modifications 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 facilitate student participation in state-mandated accountability measures. |  |
| **Standard 3: Planning and Implementing the Core Curriculum and Instruction for Students with Disabilities Served by Resource Specialists.** The program prepares candidates to select curricula that will give access to core standards and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with disabilities, whose instructional needs have been identified by the individualized education program (IEP) team across an array of learning activities. 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 including but not limited to consultation, resource information, and material. |  |
| **Standard 4: Specific Instructional Strategies for Students with Disabilities Served by Resource Specialists.** The program provides each candidate with a depth of knowledge and skills within the core curriculum including 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 the disability/disabilities impact student learning in these areas and know how to insure that evidence-based methods are used for teaching developmental reading and subject-specific reading skills to students with 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. The program prepares candidates to provide appropriate strategies and accommodations/modifications to classroom teachers.  |  |
| **Standard 5:**  **Positive Behavior Support for Students with Disabilities** **Served by Resource Specialists.** The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment 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 meetings. The program prepares candidates to participate effectively in school wide behavior support processes. |  |
| **Standard 6: Transition and Transitional Planning for Students with Disabilities Served by Resource Specialists.** Each candidate demonstrates knowledge, advocacy skills, and goal setting related to the various transitions experienced by students with disabilities as identified by the individualized education program team as they move from kindergarten to adulthood. Each candidate demonstrates the ability to guide students in the implementation of strategies for self determination and student led IEPs, school and community career education preparation programs and resources. |  |

#### Traumatic Brain Injury Added Authorization (TBIAA)

| **Traumatic Brain Injury Added Authorization (TBIAA) Standard** | **How the Institution Meets the Standard —**hyperlink to supporting documentation |
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| **Standard 1: Characteristics of Students with Traumatic Brain Injury.** The program provides opportunities for the candidate to identify the unique characteristics of students within Traumatic Brain Injury. The candidate demonstrates knowledge of the core challenges associated with the neurology of open or closed head injuries resulting in impairments in one or more areas such as: cognition; language; memory; attention; reasoning, abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.Transition from hospital/home instruction for appropriate school reintegration and knowledge that the child is recovering and will make changes in these areas is vital for appropriate service delivery.  |  |
| **Standard 2: Assessment, Communication, Teaching & Learning for Students with TBI.** The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multi-faceted methodologies and strategies necessary in teaching and engaging students with TBI. The candidate is able to use/interpret appropriate assessments from school as well as medical and neuropsychological assessments to drive program decisions, particularly for those students regaining skills that were lost due to the injury. Candidates are able to adjust teaching strategies based upon the unique profile of students who present with physical access/medical issues, splinter skills, or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory and processing, as well as neurobehavioral issues. The candidate understands and appropriately utilizes research based teaching strategies, structured teaching, as well as the use of adaptations, compensatory strategies, assistive technology, behavior intervention strategies and visual supports.  |  |
| **Standard 3: Specialized Health Care and Behavior and Emotional Issues and Strategies for Students with TBI.** The program will focus on developing the candidate’s knowledge regarding the underlying cause of a student’s physical, health, behavioral and emotional issues following a traumatic brain injury. The candidate will demonstrate the appropriate and consistent application of the Individualized Health Care Plan as developed by the school nurse to address any medical or physical needs the students present with. The candidate will also demonstrate an understanding of the psycho-social/behavioral needs that often accompany a TBI, and possess the knowledge, skills and abilities to implement positive behavioral supports to ensure that the safety and appropriate management of their behaviors. Candidates will possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a TBI as well as on their family members, requiring the provision of appropriate supports and services to address these issues.  |  |
| **Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with TBI.** The program provides proactive monitoring opportunities for candidates working with students with TBI to demonstrate skills as a member of a collaborative team with other disciplines and agencies. Candidates are prepared to interface with other service providers (school, medical and agency based) including but not limited to: hospital/clinic based personnel, the School Nurse, Occupational Therapist, Speech and Language Specialist, Physical Therapist, Psychologist, Orthopedist, Physiatrist, Psychiatrist, Paraprofessional/Health Care Assistant, California Children’s Services, Regional Center, Department of Mental Health, Department of Rehabilitation and other appropriate service providers. Candidates provide guidance and support as the student transitions into/from hospitals and rehabilitation facilities as well provide linkage to state agencies for needed services. They also are prepared to provide appropriate linkages for post-school placements/agencies and services through the ITP process. Each candidate also demonstrates the knowledge, skills and abilities to understand and address the needs of the peers and family members of the student who has sustained the TBI as they transition to school and present with a change in function. |  |

### Clear Education Specialist Teaching Credentials

| **Clear Education Specialist Teaching Credentials Standard** | **How the Institution Meets the Standard —**hyperlink to supporting documentation |
| --- | --- |
| **Induction Standard 1: Program Rationale and Design.** The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all students in each of the categories under IDEA including birth to age 22and retain high quality teachers. The design is responsive to individual teachers’ needs, and is consistent with applicable sections of the Education Code. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.The program design provides systematic opportunities for the application and demonstration of pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the California Standards for the Teaching Profession. The induction program collaborates with birth to 22 special education services and agency organizations and P-12 to integrate induction program activities with district and partner organizations’ professional development efforts. |  |
| ***Education Specialist:***The design involves collaboration between the approved clear credential program and the employer, offering multiple opportunities for support and professional development of Education Specialist candidates in their early years of teaching. Education Specialist teachers shall select appropriate professional development and/or preparation program-based coursework to expand skills and to pursue advanced study with consideration of assignment and Education Specialist authorization. These skills should be designed to enhance the participant’s teaching abilities and reflect inquiry based methodology and reflective practice.  |  |
| **Induction Standard 2: Communication and Collaboration.** The induction program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program. |  |
| The induction program collaborates regularly with partner school district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.  |  |
| Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site district professional development opportunities. Programs offer professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimizes participating teachers’ success and implementing effective steps to ameliorate or overcome challenging aspects of teachers’ work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator, and which also includes collaboration between general education induction and special education induction to allow for participating education specialist teachers to be part of the larger education community. |  |
| ***Education Specialist:***The program demonstrates the capacity to offer an induction program for one or more of the education specialist authorizations by verifying the special education expertise within the program and/or through collaboration with other entities, e.g. institutions of higher education. Induction for the Education Specialist includes collaboration between general education induction and special education induction to allow for participating education specialist teachers to be part of the larger education community.  |  |
| The Induction program collaborates with schools and participating teachers, colleagues and peers to assure that that the candidate is able to provide necessary services to students in their Least Restrictive Environment regarding Case Management, IFSP/IEP and transition planning teams, Advocacy, Consultation and Collaboration, Co-teaching and/or Professional Learning Community(ies). |  |
| **Induction Standard 3: Support and Professional Development Providers.** The induction program for both the general and educational specialist programsselects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider’s assigned responsibilities in the program.  |  |
| Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training including the development of knowledge and skills of mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards Category B of the Education Specialist Program Standards, as well as the appropriate use of the instruments and processes of formative assessment systems.  |  |
| The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing.  |  |
| The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provides formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria. |  |
| ***Education Specialist:***Education Specialist Support Providers must hold the same Education Specialist authorization as the participating Education Specialist teacher. In areas of low incidence and rural and remote areas, induction programs are expected to work with other educational entities such as SELPAs, county offices of education and state schools, and/or to use technology to facilitate communication between support providers and beginning teachers. |  |
| **Induction Standard 4: Formative Assessment.** The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.  |  |
| The program’s inquiry-based formative assessment system characterized by a plan, teach, reflect, and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on *The California Standards for the Teaching Profession* (CSTP) and in alignment with the P-12 academic content standards (or for Early Childhood Special Education, the Child Development standards). Evidence of practice includes multiple measures such as self assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and /or other colleagues as designated by the induction program.  |  |
| Participating teachers and support providers collaborate to develop professional goals (and Individualized Induction Plan) based on the teacher’s assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individualized Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The IIP is a working document, and is periodically revisited. |  |
| ***Education Specialist:***The Transition Plan will be provided to the Induction Program by the Education Specialist and used as one basis for the Individual Induction Plan. The IIP will be developed by the Education Specialist, the employing district designee and the approved clear credential program representative. The IIP will incorporate a clear action plan, with dates, research, application, and expected impact on teaching/student achievement. The participant’s work in formative assessment must be aligned with the credential authorization and participant’s teaching assignment. |  |
| **Induction Standard 5: Pedagogy.** Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession. Instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.  |  |
| Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).  |  |
| To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.  |  |
| Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.  |  |
| ***Education Specialist***The Education Specialist Individual Induction Plan includes the advanced and applied pedagogy to expand the holder’s expertise in delivering services. The participant shall demonstrate awareness of current research, issues and trends, evidence based practices in the field re: social, academic and behavioral intervention, and current legal issues. Education Specialists utilize advanced level data-driven instruction. Participants reflect on their preliminary teacher preparation and design a specific emphasis for their Induction based on their authorization and their employment assignment.  |  |
| The Education Specialist Individual Induction Plan includes a menu of options such as coursework in advanced specialty specific areas, additional authorizations, opportunities for leadership or professional advancement, professional development and related to distinct specified protocols. |  |
| **Induction Standard 6: Universal Access: Equity for all Students.** Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. |  |
| When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices. Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel, and families to provide the full range of learners equitable access to the state-adopted academic content standards. |  |
| **a) Teaching English Learners** To ensure that academic achievement and language proficiency for English learners, participating teachers adhere to legal and ethical obligations for reaching including the identification, referral and re-designation processes. Participating teachers plan instruction for English learners based on the students’ levels such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments. Participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD. Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students’ primary language and proficiency levels in English considering the students’ culture, level of acculturation, and prior schooling. |  |
| **b) Teaching Special Populations**To ensure that academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special services). Participating teachers implement district policies regarding support services or special populations. Participating teachers communicate and collaborate with *both general education and* special services personnel to ensure that instruction and support services for special populations are provided according to the students’ assessed levels of academic, behavioral and social needs. |  |
| Based on assessed students needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student’s strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations. |  |
| Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing para-educators, using assistive and other technologies).  |  |
| Education Specialists demonstrate proficiency in the Teaching Special Populations portion of Standard 6 through the context of practices within the scope of special education service delivery at the site, district and Special Education Local Planning Area (SELPA) levels and through collaboration, consultation and co-teaching with general education teachers in the Least Restrictive Environment. |  |
| **Induction Standard 7: Education Specialist Induction Program Menu.** Each Education Specialist teacher shall design an Individualized Induction Plan for professional development and advanced study to clear their Preliminary Credential(s). Each participant should select appropriate professional development and/or preparation program based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance the participant’s teaching abilities for the current teaching assignment. In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school wide positive behavior support relevant to employment. |  |
| The Induction program is characterized by a depth of experience that challenges the Education Specialist fostering critical reflection, extending understanding and allows for meaningful integration of theory and practice. The participant should reflect on their preliminary teacher preparation and design a thoughtful specific emphasis from a menu of options. The specific induction emphasis should detail inquiry based methodology and reflective practice. The participant shall demonstrate that they are a consumer of the research; i.e., current issues and trends, journal articles, evidence based research in the field, current legal issues and they are capable of advanced level data driven instruction. |  |

### Audiology (AUD)

Programs must also address Program Design Standards 1-8 in addition to the standards below.

| **Audiology (AUD) Standard** | **How the Institution Meets the Standard —** hyperlink to supporting documentation |
| --- | --- |
| **Standard 1: Bases of Hearing Impairment.** Each candidate demonstrates understanding of the bases and consequences of hearing impairment. |  |
| **Standard 2: Speech, Language, and Hearing Mechanism.** Each candidate demonstrates understanding of the underlying mechanisms of speech, language, and hearing. |  |
| **Standard 3: Speech, Language, and Hearing Acquisition.** Each candidate exhibits knowledge of the development and acquisition of speech, language, and hearing skills, including language difference/dialectical variation and second language acquisition. |  |
| **Standard 4: Evaluation of Hearing Impairments.** Each candidate demonstrates the knowledge and skills necessary to evaluate hearing impairment. |  |
| **Standard 5: Habilitation of Hearing Impairments.** Each candidate demonstrates the knowledge and skills necessary to habilitate/rehabilitate individuals with hearing impairments. |  |
| **Standard 6: Perspectives for the Education of Deaf and Hard-of-Hearing Students.** Each candidate demonstrates knowledge of the historical and legal foundations of the education of deaf and hard-of-hearing students. In addition, each candidate exhibits understanding of the educational philosophies related to communication, including but not limited to, oral communication and sign language. |  |
| **Standard 7: Field Experience.** Each candidate acquires experience with a variety of populations, pathologies, assessment and treatment techniques. |  |

### Orientation & Mobility for the Blind and Visually Impaired (O&M)

Programs must also address Program Design Standards 1-8 in addition to the standards below.

| **Orientation & Mobility for the Blind and Visually Impaired (O&M) Standard** | **How the Institution Meets the Standard —**hyperlink to supporting documentation |
| --- | --- |
| **Standard 1: Professional Information.** Each candidate demonstrates knowledge of basic laws and regulations that affect O&M services, resources for learners to obtain services, support, and/or information related to visual impairment, professional resources pertinent to the O&M profession, and the major historical events and persons responsible for the establishment of the O&M profession as it exists today. |  |
| **Standard 2: Knowledge of Relevant Medical Information.** Each candidate demonstrates knowledge of the anatomy and physiology of the visual system, including common eye conditions/etiologies of learners and their implications on visual functioning and has experience interpreting eye reports. Each candidate demonstrates knowledge of the basic anatomy and physiology of the auditory system and is familiar with the components of audiological reports. Each candidate demonstrates knowledge of basic procedures necessary to react appropriately to medical situations (e.g., insulin reaction, seizures) during O&M lessons. |  |
| **Standard 3: Understanding and Applying Learning Theories to Orientation and Mobility.** Each candidate demonstrates knowledge of basic principles of learning theories and their implications for Orientation & Mobility instruction. |  |
| **Standard 4: Planning and Conducting O&M Assessments.** Each candidate demonstrates knowledge of the assessment policies, procedures and tools for O&M assessment for learners who have visual impairments including those who have additional disabilities, that includes obtaining and interpreting medical, education, and rehabilitation reports; developing an assessment plan; interviewing the learner and relevant others; and selecting appropriate assessment tools, materials, activities, and settings. Each candidate demonstrates knowledge of the roles of related professionals (e.g., Occupational Therapy, Physical Technical, low vision specialists, rehabilitation specialists, optometrists, teachers, and ophthalmologists) who provide relevant O&M assessment information. |  |
| **Standard 5: Planning O&M Programs.** Each candidate demonstrates knowledge of service delivery models for O&M programs such as itinerant, center-based, and residential. Each candidate demonstrates knowledge of the components of and process for developing early intervention, education, transition and applicable rehabilitation plans [e.g., (Individualized Family Service Plan (IFSP), Individualized Educational Program (IEP), Individualized Transition Plan (ITP), Individualized Plan for Employment (IPE)]. |  |
| **Standard 6: O&M Related Concepts.** Each candidate demonstrates knowledge of the relationship of O&M-related concepts to purposeful movement, the impact of visual impairment on the development of concepts, and how learners develop concepts. |  |
| **Standard 7: Orientation Strategies and Skills.** Each candidate demonstrates knowledge of orientation skills through the use of environmental features. Each candidate demonstrates knowledge of spatial organizational skills using cognitive mapping and spatial updating. Each candidate demonstrates knowledge of route planning using various approaches such as route shapes, mapping skills, and use of cardinal directions. Each candidate demonstrates knowledge of problem solving strategies related to establishing and maintaining orientation while traveling. Each candidate demonstrates knowledge of techniques using various frames of reference that can be used to familiarize learners to novel environments. Each candidate demonstrates knowledge of the strategies for orienting a dog guide handler to a new environment.  |  |
| **Standard 8: Mobility Skills.** Each candidate demonstrates knowledge of the mechanics of locomotion that affect efficient mobility (e.g., integration of reflexes, muscle tone, coordination, balance, gait patterns, posture). Each candidate demonstrates knowledge of the advantages and disadvantages of mobility devices and/or mobility systems including but not limited to human guide, long cane, dog guide, electronic devices, functional vision, and Adaptive Mobility Device. Each candidate demonstrates knowledge of basic O&M skills, including protective and human guide techniques, as well as O&M cane skills; and the rationale for teaching these skills. Each candidate demonstrates knowledge of the environmental sequence and selection for teaching orientation and mobility skills, including indoor travel, residential, business and urban travel. Each candidate demonstrates knowledge of special travel environments and orientation and mobility skills unique to their circumstance, including adverse weather conditions, rural areas, airports, malls, stores, and gas stations.  |  |
| **Standard 9: Use of Sensory Information.** Each candidate demonstrates knowledge of the principles of vision development as they apply to visual efficiency training. Each candidate demonstrates knowledge of the use of low vision in maintaining safe and independent movement and orientation (such as use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems). Each candidate demonstrates knowledge of the uses of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive, and kinesthetic awareness) and strategies for enhancing learners’ sensory skills. |  |
| **Standard 10: Learners Who Have Additional Disabilities.** Each candidate demonstrates knowledge of the implications of additional disabilities upon O&M instruction (e.g., physical and health impairments, cognitive disabilities, hearing impairments, traumatic brain injury), and potential accommodations and modifications that might be effective. Each candidate demonstrates knowledge of the value of active collaboration and working as member of a team in meeting the needs of learners who have additional disabilities.  |  |
| **Standard 11: Analyze and Modify Environments.** Each candidate demonstrates knowledge of pertinent aspects of ADA (Americans with Disabilities Act), white cane laws, IDEA (Individuals with Disabilities Education Act), Section 504 of the Voc-Rehab Act that apply to access in home, school, work, and community environments. |  |
| **Standard 12: Psycho-Social Implications of Blindness and Visual Impairments.** Each candidate demonstrates knowledge of factors to be considered to minimize the psychosocial impact of vision loss for learners with congenital or adventitious visual impairments and their families or caregivers. Each candidate demonstrates knowledge of strategies to assist learners during the process of adjustment to visual impairment. |  |
| **Standard 13: Supervised Fieldwork.** In conjunction with the university program, successful completion of 350 hours of discipline specific, supervised practice that includes, but is not limited to, direct service hours, and related phone calls, meetings, observations, and report writing. The practice must be supervised by an onsite Certified Orientation Mobility Specialist.  |  |

### Speech-Language Pathology Services Credential (SLP)

All Speech-Language Pathology Services Programs must also address Program Design Standards 1-8 found on pages 14-17.

| **Speech-Language Pathology Services Credential (SLP) Standard** | **How the Institution Meets the Standard –****Hyperlink to supporting documentation** |
| --- | --- |
| **Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms.** Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing. Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing. |  |
| **Standard 2: Child Development and Speech, Language, and Hearing Acquisition.** Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.  |  |
| **Standard 3: Speech, Language, Hearing, and Swallowing Disorders.** Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury. |  |
| **Standard 4: Assessment of Speech and Language Disorders.** Each candidate demonstrates competency in the collection of relevant information regarding individuals’ past and present status and family and health history. Candidates exhibit proficiency in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures. |  |
| **Standard 5: Management of Speech and Language Disorders.** Each candidate exhibits comprehension of methods of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students. Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices. |  |
| **Standard 6: School Field Experience.** Each candidate will complete the equivalent of a semester/quarter field experience in the schools. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention). |  |
| **Standard 7: Consultation and Collaboration.** Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process. Candidates also demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students’ learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons. |  |
| **Program Standard 8: Assessment of Candidate Performance.** Prior to recommending each candidate for a services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the knowledge and skills using formative processes. Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising master clinician. |  |

### Standards for the Clinical Rehabilitative Services Credential: Special Class Authorization

**Standards must be updated and will be added to the template once the review and revision process is complete**