VOLUME 02:

- EDUCATION SPECIALIST
- ADDED AUTHORIZATIONS
- ORIENTATION & MOBILITY
- SPEECH-LANGUAGE PATHOLOGY

Department of Special Education
Graduate College of Education
Prepared for
California Commission on Teacher Credentialing
Committee on Accreditation

December 15, 2011

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DIRECTIONS FOR READERS

This is the second volume of a two-volume Program Assessment document. Volume 01 provides an assessment of all the general preconditions and standards that apply to Education Specialist, Added Authorizations, Orientation and Mobility, and Speech-Language Pathology Credentials. Volume 02 provides an assessment of the standards specific to each of these credentials.

All evidence cited in either volume is hyperlinked to a San Francisco State University website that can be accessed openly from the internet without the need to login and establish a password.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 04:

Early Childhood Special Education (ECSE)

DIRECTIONS FOR READERS

This section of the report addresses the program’s responses to the 10 Standards in Early Childhood Special Education. The information is organized in the following way for each one of the Standards:

1. A brief description of the importance of the standard
2. A list of courses used by the program to address the standard
3. A list of skills and/or knowledge base associated with the standard and the associated courses

Courses are hyperlinked to the ECSE-URL.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 04:

SUBSECTION A: RESPONSE TO STANDARDS

Early Childhood Special Education (ECSE)

ECSE Standard 1

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

Services for young children with special needs and their families have been influenced heavily by legislative mandates and research findings. Historical review shows that early childhood special education services appear to have evolved from programs for typically developing young children and for children who have experienced environmental risks. The plasticity of children’s intellectual development and the contributions of environment to children’s growth and development in the early years further establish the foundation for the intervention efforts. Contemporary services for infants, toddlers, and preschoolers with special needs employ transactional models of development to interpret children’s developmental outcomes, natural environments and interactions as the contexts of intervention, and transdisciplinary staffing and interagency collaboration to address the needs of the child and family.

The following coursework meets this standard:

- **SPED 788** Law, Ethics, and Instructional Planning
- **SPED 777** Atypical Infant Development
- **SPED 737** Infant Intervention
- **SPED 738** Preschool Intervention
- **SPED 729** Student Teaching Workshop ECSE
- **SPED 730** Student Teaching ECSE

The above coursework ensures that each candidate is knowledgeable of the federal and state laws and regulations, ethical and policy issues related to the coordination of
educational, developmental, and social services for young children birth to five, relevant research on the family's role in the development of the infant and young child, major theories of and relevant research on the family's role in the development of the infant and young child with special needs, and relevant models and research on family-professional relationships, including the role of the helping professional, family-professional collaboration, and strategies for empowering families.

To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. **is able to describe the history of early intervention and early childhood special education including key philosophies, theories, and programs that have supported the development of the field.**

Specifically, candidates will demonstrate knowledge and understanding of:

Historical, philosophical, and legal bases of early childhood special education and related fields. (SPED 737, 738, 777)

Ethical and policy issues related to coordinated educational, developmental, social services, and medical/health-related intervention with young children birth to five years and their families. (SPED 737, 738)

Characteristics of the field of early childhood special education including goals, populations served, emphasis in design of service delivery (e.g., cross-interdisciplinary/transdisciplinary team approaches; services in natural environments). (SPED 737, 738, 777)

The characteristics and related educational needs of, and typical educational approaches for children with disabilities. (SPED 737)

Current trends and issues in early childhood special education. (SPED 737, 738)

Models of early childhood special education with varying philosophical bases, including assumptions about development and learning, goals, methods, and applicability. (SPED 737)

History of early childhood education including early nursery school and child care movements in Europe and the United States. (SPED 738)

Philosophical basis for the emergence of the field of early childhood special education from special education, early childhood education, child development, and related fields. (SPED 738)

2. **cites federal and state laws and regulations that support early intervention and education for young children and their families.**
Specifically, each candidate will demonstrate knowledge and understanding of:

- Historical, philosophical, and legal bases of early childhood special education and related fields. (SPED 737, 738, 777)
- Legal bases of early childhood special education/early intervention, including supporting federal and state legislation and litigation. (SPED 737, 738, 777)
- Ethical and policy issues related to coordinated educational, developmental, social service, and medical/health-related intervention with young children birth to five years and their families. (SPED 737, 738)
- Systems and sources of financial support for early childhood special education/early intervention programs. (SPED 737, 738)
- Demonstrates knowledge and understanding of federal and state requirements for the Individualized Family Service Plan process. (SPED 779)

3. uses efficacy research in early intervention, early childhood, and early childhood special education to provide information to families, administrators, and legislators regarding the importance of early services.

Specifically, each candidate will demonstrate knowledge and understanding of:

- Relevant research on the family's role in the development of the infant and young child. (SPED 737, 738, 779)
- Major theories of and relevant research on the family's role in the development of the infant and young child with special needs. (SPED 737, 738)
- Relevant models and research on family-professional relationships, including the role of the helping professional, family-professional collaboration, and strategies for empowering families. (SPED 737, 738, 779)

4. speaks knowledgeably about evidence-based practices in answering families' questions.

Specifically, each candidate will demonstrate understanding and knowledge of:

- Models of service delivery for infancy including cross-disciplinary and cross-agency models and a continuum of service delivery options including services in natural environments. (SPED 737)
- Characteristics of the field of early childhood special education including goals, populations served, emphasis in design of service delivery (e.g., cross-
interdisciplinary/transdisciplinary team approaches; services in natural environments. (SPED 737, 738, 777)

Models of early childhood special education with varying philosophical bases, including assumptions about development and learning, goals, methods, and applicability. (SPED 737, 738, 777)

Varying options for service delivery including options for where services occur, who delivers services, the primary recipient of services, changes in services with development. (SPED 737, 738)

Importance of integrating knowledge and strategies from multiple disciplines, and from families, in the design and implementation of structured and unstructured activities. (SPED 737, 738)

Adapting intervention strategies to accommodate diverse influences on children's social behavior and learning styles. (SPED 737, 738)

The importance of addressing the strengths and needs of the family, as well as those within the child. (SPED 737, 738)

The expertise brought by professionals from various disciplines. (SPED 737, 738)

Demonstrates respect and appreciation for team decision making approaches. (SPED 729, 730, 737)

Approaches and variables used to interpret developmental progress in young children with disabilities. (SPED 777)

Use team assessment practices appropriate to the young child (birth to age five) with special developmental needs, and his/her family. (SPED 729, 730)

Support services as part of the team. (SPED 737)

Supporting and facilitating family/child interactions as primary contexts for learning and development. (SPED 737)

Characteristics of environments (home and group) that facilitate development, learning and independence. (SPED 737, 738)

Scope and sequence of early childhood special education/early intervention curricula across all areas of development and learning including language/communication, sensorimotor, cognitive, emotional, social and motor. (SPED 737, 738)

Methods for providing individual and group intervention through a variety of formats including play, environmental routines, parent-mediated activities, and systematic
Instruction in relevant situations, including methods for language/communication, sensorimotor, cognitive, emotional, social and motor development. (SPED 737, 738)

Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 737, 738)

Encourage the infant's and young child's development by increasing the family's knowledge and involvement. (SPED 737, 738)

5. describes programs in relation to their adherence to best practices and uses this information as a guide to intervention.

Specifically, each candidate will demonstrate knowledge and understanding of:

Resources needed to keep abreast of advances in technologies enhancing the development of young children with disabilities and their families. (SPED 737, 738)

The role of various disciplines and agencies and families in providing service to young children with disabilities and their families. (SPED 737, 738)

Support and promote competence and self-esteem in each team member. (SPED 737, 738)
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 04:

Early Childhood Special Education (ECSE)

ECSE Standard 2

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

All successful interactions and interactions with young children with disabilities require a comprehensive knowledge of developmental differences caused by disabilities and risk conditions as well as a comprehensive understanding and application of the principles of child development. This information leads to effectively designed supports that address the unique needs of these children and their families and incorporate developmentally appropriate practices.

Understanding the interactive effects of children’s biological makeup and social environment on their developmental progress is critical to the selection of assessment approaches, curricula content, and intervention strategies. An effective early interventionist needs to have an adequate grasp of typical developmental milestones, various disabling conditions and risk factors, and the impact of different child-rearing practices on children’s developmental outcomes. Interventions are designed in partnership with families and address the unique needs of the child in a developmentally appropriate manner.

The following coursework meets this standard:

- SPED 777  Atypical Infant Development
- SPED 779  Family Systems and Services for Young Children with Disabilities
- SPED 780  Assessment and Program Evaluation in Early
Childhood Special Education

SPED 788 Law, Ethics, and Instructional Planning
SPED 737 Infant Intervention
SPED 738 Preschool Intervention
SPED 774 Positive Behavior Supports
SPED 730 Student Teaching ECSE
SPED 729 Student Teaching Workshop ECSE

The above coursework ensures the candidate is knowledgeable of the biological and environmental risk factors and their impact on a young child’s development in all areas, family systems theory, issues in linguistic, cultural, and socio-economic diversity and their impact on child development and instructional planning, and the importance of family-centered practice.

To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. has knowledge of early childhood developmental stages and their implications for learning.

Specifically, candidates will demonstrate knowledge and understanding of:

Theories of child development, including theories of development across domains as well as interactions between biology and environment. (SPED 777)

Relevant research in developmental processes. (SPED 777)

Prenatal and perinatal development. (SPED 777)

Principles of development in the early years. (SPED 777)

Sequences, characteristics, and interrelationships in development across domains, including social development, emotional development, sensory, perceptual and motor development, development of knowledge and understanding, and development of communication and language. (SPED 777)

The ecology of the child and family and the interaction between the environment and the developing child. (SPED 777)

Interaction among various systems influencing child development including family, culture and community. (SPED 777)

Theoretical and research models regarding interactions between disabilities, risk factors, environments and development. (SPED 777)

Prenatal and perinatal development risk factors. (SPED 777)
Etiology, diagnosis, and characteristics of risk factors that may influence development after birth. (SPED 777)

Potential impact of general and specific disabilities, delays, or risk factors on parent-child interactions and on different domains of development. (SPED 777)

Ecology of the young child and family and interactions among familial, cultural, social and physical environments which may influence the infant and young child in achieving maximum growth and development. (SPED 777)

2. understands the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development.

Specifically, candidates will demonstrate knowledge and understanding:

Relevant research on the family's role in the development of the infant and young child. (SPED 779)

Major theories of and relevant research on the family's role in the development of the infant and young child with special needs. (SPED 779)

Relevant models and research on family-professional relationships, including the role of the helping professional, family-professional collaboration, and strategies for empowering families. (SPED 779)

Cultural diversity as a positive element in working with families. (SPED 779)

Recognize and strengthen family capabilities. (SPED 779)

Establish and maintain a relationship with the family. (SPED 779)

Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 779)

Encourage the infant's and young child's development by increasing the family's knowledge and involvement. (SPED 779)

Help families use support systems. (SPED 779)

Characteristics of the variety of cultures in California/cultural awareness. (SPED 779)

Define one's own culture and exhibit awareness of self as a cultural being, and its influence on one's interactions with people from other cultures. (SPED 779)
Identify barriers to communication with families whose cultures differ from the early childhood special educator. (SPED 779)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 779)

The importance of addressing the strengths and needs of the family, as well as those within the child. (SPED 779, 780)

3. plans, conducts and interprets assessment findings in the context of typical and atypical child development.

Specifically, candidates will demonstrate knowledge and understanding of/or ability to:

Approaches and variables used to interpret developmental progress in young children with disabilities. (SPED 780)

Limitations to administration and interpretation of assessments as applied to young children with specific disabilities, or cultural or linguistic differences. (SPED 788, 780)

Select and utilize assessment strategies and tools appropriately as part of a team. (SPED 788, 780)

Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 780)

Use knowledge of typical and atypical child development to plan and carry out assessments. (SPED 788, 777, 780)

4. designs instructional strategies and selects curricular and other interventions that are developmentally appropriate and address the unique needs of the child with a disability.

Specifically, candidates will demonstrate knowledge and understanding of:

Scope and sequence of early childhood special education/early intervention curricula across all areas of development and learning including language/communication, sensorimotor, cognitive, emotional, social and motor. (SPED 737, 738)

Methods for providing individual and group intervention through a variety of formats including play, environmental routines, parent-mediated activities, and systematic instruction in relevant situations, including methods for language/communication, sensorimotor, cognitive, emotional, social and motor development. (SPED 737, 738)

Facilitate the development of communication skills and support families in promoting their children's communication development. (SPED 730, 737, 738)
Facilitate the development of cognitive skills and support families in promoting their children's cognitive development. (SPED 730, 737, 738)

Facilitate emotional development and support families in promoting their children's emotional development. (SPED 730, 737, 738)

Facilitate social development and support families in promoting their children's social development. (SPED 730, 737, 738)

Facilitate development of motor skills and support families in promoting their children's motor development. (SPED 730, 737, 738)

Facilitate development of independence and self-help skills and support families in promoting their children's development of independence and self-help skills. (SPED 730, 737, 738)

Facilitate developmentally appropriate learning readiness and support families in promoting their children's learning readiness. (SPED 730, 737, 738)

The characteristics and related educational needs of, and typical educational approaches to, children with disabilities (mental retardation, learning disabilities, behavior disorders, emotional disturbance, visual impairments, hearing impairments, speech and language impairments, orthopedic, and health impairments and/or severe disabilities). (SPED 788, 738)

Principles of development in the early years. (SPED 737, 738, 777)

Sequences, characteristics, and interrelationships in development across domains, including social development, emotional development, sensory, perceptual and motor development, development of knowledge and understanding, development of communication and language. (SPED 737, 738, 777)

5. uses positive behavior supports.

Specifically, candidates will demonstrate knowledge and understanding of:

Methods for providing individual and group intervention through a variety of formats including play, environmental routines, parent-mediated activities, and systematic instruction in relevant situations, including methods for language/communication, sensorimotor, cognitive, emotional, social and motor development. (SPED, 729, 730, 738)

Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 788, 729, 730, 738)
The implications of how children learn for designing effective strategies to support positive behaviors. (SPED 774, 729, 730, 738)

Demonstrate skill in managing group settings to optimize learning, including typically developing peers. (SPED 729, 730, 738)

6. **ensures that the intervention environment is appropriate to the child's chronological age and developmental differences.**

Specifically, candidates will demonstrate knowledge and understanding of:

Models of early childhood special education with varying philosophical bases, including assumptions about development and learning, goals, methods, and applicability. (SPED 729, 730, 737, 738)

Varying options for service delivery including options for where services occur, who delivers services, the primary recipient of services, changes in services with development. (SPED 729, 730, 737, 738)

Supporting and facilitating family/child interactions as primary contexts for learning and development. (SPED 729, 730, 737, 738)

Characteristics of environments (home and group) that facilitate development, learning and independence. (SPED 729, 730, 737, 738)

7. **provides information to parents and other family members regarding typical developmental expectations and the impact of the disability on developmental progress.**

Specifically, candidates will demonstrate knowledge and understanding of or ability to:

IFSP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 729, 730, 737, 779, 780)

Encourage the infant's and young child's development by increasing the family's knowledge and involvement. (SPED 729, 730, 737, 779)

Help families use support systems. (SPED 729, 730, 737, 779)

Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 729, 730, 738, 779)

8. **adjusts developmental expectations to account for varying cultural perspectives and preferences.**
Specifically, candidates will demonstrate knowledge and understanding of or ability to:

Sequences, characteristics, and interrelationships in development across domains, including social development, emotional development, sensory, perceptual and motor development, development of knowledge and understanding, development of communication and language. (SPED 737, 738, 777)

Characteristics of environments (home and group) that facilitate development, learning and independence. (SPED 729, 730, 737, 738)

Characteristics of the variety of cultures in California/cultural awareness. (SPED 737, 738, 777, 779)

Issues in assessment and intervention with young children with disabilities and their families who also represent diverse cultural and linguistic backgrounds. (SPED 737, 738, 780)

Define one's own culture and exhibit awareness of self as a cultural being, and its influence on one's interactions with people from other cultures. (SPED 729, 730, 737, 738, 779)

Identify barriers to communication with families whose cultures differ from the early childhood special educator. (SPED 729, 730, 737, 738, 779)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 730, 737, 738, 779)

Adapt intervention strategies to accommodate diverse influences on children's social behavior and learning styles. (SPED 729, 730, 737, 738)

9. adjusts developmental expectations to account for factors other than disability such as prematurity, emotional trauma, chronic illness, and environmental conditions.

Specifically, candidates will demonstrate knowledge and understanding of or ability to:

Sequences, characteristics, and interrelationships in development across domains, including social development, emotional development, sensory, perceptual and motor development, development of knowledge and understanding, development of communication and language. (SPED 737, 738, 777)

Theories of child development, including theories of development across domains as well as interactions between biology and environment. (SPED 737, 738, 777)

Prenatal and perinatal development. (SPED 777)
Principles of development in the early years. (SPED 737, 738, 777)

Adapt intervention strategies to accommodate diverse influences on children’s social behavior and learning styles. (SPED 729, 730, 737, 738)

Demonstrate use of teaching strategies and environmental adaptations appropriate to specific low incidence disabilities and at risk conditions including appropriate specialists and other team members and supports families in promoting their children's development. (SPED 729, 730, 737, 738)

10. uses typical child development to guide placement decisions for inclusion of young children with disabilities in settings with nondisabled peers.

Specifically, candidates will demonstrate knowledge and understanding of or ability to:

Methods for providing individual and group interventions in inclusive settings. (SPED 729, 730, 737, 738)

Models of early childhood special education with varying philosophical bases, including assumptions about development and learning, goals, methods, and applicability. (SPED 729, 730, 737, 738)

Varying options for service delivery including options for where services occur, who delivers services, the primary recipient of services, changes in services with development. (SPED 729, 730, 737, 738)

Work effectively with small groups of children of mixed abilities, both typically and atypically developing. (SPED 729, 730, 737, 738)
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 04:

Early Childhood Special Education (ECSE)

ECSE Standard 3

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Infants, toddlers, and preschoolers are most appropriately viewed in the context of their families because families are the most significant and long-term contributors to the child’s growth and development. Family members are also the most knowledgeable in terms of their child’s needs. Learning also occurs for young children through the relationships and opportunities within their family environments. To be effective, professionals who work with young children with special needs must be committed to a family-centered approach because of the impact of the child’s disability on the family system. Further, services must be implemented in a cross-culturally competent manner.

In order for the intervention plans to be effective, they must be developed with a consideration of the many subsystems that impact the child and the family members. Using effective listening and problem solving skills, an interventionist teams up with the family members and uses formal and informal resources to address the concerns and priorities identified by the family. Possessing cross-cultural competence ensures services provided are sensitive and meaningful.

The following coursework meets this standard:
SPED 737  Infant Intervention  
SPED 738  Preschool Intervention  
SPED 779  Family Systems and Services for Young Children with Disabilities  
SPED 780  Assessment and Program Evaluation in Early Childhood Special Education  
SPED 729  Student Teaching Workshop ECSE  
SPED 730  Student Teaching ECSE

The above coursework ensures that candidates are sensitive to the family's needs and able to use culturally meaningful ways to incorporate the family's resources and priorities in the service delivery. In addition, the program prepares candidates to fully involve families in the IFSP/IEP process, and design effective intervention activities using the routines the family has.

To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. demonstrates a broad range of communication skills with families with particular emphasis on listening.

   Specifically, the candidate will demonstrate knowledge and understanding of or ability to:
   Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 729, 730, 737, 738, 779)

   Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 730, 737, 738, 779)

2. sensitively elicits family's concerns, priorities, and resources in relation to their child with special needs.

   Specifically, the candidate will demonstrate knowledge and understanding of or ability to:
   Identify barriers to communication with families whose cultures differ from the early childhood special educator. (SPED 729, 730, 737, 779)

   Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 730, 737, 779)

   Recognize and strengthen family capabilities. (SPED 729, 730, 737, 779)

3. uses culturally competent strategies in working with families whose culture or language differs from his or her own.
Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

Issues in assessment and intervention with young children with disabilities and their families who also represent diverse cultural and linguistic backgrounds. (SPED 729, 730, 737, 779, 780)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 730, 737, 779, 780)

4. collaboratively plans, assesses, and implements programs and services with families.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

Assess issues within the family. (SPED 729, 730, 779, 780)

Develop an individualized family service plan. (SPED 729, 730, 779, 780)

Implement individualized family service plan to meet family needs. (SPED 729, 730)

IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 729, 730, 779, 780)

Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 729, 730, 737, 779)

Adapt intervention strategies to accommodate diverse influences on children's social behavior and learning styles. (SPED 729, 730, 737, 738)

The importance of addressing the strengths and needs of the family, as well as those within the child. (SPED 729, 730, 737, 779)

5. builds upon, rather than supplants, the family's existing informal and formal supports in designing and implementing programs and services.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

Establish and maintain a relationship with the family. (SPED 730, 779)

Encourage the infant's and young child's development by increasing the family's knowledge and involvement. (SPED 730, 779)
Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 729, 730, 737, 779)

Adapt intervention strategies to accommodate diverse influences on children's social behavior and learning styles. (SPED 730, 737, 738)

The importance of addressing the strengths and needs of the family, as well as those within the child. (SPED 729, 730, 737, 779, 780)

6. changes his or her approach and services to address the family's concerns, priorities, and resources.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

Assess issues within the family. (SPED 729, 730, 779, 780)

Develop an individualized family service plan. (SPED 729, 730, 779, 780)

Implement individualized family service plan to meet family needs. (SPED 729, 730, 779)

IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 729, 730, 779, 780)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 737, 779, 780)

7. assists families to build upon their own strengths and is committed to the belief that, with assistance and support, all families can resolve their own problems.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

Work collaboratively with families and with other professionals using a team approach. (SPED 730, 737, 779)

Establish appropriate partnerships with families, including encouraging independence and collaborative goal setting. (SPED 730, 779)

Relevant models and research on family-professional relationships, including the role of the helping professional, family-professional collaboration, and strategies for empowering families. (SPED 779)
Recognize and strengthen family capabilities. (SPED 730, 779)

Establish and maintain a relationship with the family. (SPED 730, 779)

Help families use support systems. (SPED 730, 779)
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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Early identification of young children with potential disabilities is a unique and challenging task for the special educator. All early childhood special educators must be competent in basic measurement as well as team assessment processes and procedures in order to determine the child’s development, performance, strengths, and needs within the family context. This knowledge is essential to developing appropriate education and intervention strategies.

Assessing a child’s strengths and needs is considered the first step in the development of an appropriate intervention program. An assessment process involves the use of multiple information sources, the participation of family members and professionals from various disciplines, and the choice of appropriate information-gathering tools and techniques. Early childhood special educators should be knowledgeable of different types of instruments and measurement strategies, and their use with children at different developmental levels and from various cultural, linguistic and socioeconomic groups. The process of area assessment used by the transdisciplinary team is emphasized. Assessment results should be professionally summarized and provide guidance for the content and the operation of the interventions.

The following coursework meets this standard:

SPED 737  Infant Intervention
SPED 779  Family Systems and Services for Young Children with Disabilities
SPED 780  Assessment and Program Evaluation in Early Childhood Special Education
SPED 729  Student Teaching Workshop ECSE
SPED 730  Student Teaching ECSE

The above coursework ensures that the candidates have the ability to collect child and family-related information from multiple sources of information, and the strategies used are both culturally sensitive and naturalistic. Candidates are prepared to select the appropriate assessment instruments and design effective assessment processes, and the information collected is linked directly to curriculum planning.

To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. plans assessments in collaboration with the family and other members of the transdisciplinary team.

Specifically, the candidate demonstrates knowledge and understanding of:

Supporting and facilitating family/child interactions as primary contexts for learning and development. (SPED 737)

Communicating with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 737, 779, 780)

IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 779, 780)

2. is competent in the use of a variety of assessment techniques appropriate for young children such as observation, play-based assessment, arena assessment, family interviewing, curriculum-based assessment, and administration of selected norm-referenced assessment instruments.

Specifically, the candidate demonstrates knowledge and understanding of:

Methods for providing individual and group assessment and intervention through a variety of formats including play, environmental routines, parent-mediated activities, and systematic instruction in relevant situations, including methods for language/communication, sensorimotor, cognitive, emotional, social and motor development. (SPED 737, 738, 780)

Various assessment activities in early childhood special education including child find, screening, diagnostic assessment, educational assessment, team assessment and monitoring progress in intervention. (SPED 780)
Techniques for identifying risk factors and behavioral indicators of specific disabilities, such as vision and hearing. (SPED 780)

Approaches and variables used to interpret developmental progress in young children with disabilities. (SPED 780)

A variety of assessment strategies to monitor child and family progress on an ongoing basis. (SPED 780)

Methods of family assessment. (SPED 779, 780)

3. examines the characteristics of all measurement strategies and ensures that the basic requirements of reliability and validity are considered. Required courses include

Specifically, the candidate demonstrates knowledge and understanding of:

A variety of assessment strategies to monitor child and family progress on an ongoing basis. (SPED 729, 730, 780)

Effective methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes as outlined on the IFSP/IEP. (SPED 729, 730, 780)

4. uses information-gathering strategies that are appropriate to the culture and language of the child and his or her family.

Specifically, the candidate demonstrates knowledge and understanding of:

The effect of language and culture on identification, placement and service delivery for children with disabilities and their families. (SPED 729, 730, 737, 779, 780)

Issues in assessment and intervention with young children with disabilities and their families who also represent diverse cultural and linguistic backgrounds. (SPED 729, 730, 737, 780)

Cultural diversity as a positive element in working with families. (SPED 729, 730, 779, 780)

Communicating with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 729, 730, 737, 779, 780)

5. modifies assessment procedures to accommodate or compensate for the impact of the child’s disability on performance.
Specifically, the candidate demonstrates knowledge and understanding of:

Limitations to administration and interpretation of assessments as applied to young children with specific disabilities, or cultural or linguistic differences. (SPED 730, 780)

Characteristics and limitations of norm-referenced standardized assessment instruments. (SPED 780)

Characteristics and appropriate uses of criterion-referenced and curriculum-referenced assessment instruments. (SPED 780)

Characteristics of and issues related to "non-traditional" assessment methods including "authentic" assessment practices (e.g., portfolio assessment), ecologically valid assessment (e.g., naturalistic observation), dynamic assessment and functional assessment. (SPED 780)

Team assessment practices appropriate to the young child (birth to age five) with special developmental needs and his/her family. (SPED 729, 730, 780)

6. demonstrates the ability to work as an integral and contributing member of a transdisciplinary team.

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

The team approach to serving young children with disabilities and their families. (SPED 737, 780)

Support services as part of the team. (SPED 729, 730, 780)

The expertise brought by professionals from various disciplines. (SPED 729, 780)

Use team assessment practices appropriate to the young child (birth to age five) with special developmental needs, and his/her family. (SPED 730, 780)

Select and utilize assessment strategies and tools appropriately, as part of a team. (SPED 730, 780)

Show respect and appreciation for team decision making approaches. (SPED 730, 737, 738, 780)

Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 730, 780)

7. communicates assessment findings verbally and in writing accurately, sensitively, an in jargon-free language.

Specifically, the candidate demonstrates ability to:
Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 729, 730, 780)

Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 729, 730, 780)

8. **uses assessment findings to help determine intervention strategies.**

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 729, 730, 780)

Interpret and link assessment results with needed services based on infant/toddler/preschooler needs and family concerns, priorities and perspectives. (SPED 729, 730, 780)

IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 729, 730, 780)

Assist in the development and implementation of IFSPs. (SPED 729, 730, 780)
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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

The Individualized Family Service Plan (IFSP), the Individualized Education Program (IEP), and the processes used to develop them are the foundation for service delivery for infants, toddlers, preschoolers, and their families. Through this process, the voices of the family and professionals are heard; the services to be provided are recorded; and their expected outcomes are documented. The IFSP and IEP also provide the standard against which child, family, and program accomplishments can be measured. The IFSP and IEP are documents that guide the services offered to young children with special needs and their families, and their process and content reflect the collaboration between parents and professionals from all related agencies and disciplines.

Infants, toddlers, and preschoolers with special needs and their families frequently receive services in many different programs and settings before the child reaches kindergarten. Early childhood special educators must have the skills to support the children and families in making these many transitions in the most optimal manner possible. A successful transition requires a series of well-planned steps to ensure continuity of services and help the child and family adapt to change. Knowledge of the full range of services available in the community, preparing both sending and preparing programs, and active parental participation are critical elements of a comprehensive and smooth transition process.
The following coursework meets this standard:

SPED 737 Infant Intervention  
SPED 738 Preschool Intervention  
SPED 779 Family Systems and Services for Young Children with Disabilities  
SPED 729 Student Teaching Workshop ECSE  
SPED 730 Student Teaching ECSE  
SPED 779 Family Systems and Services for Young Children with Disabilities  
SPED 780 Assessment and Program Evaluation in Early Childhood Special Education

To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. demonstrates the ability to provide information to family members about the IFSP process, supports family members throughout the process, and follows up with families to ensure that the IFSP document is consistent with the goals that they have for their child and family.

Specifically, the candidate demonstrate knowledge and understanding of or ability to:

IFSP and IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 737, 738, 779, 780)

Establish appropriate partnerships with families, including encouraging independence and collaborative goal setting. (SPED 729, 730, 779)

Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 729, 730, 737, 738, 779)

Characteristics of the variety of cultures in California/cultural awareness. (SPED 737, 738, 779)

Identify barriers to communication with families whose cultures differ from the early childhood special educator. (SPED 737, 779)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 730, 779)

The effect of language and culture on identification, placement and service delivery for children with disabilities and their families. (SPED 737, 780)

Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (all coursework)
Issues in assessment and intervention with young children with disabilities and their families who also represent diverse cultural and linguistic backgrounds. (SPED 737, 738, 780)

Demonstrates the ability to assist in the development and implementation of IFSPs and IEPs. (SPED 729, 730, 737, 738, 780)

2. collaborates with other team members in the development of IFSPs and IEPs.

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

Work collaboratively with families and with other professionals using a team approach. (SPED 737, 738, 779)

Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 779)

The expertise brought by professionals from various disciplines. (SPED 779, 780)

Respect and appreciation for team decision making approaches. (SPED 730, 779, 780)

The team approach to serving young children with disabilities and their families. (SPED 730, 780)

Use team assessment practices appropriate to the young child (birth to age five) with special developmental needs and his/her family. (SPED 729, 730, 780)

Select and utilize assessment strategies and tools appropriately, as part of a team. (SPED 729, 730, 780)

Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 729, 730, 780)

Interpret and link assessment results with needed services based on infant/toddler/preschooler needs and family concerns, priorities and perspectives. (SPED 729, 730, 780)

IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 729, 730, 780)

Demonstrates the ability to assist in the development and implementation of IFSPs and IEPs. (SPED 729, 730, 779, 737, 738, 780)
3. demonstrates skill in soliciting family members’ concerns and priorities in relation to their child’s developmental needs.

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

Establish appropriate partnerships with families, including encouraging independence and collaborative goal setting. (SPED 779)

Assess issues within the family. (SPED 729, 730, 779, 780)

IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 737, 779, 780, 730)

Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 730, 737, 779)

Characteristics of the variety of cultures in California/cultural awareness. (SPED 737, 779)

Define one's own culture and exhibit awareness of self as a cultural being, and its influence on one's interactions with people from other cultures. (SPED 737, 779)

Identify barriers to communication with families whose cultures differ from the early childhood special educator. (SPED 737, 779)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 730, 779)

The importance of addressing the strengths and needs of the family, as well as those within the child. (SPED 737, 779, 780)

4. demonstrates the ability to write outcomes, supported by more specific goals and objectives, for the child.

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

IFSP and IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 730, 737, 779, 780)

Scope and sequence of early childhood special education/early intervention curricula across all areas of development and learning including language/communication, sensorimotor, cognitive, emotional, social and motor. (SPED 737, 738)

Methods for providing individual and group intervention through a variety of formats including play, environmental routines, parent-mediated activities, and systematic
instruction in relevant situations, including methods for language/communication, sensorimotor, cognitive, emotional, social and motor development. (SPED 737, 738)

Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 737, 738)

Effective methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes as outlined on the IFSP and IEP. (SPED 780)

Establish appropriate partnerships with families, including encouraging independence and collaborative goal setting. (SPED 730, 779)

Encourage the infant's and young child's development by increasing the family's knowledge and involvement. (SPED 737, 779)

IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 730, 779, 780)

Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 730, 780)

Interpret and link assessment results with needed services based on infant/toddler/preschooler needs and family concerns, priorities and perspectives. (SPED 730, 779, 780)

5. demonstrates the ability to write family outcomes that express the family's goals.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

Establish appropriate partnerships with families, including encouraging independence and collaborative goal setting. (SPED 730, 779)

Recognize and strengthen family capabilities. (SPED 779)

Develop an individualized family service plan. (SPED 779, 780)

Encourage the infant's and young child's development by increasing the family's knowledge and involvement. (SPED 737, 738, 779)

IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 730, 779, 780)
Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 729, 730, 780)

Interpret and link assessment results with needed services based on infant/toddler/preschooler needs and family concerns, priorities and perspectives. (SPED 730, 779, 780)

The importance of addressing the strengths and needs of the family, as well as those within the child. (SPED 779, 780)

6. monitors progress based on the IFSP and IEP outcomes.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:
Implement individualized family service plan to meet family needs. (SPED 730, 779)

Identify barriers to communication with families whose cultures differ from the early childhood special educator. (SPED 737, 779)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 730, 737, 779)

Use various approaches to interpret developmental progress in young children with disabilities. (SPED 729, 730, 780)

Interpret and link assessment results with needed services based on infant/toddler/preschooler needs and family concerns, priorities and perspectives. (SPED 729, 730, 780)

Use a variety of assessment strategies to monitor child and family progress on an ongoing basis. (SPED 729, 730, 780)

Use effective methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes as outlined on the IFSP/IEP. (SPED 729, 730, 780)

7. ensures that the legal requirements of the IFSP process are met in a manner respectful of and sensitive to the family.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:
Establish appropriate partnerships with families, including encouraging independence and collaborative goal setting. (SPED 730, 779)

Implement individualized family service plan to meet family needs. (SPED 730, 779, 780)
Identify barriers to communication with families whose cultures differ from the early childhood special educator. (SPED 779, 780)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 730, 779)

Explain legal bases of early childhood special education/early intervention, including supporting federal and state legislation and litigation. (SPED 788, 780)

Explain federal and state requirements for the IFSP and IEP process. (SPED 788, 779)

Assist in the development and implementation of IFSPs and IEPs. (SPED 730, 780)

8. **demonstrates the ability to perform the role of service coordinator.**

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

- Cultural diversity as a positive element in working with families. (SPED 737, 779)

- Works collaboratively with families and with other professionals using a team approach. (SPED 729, 730, 779, 780)

- Establish appropriate partnerships with families, including encouraging independence and collaborative goal setting. (SPED 729, 730, 779)

- Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 729, 730, 779)

- Be an effective advocate for young children with disabilities and their families. (SPED 729, 730, 779)

- Relevant models and research on family-professional relationships, including the role of the helping professional, family-professional collaboration, and strategies for empowering families. (SPED 779)

- Establish and maintain a relationship with the family. (SPED 730, 779)

9. **identifies the full range of program options available in the community and communicates those options to the family.**

Specifically, the candidate will demonstrate ability to:

- Design and evaluation of processes and strategies supporting transition between hospital, infant/toddler, preschool and primary programs. (SPED 737, 738, 779)
10. assists the family in identifying and evaluating the most appropriate options for their child.

Specifically, the candidate will demonstrate ability to:

Begin planning for transition six to nine months prior to transition, including identification of child's needs. (SPED 737, 738)

Assist parents in identification of options for next setting (SPED 729, 730, 737, 738, 779)

11. participates in developing and monitoring a timely and appropriate transition plan.

Specifically, the candidate will demonstrate ability to:

Examine characteristics of potential next educational environment and plans for child's success. (SPED 729, 730)

Develop practice transition plans as part of class projects. (SPED 729, 730)

12. participates in interagency meetings and communicates all important information related to the child's strengths, needs, and learning style to ensure a successful transition.

Specifically, the candidate will demonstrate ability to:

Participate effectively in interagency planning meeting to determine next placement. (SPED 729, 730)

Communicate to personnel in next setting important information related to child strengths, needs and learning style. (SPED 729, 730)

13. supports the family and child through the transition process including follow-up communication after the transition.

Specifically, the candidate will demonstrate ability to:

Communicate to personnel in next setting important information related to child strengths, needs and learning style. (SPED 729, 730)

Monitor adjustment of child and family following transition. (SPED 729, 730)
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 04:

Early Childhood Special Education (ECSE)

ECSE 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.

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

Optimizing the development of the infant and young child with disabilities necessitates skill in designing intervention and instructional strategies that are appropriately prepared, implemented, and supported by current research.

Effective intervention and instructional strategies embed the child’s individual goals and objectives in daily and functional activities that are of interest to children and appropriate to the family’s sociocultural background. A broad range of strategies supported by research findings is emphasized, including the use of assistive technologies, to assist the child in developing a more generalized and adaptive behavioral repertoire.

The following coursework meets this standard:

- SPED 737 Infant Intervention
- SPED 738 Preschool Intervention
- SPED 777 Atypical Infant Development
- SPED 747 Physical Disabilities and Sensory Impairments
- SPED 729 Student Teaching Workshop ECSE
- SPED 730 Student Teaching ECSE

December 15, 2011; REVISED, April, 2012 & July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012
To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. demonstrates knowledge, application, and analysis of several theoretical bases supported by research upon which early intervention and instructional techniques are developed.

Specifically, the candidate demonstrates knowledge and understanding of:

The theoretical bases of early intervention. (SPED 737, 777)

Philosophical basis for the emergence of the field of early childhood special education from special education, early childhood education, child development, and related fields. (SPED 737, 738, 777)

Theories of child development, including theories of development across domains as well as interactions between biology and environment. (SPED 737, 738, 777)

Models of early childhood special education with varying philosophical bases, including assumptions about development and learning, goals, methods, and applicability. (SPED 738)

2. demonstrates the ability to plan specifically designed teaching strategies and other interventions for children that meet the individual needs and interests appropriate to their development, sociocultural background, and experiential level.

Specifically, the candidate demonstrates the ability to:

Utilize generic teaching strategies. (SPED 737, 738, 730)

Facilitate the development of communication skills and to support families in promoting their children's communication development. (SPED 729, 730, 737, 738)

Facilitate the development of cognitive skills and to support families in promoting their children's cognitive development. (SPED 729, 730, 737, 738)

Facilitate emotional development and to support families in promoting their children's emotional development. (SPED 729, 730, 737, 738)

Facilitate social development and to support families in promoting their children's social development. (SPED 729, 730, 737, 738)

Facilitate development of motor skills and to support families in promoting their children's motor development. (SPED 729, 730, 737, 738)
Facilitate development of independence and self-help skills and to support families in promoting their children's development of independence and self-help skills. (SPED 729, 730, 737, 738)

Understand intervention with young children with disabilities and their families who also represent diverse cultural and linguistic backgrounds. (SPED 729, 730, 737, 738)

Adapt intervention strategies to accommodate diverse influences on children's social behavior and learning styles. (SPED 729, 730, 737, 738)

Facilitate developmentally appropriate learning readiness and to support families in promoting their children's learning readiness. (SPED 729, 730, 737, 738)

Use teaching strategies and environmental adaptations appropriate to specific low incidence disabilities and at risk conditions including appropriate specialists and other team members and supports families in promoting their children's development. (SPED 729, 730, 737, 738, 747)

3. demonstrates a broad repertoire of developmentally appropriate teaching strategies and adaptations.

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

Facilitate developmentally appropriate learning readiness and to support families in promoting their children's learning readiness. (SPED 729, 730, 737, 738)

Scope and sequence of early childhood special education/early intervention curricula across all areas of development and learning including language/communication, sensorimotor, cognitive, emotional, social and motor. (SPED 729, 730, 737, 738)

Methods for providing individual and group intervention through a variety of formats including play, environmental routines, parent-mediated activities, and systematic instruction in relevant situations, including methods for language/communication, sensorimotor, cognitive, emotional, social and motor development. (SPED 729, 730, 737, 738)
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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Early childhood special educators must be flexible and be effective teachers in both traditional and nontraditional settings because infants and young children with disabilities receive services in a broad continuum of environments. An effective early childhood special educator uses the physical and social characteristics of home and group environments to design appropriate activities to facilitate the development and learning of young children. Effective communication skills and cross-cultural competence are needed to support the family in caring for the young child. In a center-based environment, the interventionist needs to be capable of arranging the classroom environment, designing the daily schedule, communicating with professionals from other disciplines, and supervising paraprofessionals. Promoting interaction between typically and atypically developing children in inclusive settings is also desired.

The following coursework meets this standard:

SPED 737 Infant Intervention
SPED 738 Preschool Intervention
SPED 747 Physical Disabilities and Sensory Impairments
SPED 729 Student Teaching Workshop ECSE
SPED 730 Student Teaching ECSE
To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. **demonstrates the ability to establish a positive learning climate for children in a variety of settings.**

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

- Characteristics of environments (home and group) that facilitate development, learning and independence. (SPED 737, 738)

- Develop positive working relationships with all program staff and team members, and practice role release when appropriate. (SPED 729, 730, 737)

- Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 730, 737, 738, 729)

- Supervise paraprofessionals in a positive, supportive manner. (SPED 729, 730)

- Be an effective advocate for young children with disabilities and their families. (SPED 729, 730)

- The ecology of the child and family and the interaction between the environment and the developing child. (SPED 777, 737, 738)

- Interaction among various systems influencing child development including family, culture and community. (SPED 777, 737, 738)

- Demonstrates understanding of how children learn. (SPED 729, 730, 737, 738)

2. **demonstrates the ability to provide services in the home in non-intrusive family-centered ways.**

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

- Support and facilitate family/child interactions as primary contexts for learning and development. (SPED 737)

- Characteristics of environments (home and group) that facilitate development, learning and independence. (SPED 737)

- Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 729, 730, 737)
Effective methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes as outlined on the IFSP and IEP. (SPED 729, 730, 737, 780)

Demonstrate ability to provide information and guidance to families of young children at risk or with disabilities. (SPED 729, 730, 737, 738)

Encourage the infant's and young child's development by increasing the family's knowledge and involvement. (SPED 729, 730, 737, 738)

Identify barriers to communication with families whose cultures differ from the early childhood special educator. (SPED 729, 730, 737, 738)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 730, 737, 738)

3. **demonstrates skill in organizing group settings that promote positive social interactions.**

Specifically, the candidate demonstrates the ability to:

Manage group settings to optimize learning, including typically developing peers. (SPED 729, 730, 738)

4. **supports the inclusion of children into typical, age-appropriate community environments.**

Specifically, the candidate demonstrates knowledge and understanding of:

Models of service delivery from infancy to adulthood, including cross-disciplinary and cross-agency models and a continuum of service delivery options including services in natural environments. (SPED 737, 738)

5. **demonstrates the ability to maximize physically and emotionally safe environments for children and their families.**

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

Characteristics of environments (home and group) that facilitate development, learning and independence. (SPED 737, 738)

Encourage the infant's and young child's development by increasing the family's knowledge and involvement. (SPED 729, 730, 738, 779)

Help families use support systems. (SPED 729, 730, 779)
Models of service delivery from infancy to adulthood, including cross-disciplinary and cross-agency models and a continuum of service delivery options including services in natural environments. (SPED 788, 737, 738)

Varying options for service delivery including options for where services occur, who delivers services, the primary recipient of services, changes in services with development. (SPED 729, 737, 738)

Curriculum and instruction for students with sensory and multiple disabilities. (SPED 747).
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 04:

Early Childhood Special Education (ECSE)

ECSE Standard 8

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

The most effective manner in which to meet the comprehensive needs of young children with disabilities and their families has proven to be through an interagency, collaborative model. Using the Individualized Family Service Plan (IFSP) as the blueprint for service delivery, an early childhood special educator works with families and with a variety of relevant professionals to coordinate service implementation and monitor service delivery. In addition to being the family’s advocate, the educator needs to be knowledgeable of the service network and be equipped with effective communication and problem-solving skills.

Because of the complexity of the needs of infants and preschoolers with disabilities and their families, an interdisciplinary approach to meeting these needs is necessary and most effective. The early childhood special educator is often in the role of service coordinator and has the primary responsibility for initiating and maintaining the collaborative process. In order to meet the needs of young children with disabilities and their families, professionals from two or more disciplines often are involved in assessing the needs of the child and resources and concerns of the family, delivering services, and monitoring and evaluating progress. To ensure services are provided in an integrated and coordinated fashion, disciplinary differences need to be clearly...
understood and respected. The teaming process should result in increased collaboration among professionals and the family, and the decision made by the team should reflect the unique contributions of each team member.

The following coursework meets this standard:

- SPED 737 Infant Intervention
- SPED 738 Preschool Intervention
- SPED 779 Family Systems and Services for Young Children with Disabilities
- SPED 885 Topics in Early Childhood Special Education
- SPED 729 Student Teaching Workshop ECSE
- SPED 730 Student Teaching ECSE

To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. **demonstrates the ability to work cooperatively and effectively as a member of a team.**

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

The role of various disciplines and agencies and families in providing service to young children with disabilities and their families. (SPED 737, 779, 885)

Support and promote competence and self-esteem in each team member. (SPED 729, 730, 885)

Effectively problem-solve and make decisions. (SPED 729, 730, 885)

Develop positive working relationships with all program staff and team members, and practice role release when appropriate. (SPED 729, 730, 885)

Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (All coursework)

Supervise paraprofessionals in a positive, supportive manner. (SPED 729, 730, 885)

Works collaboratively with families and with other professionals using a team approach. (SPED 729, 730, 779, 737, 738, 885)

Use team assessment practices appropriate to the young child (birth to age five) with special developmental needs and his/her family. (SPED 729, 730, 780)

Select and utilize assessment strategies and tools appropriately, as part of a team. (SPED 729, 730, 780)
Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 729, 730, 780)

Respect and appreciation for team decision making approaches. (SPED 730, 739, 780, 885)

2. demonstrates the skills necessary to be a team leader and service coordinator.

Specifically, the candidate demonstrates knowledge and understanding of or ability to: Support and promote competence and self-esteem in each team member. (SPED 729, 730, 885)

Effectively problem-solve and make decisions. (all coursework)

Develop positive working relationships with all program staff and team members, and practice role release when appropriate. (SPED 729, 730)

Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (all coursework)

Supervise paraprofessionals in a positive, supportive manner. (SPED 729, 730)

Relevant models and research on family-professional relationships, including the role of the helping professional, family-professional collaboration, and strategies for empowering families. (SPED 779, 885)

3. demonstrates understanding of the team approach to serving young children with disabilities.

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

Models of service delivery for infancy including cross-disciplinary and cross-agency models and a continuum of service delivery options including services in natural environments. (SPED 737)

Models of service delivery from infancy to adulthood, including cross-disciplinary and cross-agency models and a continuum of service delivery options including services in natural environments. (SPED 788, 737, 738)

Characteristics of the field of early childhood special education including goals, populations served, emphasis in design of service delivery (e.g., cross-interdisciplinary/transdisciplinary team approaches; services in natural environments). (SPED 737, 738, 885)
Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (all course work)

Works collaboratively with families and with other professionals using a team approach. (SPED 729, 730, 737, 885)

Respect and appreciation for team decision making approaches. (SPED 729, 730, 885)

The team approach to serving young children with disabilities and their families. (SPED 729, 730, 737, 885)

Use team assessment practices appropriate to the young child (birth to age five) with special developmental needs and his/her family. (SPED 730, 780)

Select and utilize assessment strategies and tools appropriately, as part of a team. (SPED 730, 780)

Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 730, 780)

Support services as part of the team. (SPED 729, 730, 747)

The expertise brought by professionals from various disciplines. (SPED 730, 737, 780, 747)

Respect and appreciation for team decision making approaches. (SPED 729, 730, 885)

4. demonstrates an understanding of the role of various disciplines, agencies, and families in providing services to young children and their families.

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 737, 738)

Ethical and policy issues related to coordinated educational, developmental, social service, and medical/health-related intervention with young children birth to five years and their families. (SPED 737, 738, 885)

Systems and sources of financial support for early childhood special education/early intervention programs. (SPED 737, 738)

The role of various disciplines and agencies and families in providing service to young children with disabilities and their families. (SPED 737, 779)
The expertise brought by professionals from various disciplines. (SPED 737, 779)

5. demonstrates the ability to establish appropriate partnerships with families, including encouraging independence and collaborative goal setting.

Specifically, the candidate demonstrates knowledge and understanding of or ability to: IFSP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 729, 730, 737, 779, 780)

Supporting and facilitating family/child interactions as primary contexts for learning and development. (SPED 737)

Characteristics of environments (home and group) that facilitate development, learning and independence. (SPED 737)

Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 737, 738)

Encourage the infant's and young child's development by increasing the family's knowledge and involvement. (SPED 737, 738, 779)

Issues in assessment and intervention with young children with disabilities and their families who also represent diverse cultural and linguistic backgrounds. (SPED 737, 780)

Identify barriers to communication with families whose cultures differ from the early childhood special educator. (SPED 737, 779)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 737, 738, 779)

Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (all course work)

Works collaboratively with families and with other professionals using a team approach. (SPED 729, 730, 737, 779, 780)

Recognize and strengthen family capabilities. (SPED 729, 730, 779)

Establish and maintain a relationship with the family. (SPED 729, 730, 779)

Assess issues within the family. (SPED 729, 730, 779)

Develop an individualized family service plan. (SPED 729, 730, 779)
Implement individualized family service plan to meet family needs. (SPED 729, 730)

Help families use support systems. (SPED 729, 730)

The importance of addressing the strengths and needs of the family, as well as those within the child. (SPED 737, 779, 780)

IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 729, 730, 780)

6. **demonstrates the ability to perform the role of service coordinator.**

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

Support and promote competence and self-esteem in each team member. (SPED 729, 730, 737, 738)

Effectively problem-solve and make decisions. (SPED 729, 730, 885)

Develop positive working relationships with all program staff and team members, and practice role release when appropriate. (SPED 729, 730, 737, 738)

Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (All coursework)

Supervise paraprofessionals in a positive, supportive manner. (SPED 729, 730)

Relevant models and research on family-professional relationships, including the role of the helping professional, family-professional collaboration, and strategies for empowering families. (SPED 779)

Importance of family-centered, community-based, coordinated services. (SPED 779)

The integrity of families and respect for their rights to determine services for their child. (SPED 779)

Flexibility in response to the family's changing circumstances. (SPED 779)

Respect for and acceptance of racial, cultural and ethnic differences. (All coursework)

The importance of addressing the needs of the family as well as those of the child. (SPED 779)

The expertise brought by professionals from various disciplines. (SPED 729, 730, 737)

Respect and appreciation for team decision making approaches. (SPED 729, 730, 737, 885)
Requirements of the role and competencies of service coordinator.  (SPED 737, 779)

Provides a variety of information relevant to enhancing the development of the child and addressing the family’s concerns and priorities. (SPED 729, 730, 737, 738, 779)

Assists the family in contacting potential sources of support. (SPED 729, 730, 779)

Assists the family in understanding their role as team members. (SPED 729, 730, 779)

7. **demonstrates the ability to be an effective advocate for young children with disabilities and their families.**

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

- Local agencies that serve young children with disabilities and their families. (SPED 729, 730, 779)

- Local referral processes for school districts, Head Start and regional center programs. (SPED 729, 730, 779)

- Local, state and federal laws that have impact on services for young children with disabilities and their families.  (SPED 737, 738, 779)

- Identify and advocate for needed services.  (SPED 729, 730, 779)

Federal and state requirements for IFSP and IEP process:

- Family rights and responsibilities
- Due Process
- Confidentiality
- Required components of the IFSP document
- Timelines
- Transitions (SPED 737, 779, 780)

Provides information about support groups and advocacy organizations. (SPED 729, 730, 779)

8. **demonstrates the ability to work collaboratively with interagency staff to make appropriate referrals, develop program plans which include strategies for including children with disabilities, and jointly solve problems.**

Specifically, the candidate demonstrates the ability to:

- Ensure that needs of individual family members and the family as a unit are not overlooked. (SPED 729, 730)
Make appropriate service linkages based on understanding family priorities and needs. (SPED 729, 730, 779)

Facilitate collaboration among the professionals involved with the family. (SPED 729, 730)

Schedule appointments. (SPED 730)

Plan and facilitate team meetings. (SPED 729, 730)

Facilitate regular communication among service providers. (SPED 729, 730)

Maintain appropriate records. (SPED 729, 730)

Recommend modification of services as appropriate. (SPED 729, 730)

Assist families who feel isolated to build informal support networks. (SPED 729, 730)

Coordinate the performance of evaluations and assessments. (SPED 729, 730, 780)

Facilitate and participate in the development, review, and evaluation of IFSPs. (SPED 729, 730)

Help families identify available service providers. (SPED 729, 730)

Coordinate with medical and health providers. (SPED 729, 730)

Facilitate the development of a transition plan to preschool services. (SPED 729, 730)

9. demonstrates knowledge of the appropriate referral process to other agencies and programs for children with disabilities.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

Be an effective advocate for young children with disabilities and their families. (SPED 729, 730)

Local agencies that serve young children with disabilities and their families. (SPED 729, 730, 779)

Local referral processes for school districts, Head Start and regional center programs. (SPED 729, 730, 779)

Make appropriate service linkages based on understanding family priorities and needs. (SPED 729, 730, 779)
Facilitate collaboration among the professionals involved with the family. (SPED 729, 730)

Help families identify available service providers. (SPED 729, 730)

Coordinate with medical and health providers. (SPED 729, 730)

Facilitate the development of a transition plan to preschool services. (SPED 729, 730)
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:  
SECTION 04:  

Early Childhood Special Education (ECSE)  

ECSE Standard 9

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: Narrative and documentation does not clearly address how candidates demonstrate skill required to identify developmental and learning characteristics associated with low incidence disabilities (e.g., visual impairment, hearing loss, motor disabilities, deaf-blindness).

RESPONSE TO CONCERN, APRIL, 2012:

See highlighted text in the following section, SUBSECTION B: COURSE DESCRIPTIONS AND LINKS TO COURSE SYLLABI

PRELIMINARILY ALIGNED, AUGUST, 2012

Early childhood special education teachers will be providing services to infants and preschoolers with a wide range of disabilities including visual, hearing, physical, and health disabilities. Each teacher must be prepared to meet the specific needs of these children in order to effectively support and optimize their learning.

Young children’s development may be compromised because of visual, hearing, physical, and/or health disabilities. Collaborating with appropriate specialists, the early childhood special educator carefully assesses the child’s development and determines the impact of the disability on the child’s functioning, designs and implements an
intervention plan to enhance the child’s development and independence, and explore national and local resources to support the family.

The following coursework meets this standard:

SPED 747  Physical Disabilities and Sensory Impairments
SPED 777  Atypical Infant Development
SPED 729  Student Teaching Workshop ECSE
SPED 730  Student Teaching ECSE

To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. demonstrates a knowledge of the etiologies, types, and degrees of severity of the different low incidence disabilities.

Specifically, the candidate demonstrates knowledge and understanding of:

Theoretical and research models regarding interactions between disabilities, risk factors, environments and development. (SPED 777, 747)

Prenatal and perinatal development risk factors. (SPED 777)

Etiology, diagnosis, and characteristics of risk factors that may influence development after birth. (SPED 777)

The potential risk to caregiver-infant attachment for children with low incidence disabilities. (SPED 737, 777)

Atypical developmental patterns of children with autism. (SPED 777)

Atypical developmental patterns of children with hearing impairment or communicative disorder. (SPED 777, 747)

Atypical developmental patterns of children with visual impairment. (SPED 777, 747)

How differences in development of cognitive and motor skills can interfere with the development of self directed behaviors. (SPED 777, 747)

Medical/biological nature of the child's disabilities. (SPED 777)

The combined effects of multiple disabilities. (SPED 777, 747)

Signs and symptoms related to specific health problems such as shunt blockage, seizures and so on. (SPED 747)
2. demonstrates knowledge of the impact of a specific low incidence disability on a child’s development, the family, and the interaction between the young child and members of the family.

Specifically, the candidate demonstrates knowledge and understanding of:

Potential impact of general and specific disabilities, delays, or risk factors, including physical, visual, hearing and health impairments and severe/ multiple disabilities, on parent-child interactions and on different domains of development. (SPED 737, 777, 747)

Ecology of the young child and family and interactions among familial, cultural, social and physical environments which may influence the infant and young child in achieving maximum growth and development. (SPED 777, 779)

3. consults and collaborates with appropriate specialists in developing and implementing intervention plans for infants, toddlers, and preschoolers with low incidence disabilities.

Specifically, the candidate demonstrates ability to:

Consult with appropriate specialists to collaboratively develop intervention plans, which include the following strategies for physical disabilities:

Identifies and implements proper techniques for positioning and lifting which optimize child's opportunities for learning.

Assists child in developing functional compensatory skills and movements. (SPED 729, 730, 747)

Consult with appropriate specialists to collaboratively develop intervention plans, which include the following strategies for visual impairment:

Understands the potential risk to caregiver-infant attachment and assists in the establishment of mother-infant interaction and turn-taking.

Observes and interprets infant cues, e.g., movement of hands or body.

Understands need for and implements strategies for the development of orientation and mobility skills of visually impaired child.

Uses touch, object and auditory cues to develop anticipation of events.

Encourages development of early skills which are often slow to develop in children with visual impairments, e.g. object concept, directed reaching, "giving and showing", etc.
Ensures use of prescribed visual aids.

Maximizes the use of non-visual modalities to facilitate incidental learning.

Recognizes potential difficulties related to the development of social communication skills. (SPED 729, 730, 777, 747)

Consult with appropriate specialists to collaboratively develop intervention plans, which include the following strategies for hearing impairment:

Uses "total communication" strategies including use of manual signs and visual cueing as well as residual hearing.

Specialized services provided by a teacher of the deaf including signing, auditory training and other techniques.

The importance of focusing on communication and language development. (SPED 729, 730, 777, 747)

Consult with appropriate specialists to collaboratively develop intervention plans, which include the following strategies for severe/multiple disabilities:

Identifies high-preference objects and activities and facilitates the development of intentionality.

Prioritizes development of functional communication (including augmentative communication systems) and self-help skills.

Manages inappropriate behavior using a variety of non-aversive methods. (SPED 729, 730, 747)

4. assists families in accessing the local, state, and national resources for children with a specific low incidence disability.

Specifically, the candidate demonstrates ability to:

Manage resources and referrals for infants and young children with complex medical problems including chronically ill, medically fragile and technology dependent children. (SPED 737, 747)

Be aware of available community resources (for example, American Foundation for the Blind, American Printing House for the Blind, Blind Babies Foundation, United Cerebral Palsy San Francisco, Center for the Education of Infants Deaf). (SPED 779, 747)
5. demonstrates a knowledge of specific educational, health, and community issues related to a particular low incidence disability.

Specifically, the candidate demonstrates knowledge and understanding of:

State and federal regulations related to provision of services to low incidence children and their families and the provision of specialized health care. (SPED 777, 779, 747)

Issues related to the full inclusion of children with severe and other low incidence disabilities in programs and settings with typically developing peers. (SPED 738, 747)

6. through the recommendation of a specialist in the low incidence area, demonstrates knowledge and develops skills in carrying out the use of assistive technology (low to high tech) available for young children with different low incidence disabilities.

Specifically, the candidate demonstrates ability to:

Adapt environment, materials and equipment to support independence and functional activities of the child with physical disabilities. (SPED 729, 730, 737, 738, 747)

Utilize augmentative communication systems and assistive technology for meeting the child's goals. Develops both high-tech and low-tech augmentative communication systems, as needed. (SPED 729, 730, 738, 747)

Ensure use of proper amplification. (SPED 729, 730, 747)

Characteristics, effective use and limitations of hearing aids. (SPED 747)

Aspects of medical care of premature and low birth weight babies including methods for maintaining technology-dependent young children. (SPED 777)

7. through the recommendations of a specialist in the low incidence area, adapts the environment, materials, and equipment to support the acquisition of independent and functional activities and skills by children with low incidence disabilities.

Specifically, the candidate demonstrates knowledge and understanding of:

Teaching strategies and environmental adaptations appropriate to specific low incidence disabilities and at-risk conditions including consultation with appropriate specialists and other team members. (SPED 729, 730, 747)

The importance of focusing on communication and language development for the child with hearing loss. (SPED 729, 730, 737, 747)
8. **understands nutrition and health issues related to intervention for children with low incidence disabilities.**

Specifically, the candidate demonstrates knowledge and understanding of:

- Importance of utilizing special hygiene practices to prevent the spread of infectious diseases. (SPED 747)

- Nutrition and feeding needs specific to populations of young children with physical and prosthetic devices. (SPED 747)
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 04:

Early Childhood Special Education (ECSE)

ECSE Standard 10

Field Experience in Early Childhood Special Education Programs. The program provides an opportunity for each candidate to document observations in a variety of settings from birth to pre-kindergarten. Additionally, each candidate has field experiences in early childhood settings with families 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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Individualized, well-supervised field experiences in a variety of settings provide the candidate the opportunity to observe best practices and to begin integrating and applying the knowledge and skills learned in academic course work. Early childhood special educators work in a variety of settings and should have field experiences in a continuum of those settings.

By participating in field experiences, the candidate is offered the opportunity to work with typically and atypically developing children and their families in both home-based and center-based settings. Under careful supervision, the candidate integrates course content and field experiences by completing a series of activities and assignments, including child assessment, IFSP/IEP development, curriculum planning, instruction, home visits, and staffing. Problem-solving skills and self evaluation are integral components of field experiences.

The following coursework meets this standard:

- SPED 729 Student Teaching Workshop ECSE - Infant
- SPED 730 Student Teaching ECSE – Infant
- SPED 729 Student Teaching Workshop ECSE – Preschool
- SPED 730 Student Teaching ECSE – Preschool

Based on the needs of the candidate, field experience sites are determined jointly by ECSE faculty and site personnel. Students who are employed by early childhood
special education settings may opt to complete field experiences at own or adjacent site. Summer experiences are available.

To meet this standard the ECSE program provides coursework that includes relevant and meaningful field experiences throughout the credential program. In addition, upon completion of required coursework, each candidate is required to complete 400 clock hours of student teaching, one semester with infants and toddlers who are at risk and/or disabled and one semester with preschoolers who are typically and atypically developing (SPED 729 and SPED 730).

To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. has a variety of observations and experiences in a wide range of early childhood settings with a diversity of populations.

As candidates pursue coursework required for the early childhood special education credential, they will be required to observe in a variety of early childhood classrooms and programs. These settings will include:

- Regular preschools including child care programs
- Special day classes for preschoolers with disabilities
- Regular preschool classrooms with fully included children with disabilities
- Home-based and center-based infant/toddler programs including programs for typically developing infants and toddlers, infants and toddlers at risk, and infants and toddlers with disabilities

2. has opportunities to reflect on field experiences in relation to academic learning and practical applications.

Candidates take a student teaching workshop (2 units) during the two semesters of their student teaching. The workshop will meet bi-weekly for two hours. It will offer opportunities for reflection on the experiences candidates are having in their daily work at field sites. It will also offer opportunities for discussion of previous academic coursework as it applies to and is related to the field experience. The workshop will be a source of mutual support for students during their student teaching semesters.

3. demonstrates skill in working with families with young children with disabilities.

4. has the opportunity to work with young children individually and in group settings.

5. has the opportunity to work with children and families in center-based and home-based settings.
To meet 3, 4, and 5 credential candidates will take 12 units of student teaching (400 supervised hours) consisting of two semesters: One semester in an infant/toddler setting and one semester in a preschool setting. The infant/toddler setting will include both center-based and home-based experiences. The preschool setting will include both typically developing children and children with disabilities. Opportunities will be provided each candidate to work with general education teachers in a regular preschool program as well as with interagency team members in a community-based program.

Candidates will be required to work with families during their student teaching experience, conducting assessment for the IFSP, attending staff meetings, and other appropriate experiences.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS

SECTION 04:

Early Childhood Special Education (ECSE)

SUBSECTION B: COURSE DESCRIPTIONS AND LINKS TO COURSE SYLLABI

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

This section of the report addresses the candidate performance evaluation procedures related to the 10 Standards in Early Childhood Special Education. The information is organized in the following way for each one of the Standards:

1. Required coursework with brief descriptions
2. A table showing how the coursework is used to evaluate the candidate’s performance related to the Standards
3. Description of the candidate performance evaluation procedures relevant to the Teaching Performance Expectations (TPEs)

Courses are hyperlinked to the ECSE-URL.

Required Coursework and Course Descriptions

The table below shows the required coursework for the Preliminary Education Specialist Credential in Early Childhood Special Education.

Category I: Common Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 788</td>
<td>Law, Ethics, Collaboration, Technology &amp; Instructional Planning</td>
</tr>
<tr>
<td>SPED 801</td>
<td>Development, Diversity and English-Language Learners</td>
</tr>
<tr>
<td>H ED 630</td>
<td>Elementary School Health</td>
</tr>
</tbody>
</table>

Category II: Early Childhood Special Education Methods Cluster

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 777</td>
<td>Atypical Infant Development</td>
</tr>
<tr>
<td>SPED 779</td>
<td>Family Systems and Services</td>
</tr>
<tr>
<td>SPED 737</td>
<td>Infant Intervention</td>
</tr>
<tr>
<td>SPED 738</td>
<td>Preschool Intervention</td>
</tr>
<tr>
<td>SPED 780</td>
<td>Assessment and Program Evaluation in ECSE</td>
</tr>
<tr>
<td>SPED 747</td>
<td>Physical Disabilities and Sensory Impairments</td>
</tr>
<tr>
<td>SPED 774</td>
<td>Positive Behavior Supports</td>
</tr>
<tr>
<td>SPED 885</td>
<td>Topics in Early Childhood Special Education</td>
</tr>
<tr>
<td>SPED 825</td>
<td>Behavior and Instructional Supports: Autism</td>
</tr>
<tr>
<td>or SPED 794</td>
<td>Communications, Socialization and Imagination: Autism</td>
</tr>
</tbody>
</table>

Category III: Student Teaching
Below is a brief description for each of the courses above.

**SPED 788 Law, Ethics, Collaboration, Technology & Instructional Planning**
Legal foundations and requirements providing public education services to students with disabilities. Policy development, advocacy programs, IEPs, family support plans, technology and universal design, intervention and post-secondary transition.

**SPED 801 Development, Diversity and English-Language Learners**
Foundation in typical and atypical development, the interaction between diverse cultures, races and disability within the context of changing state and national demographics, and implications of disability for English-Language Learners.

**Elementary School Health (upon advisement)**

**SPED 777 Atypical Infant Development**
Atypical infant developmental patterns with comparisons to normal development. Implications for early intervention and future educational programming.

**SPED 779 Family Systems and Services**
Understanding and assessing family systems and caregiver-child interactions; developing intervention programs. Family situations that generate unique needs. Learn how to effectively communicate with families of disabled children and to link families with community support networks.

**SPED 737 Infant Intervention**
Models for disabled infants and families, interagency coordination, program administration, and transdisciplinary team approach. Practicum experience with an atypical infant as part of seminar requirement.

**SPED 738 Preschool Intervention**
Curriculum and instructional models for preschool, interagency coordination, program administration, and collaboration with families.

**SPED 780 Assessment and Program Evaluation in ECSE Settings**
Assessment of children from birth to five years; program evaluation design. Analysis of both formal and informal assessments, translation of child and family assessment into educational plans, and overall program evaluation designs.

**SPED 747 Physical Disabilities and Sensory Impairments**
Focus on medical information and its implications for instruction, as well as physical management of students with sensory and physical disabilities. Management of special equipment, feeding, positioning and emergency handling procedures.

**SPED 774 Positive Behavior Supports**
Understanding and interpreting behavior; ecological perspectives. Proactive strategies to prevent occurrence and escalation of problem behaviors, evaluation of behavior problems, and implementation of interventions in the least restrictive environment.

**SPED 825 Behavior and Instructional Supports: Autism**
Preparation in design and diverse learners with autism spectrum disorders; data-based assessment and intervention; environmental supports; structured teaching; differentiated instruction; ABA, cognitive, developmental, sensory-based approaches.

**SPED 794 Communications, Socialization and Imagination: Autism**
Enhancing communication, socialization, play and imagination in diverse learners with autism spectrum disorders; functional communication, AAC, pragmatic language approaches; environmental supports; adult-directed, child-centered, peer-mediated practices; inclusion with typical peer/siblings in school, home, community settings.

**SPED 885 Topics in Early Childhood Special Education**
Assessment and intervention practices in early childhood special education. New technologies and transdisciplinary team practices, community outreach and family services, and practices in leadership and management of services.

**SPED 729 Student Teaching Workshop - ECSE**
Reviews planning, guiding, and evaluating experiences of students eligible for early childhood special education services.

**SPED 730 Student Teaching in Special Education**
Student teaching field experience in special education setting as required by credential.
In addition to completing assigned readings and participating in class discussions lead by the course instructors, each candidate will demonstrate synthesis of the course materials through the following activities or projects shown in the table below.

<table>
<thead>
<tr>
<th>ECSE Standard 1: Theoretical, Philosophical, and Empirical Foundations</th>
<th>Course(s)</th>
<th>Evaluation of Candidate Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>SPED 788</td>
<td>Class presentation: topics related to Special Education Legal mandates, ethical issues in the field of special education and instructional practices</td>
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<tr>
<td></td>
<td>SPED 738</td>
<td>Curriculum Critique: analyze the philosophical approach and content of an instructional program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECSE Standard 2: Typical and Atypical Child Development</th>
<th>Course(s)</th>
<th>Evaluation of Candidate Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates comprehensive knowledge of typical early childhood development from prenatal through pre-kindergarten including their implications for learning</td>
<td>SPED 777</td>
<td>Final examination based on readings, videos, and class discussions</td>
</tr>
<tr>
<td>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</td>
<td>SPED 777</td>
<td>Child observation paper: document the capabilities of a young child with disabilities addressing all developmental areas</td>
</tr>
<tr>
<td></td>
<td>SPED 747</td>
<td>Course examinations based on readings, videos, and class discussions</td>
</tr>
<tr>
<td>Demonstrates skill required to provide</td>
<td>SPED 779</td>
<td>Family collaboration project:</td>
</tr>
<tr>
<td>ECSE Standard 3: Role of Family in Early Childhood Special Education</td>
<td>Course(s)</td>
<td>Evaluation of Candidate Performance</td>
</tr>
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<tr>
<td>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</td>
<td>SPED 779</td>
<td>Written responses to question sets: four sets of questions are used throughout the semester to determine the candidate’s understanding of major theories and research</td>
</tr>
<tr>
<td>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</td>
<td>SPED 780</td>
<td>Assessment project: administer a curriculum-based assessment to a young child with special needs, summarize the assessment results including input from family members, provide recommendations for intervention, and design evaluation systems to monitor the child’s progress</td>
</tr>
<tr>
<td></td>
<td>SPED 737</td>
<td>Intervention program plan: using a family-centered approach to develop a comprehensive intervention plan to address the needs of a young child</td>
</tr>
<tr>
<td></td>
<td>SPED 779</td>
<td>Family collaboration project: partner with a family to understand the family’s resources, priorities, needs, and impact of having a child with disabilities; develop and evaluate a collaboration plan to address a need identified by the family</td>
</tr>
<tr>
<td>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</td>
<td><strong>SPED 779</strong> Family collaboration project: partner with a family to understand the family’s resources, priorities, needs, and impact of having a child with disabilities; develop and evaluate a collaboration plan to address a need identified by the family</td>
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<tr>
<td><strong>SPED 780</strong> Assessment project: administer a curriculum-based assessment to a young child with special needs, summarize the assessment results including input from family members, provide recommendations for intervention, and design evaluation systems to monitor the child’s progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates skill required to implement routine-based interventions and assist families with embedding educational activities into family daily life</td>
<td><strong>SPED 737</strong> Infant and toddler activity plans: based on the child’s needs, develop home- and center-based activity plans to embed instruction in naturally occurring routines and developmentally appropriate activities</td>
<td></td>
</tr>
<tr>
<td><strong>SPED 737</strong> Intervention program plan: using a family-centered approach to develop a comprehensive intervention plan to address the needs of a young child</td>
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</tr>
</tbody>
</table>

**ECSE Standard 4: Assessment and Evaluation of Infants, Toddlers and Preschoolers**  
**Course(s)** **Evaluation of Candidate Performance**  
**SPED 780** Review of assessment tools: review and critique widely used assessments in ECSE in the areas of content, organization, administration, and technical qualities
<table>
<thead>
<tr>
<th>Description</th>
<th>Course(s)</th>
<th>Evaluation of Candidate Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>the influence of specific disabilities on development and learning, and the role of the trans-disciplinary team</td>
<td>SPED 780</td>
<td>Assessment project: using natural observations as the primary source, administer a curriculum-based assessment to a young child with special needs, summarize the assessment results including input from family members, provide recommendations for intervention, and design evaluation systems to monitor the child’s progress</td>
</tr>
<tr>
<td>SPED 780</td>
<td>Collaboration project: work with students in the Communicative Disorders program to develop a set of activity plans to assess a young child with disabilities</td>
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</tr>
<tr>
<td>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</td>
<td>SPED 780</td>
<td>Assessment project: using natural observations as the primary source, administer a curriculum-based assessment to a young child with special needs, summarize the assessment results including input from family members, provide recommendations for intervention, and design evaluation systems to monitor the child’s progress</td>
</tr>
<tr>
<td>ECSE Standard 5: Individualized Family Service Plan, Individualized Education Program and Transition</td>
<td>Course(s)</td>
<td>Evaluation of Candidate Performance</td>
</tr>
<tr>
<td>Demonstrate knowledge of the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and transition processes</td>
<td>SPED 779</td>
<td>IFSP project: develop an IFSP for a family of a young child with disabilities and conduct a simulated IFSP meeting</td>
</tr>
<tr>
<td>Demonstrates skills in the development, implementation, and monitoring of progress of the IFSP/IEP (including ability to write developmentally and functionally appropriate child and family outcomes and goals), with the family and other members of the team</td>
<td>SPED 780</td>
<td>Assessment project: using natural observations as the primary source, administer a curriculum-based assessment to a young child with special needs, summarize the assessment results including input from family members, provide recommendations for intervention, and design evaluation systems to monitor the child’s progress</td>
</tr>
<tr>
<td>SPED 737</td>
<td>Intervention program plan: using a family-centered approach to develop a comprehensive intervention plan to address the needs of a young child</td>
<td></td>
</tr>
<tr>
<td>SPED 737</td>
<td>Intervention program plan: using a family-centered approach to develop a comprehensive intervention plan to address the needs of a young child</td>
<td></td>
</tr>
<tr>
<td>SPED 738</td>
<td>Curriculum theme and lesson plan: develop a week long lesson plan for a preschool class comprised of children with and without special needs, including adaptations for children with disabilities, activities, and materials</td>
<td></td>
</tr>
<tr>
<td>SPED 738</td>
<td>Final examination based on readings, videos and class discussions</td>
<td></td>
</tr>
<tr>
<td>SPED 737</td>
<td>Intervention program plan: using a family-centered approach to develop a comprehensive intervention plan to address the needs of a young child</td>
<td></td>
</tr>
<tr>
<td>SPED 737</td>
<td>Infant and toddler activity plans: based on the child’s needs, develop home- and center-based activity plans to embed instruction in naturally occurring routines and developmentally appropriate activities</td>
<td></td>
</tr>
</tbody>
</table>

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

**Course(s)**

**Evaluation of Candidate Performance**

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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 737</td>
<td>Intervention program plan: using a family-centered approach to develop a comprehensive intervention plan to address the needs of a young child</td>
</tr>
<tr>
<td>SPED 738</td>
<td>Curriculum critique: analyze and critique an early childhood curriculum addressing format, content organization, scope, and ways to adapt the curriculum to meet the needs of children with disabilities</td>
</tr>
<tr>
<td>SPED 738</td>
<td>Curriculum theme and lesson plan: develop a week long lesson plan for a preschool class comprised of children with and without special needs, including adaptations for children with disabilities, activities, and materials</td>
</tr>
<tr>
<td>SPED 738</td>
<td>Group presentation: develop an ideal preschool program for children with and without disabilities, including environmental design, curriculum, materials, daily schedule, parent collaboration, staff involvement, and data collection</td>
</tr>
<tr>
<td>Demonstrate knowledge of the role of social-emotional relationships as the foundation for early learning</td>
<td></td>
</tr>
<tr>
<td>SPED 738</td>
<td>Curriculum theme and lesson plan: develop a week long lesson plan for a preschool class comprised of children with and without special needs, including adaptations for children with disabilities, activities, and materials</td>
</tr>
<tr>
<td>SPED 825</td>
<td>Ecological/Environmental Inventory and Design: analysis and design of a physical and social environment to facilitate learning and development</td>
</tr>
<tr>
<td>Demonstrates skills 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</td>
<td>SPED 737</td>
</tr>
<tr>
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<tr>
<td>Demonstrates skills 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</td>
<td>SPED 737</td>
</tr>
<tr>
<td>Demonstrates skills 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</td>
<td>SPED 737</td>
</tr>
<tr>
<td>Demonstrates skills 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</td>
<td>SPED 738</td>
</tr>
<tr>
<td>Demonstrates skills 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</td>
<td>SPED 825</td>
</tr>
</tbody>
</table>

**ECSE Standard 7: Learning Environments**

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Evaluation of Candidate Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 738</td>
<td>Classroom observations: visit three preschool classrooms and document program-related information, including environmental arrangements, curricula approaches, and instructional activities</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>SPED 737</td>
<td>Infant and toddler activity plans: based on the child’s needs, develop home- and center-based activity plans to embed instruction in naturally occurring routines and developmentally appropriate activities.</td>
</tr>
<tr>
<td>Demonstrates knowledge of the full range of service delivery settings and supports including educational and community programs and agencies.</td>
<td></td>
</tr>
<tr>
<td>SPED 738</td>
<td>Classroom observations: visit three preschool classrooms and document program-related information, including environmental arrangements, curricula approaches, and instructional activities.</td>
</tr>
<tr>
<td>Demonstrates skill required to organize space, time, and materials to match the child’s individual learning needs in natural and structured environments.</td>
<td></td>
</tr>
<tr>
<td>SPED 738</td>
<td>Curriculum theme and lesson plan: develop a week long lesson plan for a preschool class comprised of children with and without special needs, including adaptations for children with disabilities, activities, and materials.</td>
</tr>
<tr>
<td>SPED 738</td>
<td>Group presentation: develop an ideal preschool program for children with and without disabilities, including environmental design, curriculum, materials, daily schedule, parent collaboration, staff involvement, and data collection.</td>
</tr>
<tr>
<td>SPED 825</td>
<td>Ecological/Environmental inventory and design: analysis and design of a physical and social environment to facilitate learning and development.</td>
</tr>
<tr>
<td>SPED 825</td>
<td>Design and implement instructional plans: develop two instructional plans teaching in one-to-one and group activities.</td>
</tr>
<tr>
<td>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</td>
<td>SPED 738</td>
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</tr>
<tr>
<td>SPED 885</td>
<td>Review and critique of case studies concerning teaming and collaboration</td>
</tr>
<tr>
<td>SPED 738</td>
<td>Group presentation: develop an ideal preschool program for children with and without disabilities, including environmental design, curriculum, materials, daily schedule, parent collaboration, staff involvement, and data collection</td>
</tr>
<tr>
<td>SPED 780</td>
<td>Collaboration project: work with students in the Communicative Disorders program to develop a set of activity plans to assess a young child with disabilities</td>
</tr>
<tr>
<td>SPED 738</td>
<td>Group presentation: develop an ideal preschool program for children with and without disabilities, including environmental design, curriculum, materials, daily schedule, parent collaboration, staff involvement, and data collection</td>
</tr>
<tr>
<td>SPED 885</td>
<td>Individual leadership project: create modules addressing various issues concerning teaming and collaboration.</td>
</tr>
<tr>
<td>Standard 9: Low Incidence Disabilities in Early Childhood Special Education Programs</td>
<td>Course(s)</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Demonstrate skill required to identify developmental and learning characteristics associated with low incidence disabilities (e.g. visual impairment, hearing loss, motor disabilities, deaf blindness)</td>
<td>SPED 777</td>
</tr>
<tr>
<td></td>
<td>SPED 777</td>
</tr>
</tbody>
</table>

Demonstrates knowledge of interagency collaboration and service coordination, including interagency agreements, referral, and consultation

SPED 885 | Review and critique of case studies concerning teaming and collaboration

Demonstrates skill required participating as a team member, to identify and enhance team roles, communicate, and problem practice parameters of ECSE and roles and expertise of other professionals and disciplines in solve, including recognizing the scope of practice parameters of ECSE and roles and expertise of other professionals and disciplines

SPED 780 | Collaboration project: work with students in the Communicative Disorders program to develop a set of activity plans to assess a young child with disabilities

SPED 738 | Group presentation: develop an ideal preschool program for children with and without disabilities, including environmental design, curriculum, materials, daily schedule, parent collaboration, staff involvement, and data collection

SPED 885 | Review and critique of case studies concerning teaming and collaboration

SPED 885 | Midterm article review: review and critique scholarly articles concerning teaming and collaboration

SPED 885 | Individual leadership project: create modules addressing various issues concerning teaming and collaboration
INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: Narrative and documentation does not clearly address how candidates demonstrate skill required to identify developmental and learning characteristics associated with low incidence disabilities (e.g., visual impairment, hearing loss, motor disabilities, deaf-blindness).

Response to Concern, April 2012
SPED 777 Atypical Infant Development

In SPED 777, candidates complete the following assignments:

-Weekly research article analyses of chromosomal disorders and other low-incidence disabilities, including visual impairment, deaf and hearing loss, orthopedic impairments, and deaf-blindness. Candidates are required to review methodology, results and implications for practice of recent studies in ECSE; and to discuss implications for their own ECSE classroom in particular. Issues such as the impact of the disabilities on development and skill acquisition are examined.

-Final exam that requires candidates to integrate research and professional practice, and to articulate concepts learned during class discussions, case study videos, and reviewed studies in the assessment, identification, and intervention of infants/toddlers and young children with a wide range of special needs.

-Paper that requires hands-on and real-time interaction with infants/toddlers or young children with disabilities, including low incidence disabilities, that provide students with observations of developmental characteristics, learning needs, and family concerns of infants/toddlers/young children with a wide range of needs.

PRELIMINARILY AlIGNED, AUGUST, 2012

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

Final examination based on readings, videos, and class discussions
<table>
<thead>
<tr>
<th>Members of the family, and peers</th>
<th><strong>SPED 779</strong></th>
<th>Family collaboration project: partner with a family to understand the family's resources, priorities, needs, and impact of having a child with disabilities; develop and evaluate a collaboration plan to address a need identified by the family</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td><strong>SPED 747</strong></td>
<td>Course examinations based on readings, videos, and class discussions</td>
</tr>
<tr>
<td>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</td>
<td><strong>SPED 885</strong></td>
<td>Review and critique of case studies concerning teaming and collaboration</td>
</tr>
<tr>
<td><strong>ECSE Standard 10: Field Experience in Early Childhood Special Education Programs</strong></td>
<td><strong>Course(s)</strong></td>
<td><strong>Evaluation of Candidate Performance</strong></td>
</tr>
<tr>
<td>Documents observations in a variety of settings from birth to Prekindergarten</td>
<td><strong>SPED 738</strong></td>
<td>Classroom observations: visit three preschool classrooms and document program-related information, including environmental arrangements, curricula approaches, and instructional activities</td>
</tr>
<tr>
<td>Has field experiences in early childhood settings with families young children who have a range of abilities and needs</td>
<td><strong>SPED 730</strong></td>
<td>Midterm and final evaluations of field experience</td>
</tr>
<tr>
<td>including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/ prekindergarten settings that include children with IEPs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates skill in working with young children individually and in small and whole group settings</td>
<td>SPED 730</td>
<td>Midterm and final evaluations of field experience</td>
</tr>
</tbody>
</table>
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS

SECTION 04:

Early Childhood Special Education (ECSE)

SUBSECTION D: CANDIDATE PERFORMANCE EVALUATION PROCEDURES
RELEVANT TO TEACHING PERFORMANCE EXPECTATIONS (TPEs)

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

This section discusses the procedures the program uses to evaluate the candidate’s teaching performance. The discussion is divided into two parts: Student Teaching Evaluations and Teaching Performance Expectations (TPEs).

Student Teaching Evaluations

Two student teaching courses (SPED 730) in two separate semesters are required. One semester of 120 hours must be with programs serving children birth through 3 with disabilities, and one semester of 200 hours must be with programs or schools serving children 3 through 5 with disabilities.

The ECSE Student Teaching Handbook is made available to the candidate and the master teacher before the student teaching experience starts. The Handbook provides detailed information on policies and procedures, roles and responsibilities of the student teacher, master teacher, and university supervisor, requirements, and evaluation procedures. The evaluation procedures of the student teacher include two components: 1) evaluation of teaching performance completed at midterm and final jointly by the cooperative teacher and university supervisor; 2) evaluation of the Intervention Portfolio by the university supervisor.

The university supervisor observes the candidate at the student teaching site a minimum of 3 times a semester, and the supervisor completes an observation summary after each visit and share it with the candidate.

The candidate completes an Intervention Portfolio for each of the student teaching experiences. The Portfolio has 11 sections, including:

- Intervention Philosophy
- Portfolio Rationale
- Letter to Families
- Site, Child, and Family Description
- Child and Family Assessment
- Child/Family Goals and Objectives
- Working with Families
- Intervention Plans
- Data Collection
- Data-based Decisions
- Organization and Synthesis

The following criteria are used to evaluate each section of the Intervention Portfolio. The candidate must receive a 4 or 5 rating on each section in order to pass the section, and he/she must pass all sections in order to receive credit for Student Teaching and receive an ECSE credential. The ratings are defined below:

1. **Missing Competence** - section is incomplete and the quality of items is unacceptable. Demonstrates little apparent awareness of either information or skills.

2. **Developing Competence** - section contains required items but the quality of the item(s) is inadequate and therefore in need of expansion and rewriting. Demonstrates inconsistency in applying knowledge and skills.

3. **Growing Competence** - section includes required items but the quality of the items requires a minimal amount of work to improve upon the section. Demonstrates an understanding of required information and the ability to apply it most of the time.

4. **Initial Competence** - section includes required items and the quality of the items meets expected standards. Student is capable of independently applying information and skills but benefits from reminders, reviews and support.

5. **Mastery Competence** – section includes required items and the quality of the items exceeds expected standards. Student is capable of independently applying information and skills without need for reminders, reviews and support.

**Teaching Performance Expectations (TPEs)**

The table below shows the evaluation procedures related to the Teaching Performance Expectations (TPEs).

<table>
<thead>
<tr>
<th>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</th>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments</td>
<td></td>
</tr>
<tr>
<td>Teaching Reading-Language Arts in a Multiple Subject Assignment</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Teaching Mathematics in a Multiple Subject Assignment</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Teaching Science in a Multiple Subject Assignment</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Teaching History-Social Science in a Multiple Subject Assignment</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

**B. Assessing Student Learning**
| TPE 2: Monitoring Student Learning During Instruction | SPED 780  
| | SPED 730 |
| TPE 3: Interpretation and Use of Assessments | SPED 780  
| | SPED 730 |
| **C. Engaging and Supporting Students in Learning** | |
| TPE 4: Making Content Assessable | SPED 737  
| | SPED 738  
| | SPED 825  
| | SPED 730 |
| TPE 5: Student Engagement | SPED 737  
| | SPED 738  
| | SPED 825  
| | SPED 730 |
| **TPE 6: Developmentally Appropriate Teaching Practices** | |
| TPE 6A: Developmentally Appropriate Practices in Grades K-3 | Not applicable |
| TPE 6B: Developmentally Appropriate Practices in Grades 4-8 | Not applicable |
| TPE 6C: Developmentally Appropriate Practices in Grades 9-12 | Not applicable |
| **TPE 7: Teaching English Learners** | |
| | SPED 737  
| | SPED 738  
| | SPED 730 |
| **D. Planning Instruction and Designing Learning Experiences for Students** | |
| TPE 8: Learning About Students | SPED 777  
| | SPED 737  
| | SPED 738  
| | SPED 780  
| | SPED 730 |
| TPE 9: Instructional Planning | SPED 780  
| | SPED 737  
| | SPED 738  
| | SPED 825  
| | SPED 730 |
| **E. Creating and Maintaining Effective Environments for Student Learning** | |
| TPE 10: Instructional Planning | SPED 737  
| | SPED 738  
| | SPED 780  
| | SPED 825  
| | SPED 730 |
| TPE 11: Social Environment | SPED 737  
| | SPED 738  
| | SPED 825  
| | SPED 730 |
| **F. Developing as a Professional Educator** | |
| TPE 12: Professional, Legal and Ethical Obligations | SPED 730 |
| TPE 13: Professional Growth | SPED 730  
| | SPED 885 |
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 05:

Mild-Moderate Disabilities (M/M)

DIRECTIONS FOR READERS

The introduction page in this section describes the Mild to Moderate Credential Program at San Francisco State University. First providing a broad picture of the Education Specialist training program, the introduction presents the evidence-based classroom training and field experiences that adequately prepare graduate students for success in a special education practice. The structure and elements of Mild to Moderate class syllabi are described along with the portfolio system that ensures credential candidates have adequately addressed all teaching standards.

Under each M/M standard, we describe the course work and field experiences that specifically address each element included in the standard. Links are provided to take the reader to each syllabus and related materials included in the section. At the end of the section, we summarize how we are addressing assessment in the credential program, especially the TPEs.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 05:

Mild-Moderate Disabilities (M/M)

INTRODUCTION TO M/M PROGRAM

Prospective candidates are motivated critical thinkers who will make a meaningful and unique contribution to the field of education. The Preliminary and Clear Credential programs are designed to prepare highly qualified educators with the research base, skill, knowledge, and understanding to support students with a range of abilities and learning needs. Candidates will gain competency in the historical, philosophical, and empirical foundations of general and special education practices through coursework, practica, and field experiences. Graduates of these programs go on to become leaders in the field while continuing to engage in life-long learning, professional development, and collaboration. The field of education is evolving to better include and support diverse learners with effective instruction that leads to life-long positive outcomes. The role of the teacher is to provide equitable educational opportunities for all learners to advance to their fullest potential.

Elements. The program provides teachers and prospective teachers with the broad preparation they need to work with the wide range of learners in (grades K through 12 and adults through age 22) who may be in today’s general, inclusive, or special education settings. Throughout the program candidates will learn how to utilize scientifically-based instructional and behavior strategies for working with children with a wide range of abilities. Candidates will learn how to make data-based decisions and to tailor teaching approaches to the students’ academic, intellectual, emotional, and social needs in order to help them reach their full potential. The program includes requirements in common core coursework in special and general education, on-going advisory support, access to new math and reading intervention technologies, field-based activities, and a student teaching experience. Over the course of the program candidates will create an online portfolio documenting academic work and student teaching experiences. All courses in the mild/moderate Preliminary credential program cover the following areas:

Culturally Responsive Teaching. The use of cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; teaching to and through the strengths of these students (Gay, 2000).

Field Experience. The field experiences facilitate meaningful collaborative instruction, allowing candidates to acquire skills to serve students across a range of age and grade levels through participation in and reflection on a variety of activities representing different roles of special educators.
**Research-Based Instructional Strategies.** Candidates will learn to interpret, apply, and disseminate instructional strategies based on solid or emergent empirical evidence.

**Key Assignment.** An assignment that addresses the Standards of Quality and Effectiveness for Education Specialist Credential Programs and the primary California content standards related to this course.

All courses are designed to actively engage students in learning course material through varied instructional modes that recognize individual differences in learning style. Different formats utilized in classes include: lecture, modeling and demonstration, guided participation in group discussion, small group and paired activities, and hands-on field experiences. Participants in all courses are expected to come to each session prepared to discuss readings and present assignments and projects. Written assignments and group projects emphasize critical thinking through analysis, synthesis, and appraisal of course material.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 05:

M/M Standard 1

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

The program ensures that candidates can define and describe the learning, academic, and social/emotional characteristics associated with each of the above groups and that candidates demonstrate knowledge of the needs of students who are both gifted and have a mild/moderate disability through completion of SPED 770: Introduction to Mild/Moderate Disability. SPED 770 is an introductory special education course designed for general and special education students seeking to learn about mild to moderate disabilities. The course provides a basic overview of educational principles and practices for identifying and teaching diverse learners with mild to moderate disabilities including: mental retardation, learning disabilities, emotional/behavior disorders, attention deficit/hyperactivity disorder and autism spectrum disorders. The course presents historical factors and current issues relating to public policy, service delivery (RTI), and research-based instructional strategies. In SPED 770 candidates are introduced to Universal Design for Learning (UDL) and Technological, Pedagogical and Content Knowledge (TPACK) so that as they progress through the program they are prepared to make the general education curriculum accessible to all students. In addition, they are better able to identify the specific evidence-based practices most effective to each content area and the most effective technology to meet their goals.

SPED 788: Law, Ethics, and Instructional Planning, provides an overview of professional, legal and ethical practices related to the provision of meaningful learning opportunities for students with disabilities. This course examines the role of law in forming and shaping special education practices; the intersection of public and personal morality in the classroom, the ethical dilemmas and debates that drive much of special education, and the opportunity that exists to develop cooperative, collaborative and effective partnerships between parents, districts and service provides that result in
quality education programs for students with disabilities. In **SPED 788** credential candidates gain a working knowledge of the legal foundations of special education and demonstrate knowledge of the legal responsibilities of administrators and teachers and of the rights of the special education students and their parents.

**SPED 770 and 788** address the foundations of special education for learners with mild to moderate disabilities by focusing on history, legal policy and service delivery. In **SPED 770** issues pertaining to the identification, classification and placement of students with mild/moderate disabilities. Upon completion of both classes credential candidates understand and distinguish the profiles of learning and development unique to learners with mental retardation, learning disabilities, emotional/behavior disorders, attention deficit/hyperactivity disorder and autism spectrum disorders/Asperger's. Inclusive educational approaches to support learners with mild/moderate disabilities are identified, discussed, and observed. In both classes candidates learn how to manage learning environments to support learners with mild/moderate disabilities. The social, emotional and behavioral supports for learners with mild/moderate disabilities are presented and discussed in both classes. Candidates observe these supports by visiting local classrooms where master teachers model supportive strategies. Finally, through participation in both classes candidates learn to build family, community and school partnerships to support learners with mild/moderate disabilities. Issues of diversity and the socio-cultural contexts within which learners with differing abilities, language, social and cultural backgrounds participate are threaded throughout the objectives of both courses.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 05:

M/M Standard 2

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS:** Preliminarily Aligned

**SPED 772: Assessment, Curriculum, and Instruction** addresses the development of assessment, curriculum, and instructional practices to provide responsive instruction to meet diverse needs of individuals with mild, moderate, and severe disabilities. Through research, class discussions, and exchange of professional experiences, **SPED 772** explores, develops and analyzes procedures for assessing student performance and special needs, developing appropriate curriculum, and designing and evaluating instructional plans. This course prepares knowledgeable, insightful, and sensitive practitioners in education to be informed professionals in the understanding of assessment, curriculum design, and development of interventions across a variety of educational settings and contexts. Activities in this class encourage candidates to develop an appreciation and understanding of the changing landscape of Special Education due to the reauthorization of IDEA and the growing interest in Response to Intervention (RTI). Through classroom activities and field experiences, candidates develop the ability to analyze formal and informal test data and write an Individualized Educational Plan (IEP) based on that analysis and CA Standards. The IEP includes instructional strategies and interventions, short-term objectives, and long-term goals that align with CA Standards. In turn, participants design and implement an instructional program based on a developed IEP, which incorporates curriculum based assessment and current instructional techniques in the area of reading, math and language arts. They develop observational skills for gathering assessment information and the ability to...
utilize observed information to make curricular, behavioral, and instructional decisions with collaborating professionals. Activities are designed for candidates to acquire effective communication skills for sharing data and analyses with other teachers, allied professionals, and especially the target student and parents. As they progress through SPED 772, they design an organizational system (portfolio) of assessment, curricula, and instructional practices to assist a diverse student population in accessing the curriculum. Field experiences provide opportunity to observe and analyze effective versus ineffective instructional practices in special and general education settings. A final requirement is for participants to develop an instructional unit for a selected student or group of students based on information gathered through an assessment. Implement the instructional unit and evaluate its effectiveness with on-going data (i.e., CBM) and self-evaluation. Upon completion of the course, candidates realize an understanding of a wide range of standardized achievement assessments and instructional approaches for meeting the needs of a diverse population with mild, moderate and severe disabilities.

**SPED 775: Advanced Methods in Mild/Moderate Disabilities** addresses the procedures for assessing needs, selecting curriculum priorities, and designing responsive instructional and behavioral plans for meeting the needs of individuals with mild and moderate disabilities. SPED 775 is a seminar in assessment, educational planning, and curriculum use and adaptation. Participants will examine assessment and responsiveness to intervention methods related to serving students with mild/moderate disabilities, progress monitoring techniques and the design and evaluation of validated teaching practices. In this class, credential candidates analyze progress monitoring test data and prioritize curriculum objectives based on the data that includes long-term goals, short-term objectives, and instructional techniques (through in-class case studies and field-based portfolio). In this way, candidates gain an awareness of progress monitoring techniques assessments and evidence-based published curriculum materials currently used in special education classrooms (through field work experience with AIMSweb). Participants examine a variety of established/proven methods for teaching students with mild/moderate disabilities (through in-class presentations of methods, personal field portfolio, and test) and develop the skills of a critical consumer of educational materials and assessment tools (in-class presentations and discussions). Candidates administer an assessment, evaluate specific student needs, and monitor growth using specific progress monitoring methods from data-based instruction for a student using research-based interventions (field-based portfolio). Review of current legislation as it relates to assessment and interventions is completed in SPED 775 (through class discussions and test) and candidates explore issues of accommodation and modification for assisting students with access to the general curriculum (in-class presentations, test, field-based portfolio).

**SPED 726: Student Teaching Seminar** is for student teachers in the Mild/Moderate Credential Program. The course is designed to offer guidance and support during the
student teaching experience. Participants will analyze Response to Intervention (RTI) and utilize progress monitoring. Class meetings offer a forum for discussion and exchange while focused on issues relevant to teaching in the field and fulfilling the requirements for the Preliminary Credential.

The objectives of this seminar are to facilitate candidates' experience in gaining the expertise and required tools and strategies to implement and facilitate a Response to Intervention (RTI) service delivery model. Collaborating with general education teachers and administrators to work towards creating one effective and efficient educational system is a developing goal of the program. By developing a community of reflective practitioners who can support each other during the student teaching experience, we offer ample opportunity for candidates to demonstrate their understanding of Teaching Performance Expectations (TPEs). In addition, candidates evaluate the student teaching performance in relation to self-selected goal areas using the California Commission on Teacher Credentialing standards prior to, during and following the student teaching experience. This seminar provides the guidance and opportunity to reflect on and modify teaching practices through self-evaluation and joint activities with colleagues, supervisors and cooperating teachers. Candidates develop and implementing effective and meaningful lesson plans for diverse learners with mild/moderate special needs that are culturally responsive and evidence-based.
Section 05:

M/M Standard 3

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

Initial Review by CTC, March, 2012; Preliminary Report of Findings:

Status: Preliminarily Aligned

Mild/Moderate credential candidates begin the credential program in SPED 770: Introduction to Mild/Moderate Disability, where they are introduced to the electronic portfolio system with embedded lesson plan creator. Developed specifically for the mild/moderate program, the ePortfolio enables candidates to efficiently monitor and reflect on their ability to meet CA Standards and TPEs. The lesson plan creator embedded in the ePortfolio, ensures that candidates consider the IEP, student characteristics and behaviors as they plan evidence-based instruction. Candidates enter grade-level and content information to initiate a search of peer-reviewed journal articles in the university library. This feature encourages candidates to search for new evidence-based strategies and interventions. Credential candidates can use the lesson plan creator to plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.

As described in the above descriptions of SPED 775: Advanced Methods and SPED 726: Student Teaching Seminar, credential candidates are provided with ample opportunity to demonstrate and implement a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes. In SPED 775,
candidates practice using student outcome data to systematically adapt and modify instruction and learning environments based on specific learning disabilities and other handicapping conditions. They begin in the university classroom and then implement test administration and progress monitoring at a local after school program under the supervision of the course instructor. In *SPED 763: Transition Planning for Students with Disabilities*, credential candidates learn strategies to facilitate the transition from early childhood educational and related services to services provided in K-12 schools, and to self-determined careers, post-secondary education, and community living for secondary-aged students with disabilities. In *SPED 763*, candidates demonstrate knowledge of the relationship between the individual educational programs (IEPs) and the individualized transition plan. During student teaching and *SPED 726: Student Teaching Seminar*, candidates are provided with additional opportunity to relate IEPs with transition planning through classroom lecture and implementation in the field. Support for Families, a local non-profit that offers information, education, and parent-to-parent support free of charge to families of children with any kind of disability or special health care need in San Francisco, created an IEP and transition workshop for this class.

In *SPED 770: Introduction to Mild/Moderate Disability*, candidates are introduced to a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings through lecture and exploration of the Iris at Peabody Star Legacy Modules on Differentiated Instruction. In *SPED 775: Advanced Methods, SPED 726: Student Teaching Seminar*, and *SPED 730: Student Teaching*, candidates actually demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 05:

M/M Standard 4

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

SPED 774: Positive Behavior Supports addresses the understanding and interpretation of behavior through ecological perspectives. The course includes proactive strategies to prevent occurrence and escalation of problem behaviors, evaluation of behavior problems, and implementation of interventions in the least restrictive environment. Candidates learn to understand and interpret behavior through ecological perspectives. The primary goal of this course is to develop a foundation for understanding behavior challenges of diverse learners and a set of tools for preventing and addressing these challenges. Candidates explore a range of issues, concepts and practices centering on Positive Behavior Supports (PBS) in school communities and other social settings, with a focus on becoming a critical consumer of theories and programs.

Commensurate with the mission of the Graduate College of Education, this course aims to advance the quality of educational experience for all learners, including those with differing abilities, languages, social and cultural backgrounds, by validating the unique potential and perspective of every individual as valued members of their communities.

Candidates are presented with the basic principles, policies and practices of Positive Behavior Support (PBS) and its evolution in the field. They study the nature of challenging behavior from multiple theoretical perspectives (biomedical, behavioral, psychological, developmental, transactional, socio-cultural / ecological systems models). Candidates engage in functional based behavior assessment and the intervention planning process through systematic data collection and analysis utilizing qualitative and quantitative methodologies. They conduct functional behavior assessments by drawing on multiple sources of data and develop behavior intervention
and support plans derived from the functional behavior assessments. Candidates examine individual support practices and interventions to facilitate social competence and positive behavior. They learn classroom support practices and interventions to facilitate social competence and positive behavior. Peer socialization support practices and interventions to facilitate social competence/positive behavior are developed through class discussions and field-based activities.

Through the varied classroom activities and assignments in SPED 774, candidates demonstrate the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment. In SPED 726 and 730, candidates again demonstrate their ability to manage behavior in the classroom and a variety of educational settings. By building family, community and school partnerships, candidates work to facilitate positive behavior supports.

In SPED 774 candidates are introduced to School-wide support systems to facilitate social competence/positive behavior and learn about collaboration with general education teachers, other professionals and school staff to provide effective positive behavior support in a variety of educational settings. To further reinforce the importance of collaboration, mild/moderate candidates with their general education peers receive professional development on collaboration and co-teaching in SPED 726. The general education pre-service teachers are invited to a three-hour class where the instructor utilizes the Access Center’s module on Co-teaching (http://www.k8accesscenter.org/index.php/category/co-teaching/).

Lecture and activities in SPED 774 address self-regulatory strategies for students to cope with difficult or unpredictable situations. They practice designing and teaching self-manage skills through virtual experiences and case students. In SPED 726 and SPED 730 candidates demonstrates the ability to teach self-regulatory strategies for students to cope with difficult or unpredictable situations. Several lectures and two assignments in SPED 774 develop candidates’ abilities to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses. In SPED 726 and 730 candidates demonstrate the ability to work across programs with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:

SECTION 05:

M/M Standard 5

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

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**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS:** Preliminally Aligned

To develop as an effective educator in the area of mathematics, Mild/Moderate candidates take **EED 784: Curriculum and Instruction in Mathematics, grades K-8.** In this course candidates examine the issues that shape and influence mathematics education today. **EED 784** prepares candidates to provide a challenging and inclusive mathematics program for all students. A wide range of pedagogical strategies are modeled and practiced to prepare teachers for academically and linguistically diverse classrooms. The course emphasizes California content standards, as well as the NCTM Principles and the Common Core Content Standards. In this way, the program ensures that candidates demonstrate knowledge of California State Frameworks. Credential candidates examine strategies for teaching and utilizing reading and writing in the content area of mathematics, using technology, and teaching study skills and critical thinking skills to academically and linguistically diverse students. In this way, the program ensure that candidates are prepared to teach the math language skills and concepts needed by students with mild/moderate disabilities in order to access core math and science curriculum content standards. **EED 784** focuses on organizing and managing the classroom to maximize student access to the mathematics curriculum. Practical strategies are emphasized, including using group work, effectively using manipulatives, and planning for individual lessons, units, and an entire course. **EED 784** increases the depth and breadth of candidates understanding of mathematics. **An underlying focus of this course will be on preparing teachers to work in culturally, linguistically, and academically diverse classrooms.** **EED 784** in combination with **SPED...**
(UDL), SPED 772, SPED 775 (field experience), and SPED 730 (student teaching), candidates practice and demonstrate the ability to adapt curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards. This combination of classes ensures that candidates demonstrate the ability to use the above skills to co-teach and collaborate with general education professionals regarding students with IEPs in general education settings.

To develop as an effective educator in the area of literacy Mild/Moderate credential candidates take EED 882: Literacy Instruction in K-12 Classroom. In EED 882, candidates learn about methods and materials for teaching reading/language arts to linguistically and culturally diverse students with an emphasis on developmental strategies for second language learners; classroom organization; assessment; guided experiences in schools for kindergarten through secondary education. The course presents theories and research findings pertaining to reading and language arts. Effective methods, materials and practical classroom applications resulting from these findings will be explored. The course provides credential candidates with a thorough preparation in research-based teaching practices, and evaluation. EED 882 in combination with SPED 770 (UDL), SPED 772, SPED 775 (field experience), and SPED 730 (student teaching), candidates practice and demonstrate the ability to adapt curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards. This combination of classes ensures that candidates demonstrate the ability to use the above skills to co-teach and collaborate with general education professionals regarding students with IEPs in general education settings.

SPED 801: Development, Diversity, and ELL Special Education is designed to help current and prospective special education teachers and other professionals understand how the development of communicative competence may be impacted by different types of disabilities, deafness, and/or cultural and linguistic differences, and what teachers and educational specialists can do to effectively assess and facilitate greater communicative competence. Social interaction and cultural sensitivity are viewed as important facets of language and cognitive development. Candidates have opportunities to dialogue and to explore communicative, cultural, and instructional strategies that effectively facilitate classroom discourse and learning in varied student populations. The combination of the above classes ensures that candidates are prepared to teach skills related to reading, writing, speaking, and language development.

The course work and assignments included in SPED 770, SPED 772, SPED 775, EED 784 and EED 882 provide candidates with the knowledge of best practices in instructional strategies. SPED 726 and SPED 730 ensure that candidates demonstrate knowledge of best practice instructional strategies. The combination of all of the above classes ensures that candidates are prepared to incorporate a variety of instructional strategies (including performing arts activities) to meet individual needs of students with mild/moderate disabilities. The combined coursework and assignments in EED 784 and EED 882 in combination with SPED 770 (UDL) and SPED 730 ensure that candidates...
demonstrate use of supplementary materials that wrap around the core content standards of language arts and mathematics.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 05:

M/M Standard 6

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

**SPED 788: Legal and Ethical & Instructional Practices** is designed to provide an overview of professional, legal and ethical practices related to the provision of meaningful learning opportunities for students with disabilities. Candidates examine the role of law in forming and shaping special education practices; the intersection of public and personal morality in the classroom, the ethical dilemmas and debates that drive much of special education, and the opportunity that exists to develop cooperative, collaborative and effective partnerships between parents, districts and service providers that result in quality education programs for students with disabilities. Through course work and assignments candidates demonstrate skills in case management including legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.

The IEP process is introduced in **SPED 770** and elaborated on in **SPED 775** with lecture and case studies. In **SPED 726** through the workshop on IEP, and in **SPED 730** during student teaching mild/moderate credential candidates demonstrate coordination of the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities.

An important focus of the Mild/Moderate credential program is on preparing student to work within a Response to Intervention (RTI) service delivery model. Our candidates are introduced to RTI in **SPED 770** and go on to learn about progress monitoring in **SPED 772** and **SPED 775**. Because RTI requires collaboration with general education and other service providers, candidates participate in classroom activities and work through case studies in **SPED 772, SPED 775, SPED 788, and SPED 726**. These classes combined with the student teaching experience ensure that candidates demonstrate collaboration, communication and documentation of student needs, services and progress for identified students with mild/moderate disabilities and those in the referral process. (This would include collaboration and communication with Gen Ed teachers, other Sp. Ed service providers, paraprofessionals, community agencies, and parents. The Mild/Moderate credential program ensures that candidates demonstrate skills in
providing consultation, resource information, and materials regarding individuals with exceptional needs to their parents and to staff members through the classroom activities, case studies and field experiences in **SPED 770, SPED 772, SPED 775, SPED 788** and finally in the student teaching experience, **SPED 730** and the **SPED 726** student teaching seminar.

**SPED 775** and **SPED 726** are focused on progress monitoring to inform instruction, response to instruction, and development of the IEP. Candidates have ample opportunity to practice working within a Response to Interventions service delivery model. In **SPED 775**, candidates work in the field to practice monitoring of pupil progress on a regular basis, participation in the review and revision of IEP’s as appropriate, and referral of pupils who do not demonstrate appropriate progress to the IEP team. During student teaching, credential candidates demonstrate in the classroom their ability to monitor pupil progress on a regular basis, effective participation in the review and revision of IEP’s as appropriate, and how to refer pupils who do not demonstrate appropriate progress to the IEP team.

**SPED 763**: Transition Planning for Students with Disabilities (3 Units)
Strategies to facilitate the transition from early childhood educational and related services to services provided in K-12 schools, and to self-determined careers, post-secondary education, and community living for secondary-aged students with disabilities (Addresses Program Standard: 7, Transition & Transition Planning).

**SPED 726 Seminar Student Teaching (3 Units)**
Seminar for student teachers in mild/moderate disabilities, physical and health impairment, and orientation and mobility credential programs. Review planning, guiding, and evaluating experiences during student teaching experience. Includes development of preliminary induction plan.

**SPED 730 Student Teaching: Special Education (9 Units)**
Student teaching field experience in special education setting as required by credential. Units upon advisement. CR/NC grading only. May be repeated if required by credential. (Students who receive a grade of No Credit twice will be subject to declassification from the credential.)
The Mild/Moderate Credential program includes requirements in common core coursework in special and general education, on-going advisory support, access to new math and reading intervention technologies, field-based activities, and a student teaching experience. Over the course of the program candidates will create an online portfolio documenting academic work and student teaching experiences. All courses require a Key Assignment that addresses the Standards of Quality and Effectiveness for Education Specialist Credential Programs and the primary California content standards related to each course. As candidates progress through the program, each key assignment is assessed and added to the electronic portfolio. In addition to the evaluation of each key assignment, the entire portfolio is evaluated for a thorough understanding and demonstration of teaching standards and professional dispositions (see University Supervisor and Cooperating Teacher Handbooks).

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**Comprehensive Evaluations**
Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching and review of portfolio

**Observational Evaluations**
Observational evaluations completed by university instructors during SPED 775 Field Experience and SPED 730 Student Teaching
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EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 06:
Moderate-Severe Disabilities (M/S)

DIRECTIONS FOR READERS

This section of the Program Assessment Report, which focuses on the Education Specialist Credential in Moderate-Severe Disabilities, is divided into four subsections.

Subsection 1 provides a response to each of the credential program standards for the Education Specialist Credential in Moderate-Severe Disabilities.

Subsection 2 provides a brief description of each of the courses comprising the credential program in moderate-severe disabilities and includes a link to the syllabi for each course.

Subsection 3 describes the candidate performance evaluation procedures relevant to the credential program standards.

Subsection 4 describes the candidate performance evaluation procedures relevant to the Teaching Performance Expectations (TPEs)

PROGRAM OVERVIEW

The Education Specialist Credential in Moderate/Severe Disabilities prepares highly qualified teachers using research-based curricula and pedagogy to provide quality educational services to students from culturally and linguistically diverse backgrounds. The program has as its foundation the assumption that educational services for students with disabilities should be implemented in the least restrictive environment; and the goal of those services is to teach skills and arrange educational and social settings to increase the students’ ability to participate fully in school, home, and community environments. Credential candidates in this program must demonstrate their competence in providing quality educational services to students with moderate/severe disabilities using a systematic, data-based approach to instruction and models of curricular adaptation and social belonging. Competencies in interacting effectively with families and in developing IEPs and instructional programs with a transdisciplinary team approach also are essential components of the training program. In addition, the program addresses the need to provide extensive, supervised fieldwork experiences to ensure that teacher candidates are able to apply the knowledge and skills acquired through course content and assignments to the instruction of students with moderate/severe disabilities in inclusive or integrated urban educational settings.

The coursework is designed to provide credential candidates with the knowledge and skills needed to develop competency in all areas addressed by the credential program standards including educational and social/behavioral assessments that involve families
in the assessment process, curriculum development (including standards-based academic curricula in literacy, math, and science), data-based instructional planning, program management, and collaboration with general educators to provide access to general education settings, curriculum, and activities. In addition coursework addresses the development of multi-model communication systems and facilitation of successful communicative exchanges with adults and peers in a variety of natural school and community settings; facilitation of positive social relationships and friendships with schoolmates and, for older students, positive social exchanges with individuals in community settings; and functional assessment and the development of positive behavior interventions and supports. Finally, coursework addresses the instructional and support needs of students with movement, mobility, and sensory disabilities and specialized health care needs; and strategies to facilitate the transition from early childhood educational and related services to services provided in K-12 schools, and the facilitation of self-determined work, post-secondary education, and community living for secondary-aged students with moderate-severe disabilities.

Fieldwork Two semesters of supervised, weekly fieldwork experiences (approximately 84 hours per semester)—in addition to one semester of student teaching—comprise the experiential bases for candidates to apply theoretical constructs, conduct and interpret assessment results, and apply curriculum and instructional strategies in educational settings. The fieldwork sites are inclusive, urban schools in the San Francisco Bay Area that deliver educational services to students with disabilities in general education classrooms. All schools used as training sites have programs that meet research-based evaluation criteria for programs serving students with moderate/severe disabilities in the areas of (a) program management, (b) integration opportunities, (c) curricula development and implementation, (d) social and communication supports, (e) staff training, (f) collaboration with general educators, (g) ability awareness activities, and (h) membership in and contributions to the school community. Master Teachers are highly competent graduates of the credential program in moderate-severe disabilities at SFSU or programs at other universities that share a common educational philosophy, curricula, and pedagogy. A university supervisor visits the site six times during the semester to provide mentoring to individual teacher candidates and to evaluate student performance. All university supervisors have served as Master Teachers and, therefore, have not only considerable teaching experience, but also experience mentoring credential candidates. Master teachers meet with the teacher candidate(s) placed with them for at least 30 minutes during each day of practicum to answer questions about their experiences at the site, to guide them in completing their coursework assignments related to assessment and instruction of students at the fieldwork site, and to discuss issues related to effective educational practices. In addition, they collaborate with the supervisors to complete the formal student evaluations conducted at midterm and at the end of the semester.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 06:

Moderate-Severe Disabilities (M/S)

SUBSECTION A: RESPONSE TO THE CREDENTIAL PROGRAM STANDARDS

M/S Standard 1

Learning Characteristics of Individuals with Moderate/Severe Disabilities. The program provides opportunities for each candidate to demonstrate knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, 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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

The program ensures that candidates have knowledge of the learning characteristics of, and associated educational and social implications for, students with moderate to severe intellectual disabilities, physical and other health impairments, traumatic brain injury, deaf-blindness and multiple disabilities, emotional disturbance, and autism spectrum disorders. Information is presented across multiple credential program courses; and multiple course assignments require the candidates to build into all educational activities curricular modifications and adaptations and instructional modifications that enable students with a wide range of learning characteristics to access the lessons, express what they know, and remain actively engaged in instructional activities.

SPED 747, Physical Disabilities and Sensory Impairments: Implications and Management, candidates learn about the general characteristics, causes, and treatment of major physical, health, and sensory impairments—as well as the implications for instruction and design of educational contexts associated with the learning characteristics of students who experience these disabilities. Candidate competency in these areas is evaluated through completion of three tests assessing level of knowledge.

SPED 791, Nature of Autism Spectrum Disorders, provides a foundation in the education of diverse learners with autism spectrum disorders. The focus is on understanding and addressing the unique and complex challenges people on the autism
spectrum face in their learning, development and sociocultural experiences. The course offers a cross-disciplinary perspective drawing from a variety of sources in the field including child development/psychology, speech, language and communication, occupational therapy, socio-cultural anthropology, medical/biological as well as education. Session highlights include historical and theoretical underpinnings; etiology; definitions; characteristics; developmental and learning profiles; assessment frameworks and procedures; current and emerging practices; and individualized educational supports and service delivery models. Candidates demonstrate their knowledge and ability to translate that knowledge into effective educational practices by completing a case study for a student at their fieldwork site that draws on formal and informal assessment outcomes and by identifying educational goals based on assessment outcomes that are addressed through evidence-based interventions.

**SPED 787, Advanced Assessment and Instructional Design for Students With Moderate/Severe Disabilities**, addresses issues and effective practices to support the movement, mobility, and sensory needs of learners with sensory and/or physical disabilities and deaf-blindness, as well as effective collaborative practices to promote a transdisciplinary approach to the provision of educational services to students who have these needs. A relevant course project, completed in fieldwork settings, is the development of long-range academic plans with adaptations and modifications for students who experience multiple disabilities so that they can fully access the instruction.

**SPED 789, Advanced Environmental Design for Students with Moderate/Severe Disabilities**, focuses on the development of augmentative and alternative communication (AAC) systems for students who are nonverbal or who have limited speech and language. AAC systems include adaptations to accommodate for students with sensory and physical disabilities. Instructional strategies and the development of instructional programs to teach intentional communication—including expression of wants and needs, choice-making, conversational exchanges (especially with peers), and communicative responses required for participation in academic curricular activities—are reviewed in class. Candidate competency in AAC assessment, the design of appropriate AAC systems, and instruction of high priority communication goals is evaluated through completion of a Communication Project (Part 1: Assessment; Part 2: Design of a Multi-Modal AAC Communication System; and Part 3: Communication Instructional Plan).
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 06:
Moderate-Severe Disabilities (M/S)

M/S Standard 2

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

SPED 789 and SPED 745 provide content and fieldwork experiences related to assessment, instruction, and contextual arrangements that promote effective communicative interactions and the development of positive social relationships for students with moderate-severe disabilities. *SPED 789, Advanced Environmental Design for Students with Moderate/Severe Disabilities*, provides information, assessment procedures and tools, and support to credential candidates to develop (a) their ability to implement relevant, culturally sensitive assessment procedures (in collaboration with the students’ parents and relevant related service personnel) to identify effective communication systems and instructional objectives for verbal and nonverbal students with moderate to severe disabilities; (b) their ability to teach communication skills at naturally occurring opportunities for interactions across a variety of school and community settings; and (c) their knowledge of augmentative and alternative communication (AAC) systems (presymbolic, symbolic, low-tech and high-tech) and the ability to design individualized AAC systems for students with moderate to severe disabilities. The lectures and readings for this course present cutting-edge curriculum, instructional strategies, and research information from leading theorists, clinicians, and researchers in the field of AAC and moderate/severe disabilities. Course assignments include completion of a Communication Project (Part 1: Assessment; Part 2: Design of a Multi-Modal AAC Communication System; and Part 3: Communication Instructional Plan) that requires candidates to implement a variety of “natural-context” assessments to design, in collaboration with relevant educational team members (e.g., general and special education teachers, speech and language therapists, parents), a multi-model...
communication system that will support the target student with disabilities in expressing wants and needs, making choices, participating in conversations, accessing the academic curriculum, and developing positive social relationships with peers. The candidates also identify through their assessment activities a high priority communication goal for the targeted student, develop an instructional plan to teach the designated skills, implement instruction over the course of the semester with a student at their fieldwork site, and evaluate student progress using systematic data collection procedures.

*SPED 745, Environmental Design for Students with Moderate/Severe Disabilities,* addresses competencies related to the development of educational contexts that support the social inclusion of diverse groups of learners, including students with moderate-severe disabilities. A number of strategies for promoting positive student-student communication and social interactions are reviewed in the course—including developing “circles of friends” and ability awareness activities, and strategies to facilitate and support positive social interactions between students with moderate-severe disabilities and general education peers. Course projects, completed in fieldwork settings, include an Accessing Inclusive Settings assignment that requires the candidate to plan and implement a set of procedures designed to increase the social inclusion of the focus students with disabilities and a Best Practices Reflections assignment that includes observation and evaluation of the opportunities and supports provided for communication and social interaction.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 06:
Moderate-Severe Disabilities (M/S)

M/S Standard 3

Developing Social Interaction Skills and Facilitating Social Context. Each candidate collaborates with others to facilitate each student’s ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

SPED 745 and SPED 789 provide content and fieldwork experiences related to the collaborative process for facilitating positive relationships between students with moderate-severe disabilities and their general education peers. SPED 745, Environmental Design for Students with Moderate/Severe Disabilities, provides an in-depth review of a number of strategies for promoting the development of positive social relationships for students with moderate-severe disabilities including implementing “circles of friends” and ability awareness activities, and implementing a set of evidence-based strategies to facilitate positive social interactions. The social support strategies reviewed fall into three categories: (a) providing information to peers that will assist them in developing positive social relationships with their schoolmates; (b) identifying and using interactive media as the basis for reciprocal, social interactions, and (c) arranging interactive activities and facilitating positive social interactions. In addition SPED 745 addresses competencies related to the development of educational contexts that support the social inclusion of diverse groups of learners, including students with moderate-severe disabilities. Course projects, completed in fieldwork settings, include an Accessing Inclusive Settings assignment that requires the candidate to plan and implement a set of procedures designed to increase the social inclusion of the focus students with disabilities and a Best Practices Reflections assignment that includes observation and evaluation of the opportunities and supports provided for communication and social interaction.

As described in the response to Standard 2, SPED 789, Advanced Environmental Design for Students with Moderate/Severe Disabilities, provides content and fieldwork experiences to develop the credential candidates’ ability to teach communication skills and facilitate communicative exchanges during naturally occurring opportunities for interactions across a variety of school and community settings. Emphasis is placed on the identification of student-to-student interactions as a high priority educational goal.
and the importance of supporting student-to-student communicative exchanges that include greetings, social comments, and conversation turn taking in a variety of natural settings. Evidence-based strategies for assessing and teaching social/communicative behaviors are reviewed; and the ability of the candidate to implement these assessment and instructional practices is evaluated through completion of the Communication Project (Part 1: Assessment; Part 2: Design of a Multi-Modal AAC Communication System; and Part 3: Communication Instructional Plan).
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 06:
Moderate-Severe Disabilities (M/S)

M/S/ Standard 4

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Prelimarily Aligned

SPED 773, SPED 787, SPED 789, SPED 745, SPED 763, E ED 882, E ED 784, and SPED 723/730 provide content and fieldwork experiences related to assessment, program planning, and instruction for students with moderate-severe disabilities. SPED 773, Instructional Design for Students With Moderate/Severe Disabilities, focuses on assessment and curriculum development, systematic instructional strategies, and the design and implementation of instructional plans. Candidates are required to conduct ecological and activity-based assessments with targeted students at their practicum sites across classroom, school, and community settings to identify high priority educational goals; develop instructional plans to teach the skills addressed by the goals using research-based instructional procedures; and implement the instructional programs with needed adaptations and modifications in motivating instructional contexts while collecting student progress data. The instructional plans are responsive to the unique needs of the students because they are based on student- and family-centered assessments. In addition they are designed for students at the candidates’ practicum sites; therefore, their development is guided by input from the Master Teachers and university supervisors; and student progress data are used by the candidate, with input from the university supervisor, to guide the revision of the instructional plan to maximize learning.
SPED 787. Advanced Assessment and Instructional Design for Students With Moderate/Severe Disabilities, emphasizes strategies for assessment and instruction for students who experience sensory and multiple disabilities. Candidates develop and implement long-range academic plans that include adaptations and modifications that enable the students to fully participate in the lesson while working at their current progress level.

SPED 789. Advanced Environmental Design for Students With Moderate/Severe Disabilities, focuses on assessment and intervention in the areas of communicative competence and positive behavioral supports. The first major course assignment is the communication project that requires candidates to implement a variety of “natural context” assessments to design, in collaboration with relevant educational team members (e.g., general and special education teachers and parents), a multi-model communication system that will support the student with disabilities in expressing wants and needs, making choices, participating in conversations, accessing the academic curriculum, and developing positive social relationships and friendships. The candidates also identify through their assessment activities a high priority communication goal for the targeted student, develop an instructional plan to teach the designated skills, implement instruction over the course of the semester, and evaluate student progress using systematic data collection procedures. Assessment and instructional activities are completed under the guidance of their Master Teachers and university supervisors.

The second major course project requires that the candidates, in the context of their practicum site and under the guidance of their Master Teachers and university supervisors, address the needs of a student who exhibits challenging behaviors by conducting a comprehensive functional assessment and designing and implementing (in collaboration with members of the educational team, including the student’s parents) a multi-component, positive behavior intervention and support plan to address the targeted inappropriate behavior(s) in the context of acknowledging the “functions” that the behavior(s) serve for the student.

SPED 745. Environmental Design for Students with Moderate/Severe Disabilities, addresses competencies related to the development of educational contexts and collaborative teaming models and processes that support the social inclusion and academic success of diverse groups of learners. One course project, the Quality Indicators assignment, requires candidates to reflect on, among other things, the quality of the curriculum developed for students at their fieldwork sites as it relates to a set of research-based curricular standards.

SPED 763. Transition Planning for Students with Disabilities, emphasizes a person-centered and strengths-based focus across course assignments related to assessment, program planning, and instruction—including the development of a Person-Centered Plan; Student-Led IEP; creation of a Student Personal Portfolio; and the creation of a Transition Plan that is developed by and given to all team members: the student, family, existing teacher, and the receiving teacher/agency. Each project is individualized,
builds on the strengths of the student, centers around planning with, not for, the student; and the materials and process is student-friendly. The student is mentored to have a voice, give input, tell their stories of success, and fully participate in all activities that help meet their goals.

**E ED 882, Literacy Instruction in K-12 Classrooms**, addresses methods and materials for teaching reading/language arts to linguistically and culturally diverse students with an emphasis on developmental strategies for second language learners; classroom organization; assessment; and guided experiences in schools for kindergarten through secondary education. The course presents theories and research findings pertaining to reading and language arts. Effective methods, materials, and practical classroom applications resulting from these findings are explored. Candidates complete three literacy assessments at fieldwork sites, one of which is a Running Record. Others may assess phonics, phonemic awareness, vocabulary, and comprehension skills. In addition candidates design and implement three reading/language arts lessons to teach to a small group of 4-6 students that address shared reading, shared writing, reading aloud, or interactive writing activities. **E ED 882**, in combination with **SPED 773, SPED 787, SPED 789, SPED 745, SPED 723/730**, prepares candidates to develop standards-based literacy curricula that are adapted to ensure that students with moderate-severe disabilities can fully access the lessons and activities.

**E ED 784, Curriculum and Instruction in Mathematics**, prepares candidates to provide a challenging and inclusive mathematics program for all students. A wide range of pedagogical strategies are modeled and practiced to prepare teachers for academically and linguistically diverse classrooms. The course emphasizes California content standards, as well as the NCTM Principles and the National Common Core Content Standards. Credential candidates examine strategies for teaching and utilizing reading and writing in the content area of mathematics, using technology, and teaching study skills and critical thinking skills to academically and linguistically diverse students. Assignments completed in fieldwork sites include the development, implementation, and evaluation of mathematics lesson plans, including documentation of student progress and adaptations and modifications to increase the accessibility of the lesson to students with disabilities and students who are English language learners. **E ED 784**, in combination with **SPED 773, SPED 787, SPED 789, SPED 745, SPED 723/730**, prepares candidates to develop standards-based mathematics curricula that are adapted to ensure that students with moderate-severe disabilities can fully access the lessons and activities.

**SPED 723, Student Teaching Seminar**, and **SPED 730, Student Teaching**, provide candidates with a forum for reviewing and “practicing” effective educational practices related to curriculum development and implementation with mentoring from a Master Teacher and university supervisor. Related assignments include assessment and development of instructional plans and opportunities to share candidate-generated curricular materials and adaptations.
**Student Progress Data Files:** In an effort to ensure that all of our graduates have the skills that they need to put in place a practical system to document the progress that students are making on all IEP goals (as mandated by IDEA), we have developed the Student Progress Data Files assignment to be completed across the three semesters of core methods coursework and fieldwork. Formats for documenting student progress can include, for example, data sheets with a system of “+s” and “-s” for behaviors taught, folders of student work (dated and with a brief description of student progress as exemplified in the work), curriculum-provided assessments, curriculum-based, teacher-made assessments, and written narratives describing student progress. Student portfolios are updated each week. During the first semester of “core methods” coursework, two Student Progress Data Files are developed by candidates teaching with an intern credential for students on their caseload (one for candidates placed with a Master Teacher). During the second semester, candidates teaching with an intern credential complete four additional Student Progress Data Files for their students (one for candidates placed with a Master teacher); and during the semester of student teaching, candidates teaching with an intern credential complete Student Progress Data Files for the remaining students on their caseload (one for candidates placed with a Master teacher).
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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

SPED 747, SPED 787, and SPED 789 provide content and fieldwork experiences related to movement, mobility, sensory, and specialized health care needs of students with moderate-severe disabilities. In SPED 747, Physical Disabilities and Sensory Impairments: Implications and Management, candidates learn about the general characteristics, causes, and treatment of major physical, health, and sensory impairments—as well as the implications for instruction and design of educational contexts. In addition the social, educational, philosophical, and legal issues related to the education of students with physical and health impairments are discussed. Finally the course reviews specialized health care procedures including catheterization, suctioning, emergency procedures, regulations governing provision of these services, and the services offered by specialized health care specialists. Candidate competency in these areas is evaluated through completion of three tests assessing level of knowledge.

SPED 787, Advanced Assessment and Instructional Design for Students With Moderate/Severe Disabilities, addresses issues and effective practices to support the movement, mobility, and sensory needs of learners with sensory and/or physical disabilities and deaf-blindness, as well as effective collaborative practices to promote a transdisciplinary approach to the provision of educational services to students who have
these needs. A relevant course project, completed in fieldwork settings, is the development of long-range academic plans with adaptations and modifications for students who experience multiple disabilities so that they can fully access the instruction.

**SPED 789, Advanced Environmental Design for Students with Moderate/Severe Disabilities**, focuses on the development of augmentative and alternative communication (AAC) systems for students who are nonverbal or who have limited speech and language. AAC systems include adaptations to accommodate for students with sensory and physical disabilities. Instructional strategies and the development of instructional programs to teach intentional communication—including expression of wants and needs, choice-making, conversational exchanges (especially with peers), and communicative responses required for participation in academic curricular activities—are reviewed in class. Candidate competency in AAC assessment, the design of appropriate AAC systems, and instruction of high priority communication goals is evaluated through completion of a Communication Project (Part 1: Assessment; Part 2: Design of a Multi-Modal AAC Communication System; and Part 3: Communication Instructional Plan).
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 06:

Moderate-Severe Disabilities (M/S)

M/S Standard 6

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

SPED 789, Advanced Environmental Design for Students with Moderate-Severe Disabilities, provides information, assessment procedures and tools, and support to credential candidates to develop their competencies in conducting a functional assessment to identify maintaining variables and functions of problem behaviors exhibited by a target student with moderate-severe disabilities at their fieldwork site, and to develop their competencies in implementing and evaluating comprehensive positive behavior intervention and support plans (PBIS plans) based on the outcomes of the functional assessment. The PBIS plans, which are developed by candidates using an educational team (including parents) collaboration process, describe strategies for the instruction of alternative behaviors, environmental changes, the instruction of self-regulatory behaviors, and reinforcement procedures. The completed plans are implemented at the fieldwork site; and student progress on targeted behavior goals is documented using one the practical student progress data systems presented in class. Finally, SPED 789 addresses (a) school wide systems of positive behavior interventions and supports--including the historical and theoretical influences, defining practices, and implementation guidelines; and (b) the regulations in the California Code of Regulations, Title 5, that govern the implementation of behavior interventions for California students with disabilities.

SPED 730, Student Teaching, provides additional opportunities for the candidates to conduct functional assessments and, with other members of the educational team, design and implement comprehensive, positive behavioral intervention plans with support from their University Supervisor.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 06:

Moderate-Severe Disabilities (M/S)

M/S Standard 7

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

**SPED 763, Transition Planning for Students With Disabilities,** focuses on strategies to facilitate the transition from early childhood educational and related services to services provided in K-12 schools, and facilitation of self-determined careers, post-secondary education, and community living for secondary-aged students with disabilities. Particular emphasis is placed on the process for and issues surrounding the following topics: designing a comprehensive educational and transition program at each transitional stage; addressing the logistical issues involved in teaching living and work skills in community settings; ensuring partial participation in such settings through adaptations; securing, developing, and maintaining inclusive community employment sites; and effective support staff management. The course provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan through completion of a Transition Portfolio assignment. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students while completing this project. In addition each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills through completion of a Student-Led IEP assignment, a Person-Centered Planning assignment, and a Student Personal Portfolio assignment.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 06:

Moderate-Severe Disabilities (M/S)

M/S Standard 8

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

SPED 789, Advanced Environmental Design for Students with Moderate/Severe Disabilities, provides content and fieldwork experiences related to the development of an appropriate multi-modal AAC system for students with moderate-severe disabilities--including students with physical/orthopedic disabilities, other health impairments, deaf/blindness, and multiple disabilities. Information, assessment procedures and tools, and support is given to credential candidates to develop their (a) ability to implement relevant, culturally sensitive assessment strategies (in collaboration with the students' parents and relevant related service personnel) to identify AAC systems appropriate for the student’s current level of symbol understanding and use and instructional objectives for verbal and nonverbal students with moderate to severe disabilities; (b) knowledge of augmentative and alternative communication systems (presymbolic, symbolic, low-tech and high-tech) and the ability to design individualized AAC systems for students with moderate to severe disabilities that address their current level of symbol understanding and use, and (c) ability to teach students to communicate with peers and adults using AAC during naturally occurring opportunities for interactions across a variety of school and community settings. The lectures and readings for this course present cutting-edge curriculum, instructional strategies, and research information from leading theorists, clinicians, and researchers in the field of AAC and moderate/severe disabilities. Course assignments include completion of a Communication Project that requires candidates to implement a variety of “natural-context” assessments to design, in collaboration with relevant educational team members (e.g., general and special education teachers,
speech and language therapists, parents), a multi-model, AAC communication system that will support the target student with disabilities in expressing wants and needs, making choices, participating in conversations, accessing the academic curriculum, and developing positive social relationships with peers. In addition the candidates identify through their assessment activities a high priority communication goal for the targeted student, develop an instructional plan to teach the designated skills, implement instruction over the course of the semester in their fieldwork site, and evaluate student progress using systematic data collection procedures.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 06:

Moderate-Severe Disabilities (M/S)

SUBSECTION B: COURSE DESCRIPTIONS AND LINKS TO COURSE SYLLABI

DIRECTIONS FOR READERS

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

The table below lists the courses that comprise the Preliminary Education Specialist Credential in Moderate-Severe Disabilities. Following the table are brief course descriptions with links to the syllabi for each course.

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Category 2: General Education Requirements

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Category 4: Student Teaching

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<td>SPED 723</td>
<td>Student Teaching Seminar</td>
</tr>
<tr>
<td>SPED 730</td>
<td>Student Teaching</td>
</tr>
</tbody>
</table>

Brief Course Descriptions and Syllabi Links
**Categories 1 and 2: Shared Courses**

**SPED 788: Law, Ethics, and Instructional Planning**
This course examines the legal foundations and requirements for providing public educational services to students with disabilities, including collaboration with parents and professionals, individualized education and family support plans, technology and universal design, response to intervention, and issues related to post-secondary transition.

**SPED 801: Development, Diversity, and English-Language Learners**
This course provides a foundation in typical and atypical development, the interaction between diverse cultures, races, and disability within the context of changing state and national demographics, and implications of disability for students who are English-language learners.

**SPED 763: Transition Planning for Students with Disabilities**
This course reviews strategies to facilitate the transition from early childhood educational and related services to services provided in K-12 schools, and facilitation of self-determined work, post-secondary education, and community living for secondary-aged students with disabilities.

**E ED 784: Curriculum and Instruction in Mathematics (CLAD Emphasis)**
This course provides a foundation in methods and materials for teaching mathematics to linguistically and culturally diverse elementary school students. It includes a review of standards-based mathematics curricular content, classroom organization, assessment, and guided experiences in schools.

**E ED 882: Literacy Instruction in K-12 Classrooms (CLAD Emphasis)**
This course provides methods, materials, and assessment for teaching reading/language arts to linguistically and culturally diverse students in grades K-12; linguistic and print concepts; reading comprehension; developmental strategies; and guided experiences in schools.

**SPED 747: Physical, Health and Sensory Disabilities: Implications and Management**
This course addresses the general characteristics, causes, and treatment of major physical, health, and sensory impairments—as well as the implications for instruction and design of educational contexts. In addition the social, educational, philosophical, and legal issues related to the education of students with physical and health impairments are discussed. Finally the course reviews specialized health care procedures.

**SPED 791: Nature of Autism Spectrum Disorders**
This course addresses the education of diverse learners with autism spectrum disorders including historical and theoretical foundations, etiology, definitions, characteristics,
developmental and learning profiles, assessment frameworks and procedures, current and emerging practices, and individualized educational supports and service delivery models.

Elementary School Health (upon advisement)
This course examines the research related to personal, family, and community health for children and youth including issues related to alcohol, tobacco, and drugs-use and venereal disease. In addition it examines health practices and procedures related to health problems, emergency care, school lunch, safety, and the environment.

OR

Secondary School Health (upon advisement)
This course examines school health programs and the teacher's role in and responsibilities toward the promotion and maintenance of the health of secondary school students through health services, environment, and comprehensive health education.

Categories 3 and 4: Courses Specific to the Moderate/Severe Disabilities Credential Program

**SPED 745: Environmental Design for Students with Moderate/Severe Disabilities**
This course examines the characteristics of effective inclusive and integrated educational programs and community-based instruction; social inclusion and friendships as integral components of effective schooling; development of natural peer supports and peer tutoring programs, as well as diversity and ability awareness curricula; strategies to promote the integration of staff and students in general education settings; and development of effective collaborative teaming processes that include educational team members and parents.

**SPED 773: Methods of Assessment and Instruction for Students with Moderate/Severe Disabilities**
This course reviews the ecological assessment process and student and family-centered, culturally responsive assessment activities; activity-based assessments that include identification of opportunities for partial participation and instruction and the development of curricular adaptations and modifications; general education standards-referenced instruction; research-based, general education reading and math curricula appropriate for students who are learning that symbols have meaning, students who currently communicate with concrete symbols, and students who understand and communicate with abstract symbols; development of curricular, instructional and materials modifications and adaptations to promote students’ access to academic curriculum; analysis of instructional opportunities according to the principles of contemporary applied behavior analysis and strategies to provide systematic, motivating instruction; and development of instructional programs and systems for monitoring student progress.

**SPED 787: Advanced Assessment and Instructional Design**
This course examines the inclusive educational design process with primary instruction occurring in general education classrooms, other integrated school settings, and the community; strategies to build collaborative working relationships with other educators, related service providers, support staff, and families; instructional assistant training and management plans; effective educational practices for students with sensory and physical disabilities within the context of participation in functional, integrated activities; and components of an effective sexuality education curriculum and resources to design such a curriculum specific to individual student needs.

**SPED 789: Advanced Environmental Design**
This course reviews relevant and culturally sensitive assessment strategies to identify effective communication systems and high priority communication goals for verbal and nonverbal students with moderate to severe disabilities; augmentative and alternative communication systems for students who are learning that symbols have meaning, students who currently communicate with concrete symbols, and students who understand and communicate with abstract symbols; instructional strategies to teach communication skills during naturally occurring opportunities within a variety of school and community settings; functional assessment of problem behaviors and the development of comprehensive, positive behavior intervention plans; and school wide positive behavior intervention and supports.

**SPED 821 (taken twice): Fieldwork: Moderate/Severe Disabilities**
SPED 821 is taken concurrently with SPED 745 and 773 and with SPED 787 and 789 and is embedded in those courses. All course assignments are completed at fieldwork sites with input and feedback from Master Teachers and university supervisors. The evaluation of teaching performance at fieldwork sites accounts for 40% of the grades for SPED 745 and 773 and for SPED 787 and 789.

**SPED 723 and SPED 730: Student Teaching Seminar and Student Teaching Fieldwork**
The student teaching seminar and fieldwork is the culminating experience in the Moderate/Severe Disabilities Credential Program. As such, it is expected that each student teacher will demonstrate proficiency in all aspects of teaching students with moderate to severe disabilities including assessment, instructional technology, the development and implementation of academic and functional curricula, implementation of social and behavioral supports, program management, general and special education collaborative teaming, and the development of parent partnerships. Candidates not employed on an Intern Credential complete eight weeks of student teaching (4 days per week) with a Master Teacher in an inclusive educational setting. Candidates teaching with an intern credential complete student teaching in the site where they are employed.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 06:

Moderate-Severe Disabilities (M/S)

SUBSECTION C: CANDIDATE PERFORMANCE EVALUATION PROCEDURES RELEVANT TO PROGRAM STANDARDS

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

DIRECTIONS FOR READERS

This subsection describes the candidate performance evaluation procedures relevant to each of the standards for the Education Specialist Teaching Credential in Moderate-Severe Disabilities and provides links to the assignments and evaluation tools used.

Evaluation Procedures and Evaluation Tools

Comprehensive evaluations of candidates’ teaching performance during the two semesters of practica and student teaching are completed jointly by the candidates’ Master Teacher and university supervisor. Evaluation areas addressed during the first semester of practica include professional behavior; the facilitator/support role in promoting student engagement and participation in the school community; classroom management; educational program development; systematic instruction; progress monitoring; and self-evaluation (see Semester I Evaluation Form). Evaluation areas addressed during the second semester of fieldwork for candidates placed with Master Teachers include professional behavior; the facilitator/support role; instruction and curriculum development; management and staff training; evaluation of student progress; and collaboration with general educators (see Semester 2 Evaluation Form: Placed with Master Teachers). Evaluation areas addressed for candidates teaching with an Intern Credential include professional behavior; scheduling to structure curriculum and instruction; instruction; curriculum development; inclusion/mainstreaming support role; management and staff training; evaluation of student progress; and collaboration with general educators (see Semester 2 Evaluation Form: Interns). Evaluation areas addressed during student teaching include professional behavior; scheduling; curriculum and instruction; inclusion/mainstreaming support role; social interaction with peers; collaboration with general education, school staff, and the community; staff training; program management; and self-evaluation (see Student Teaching Evaluation Form).

In addition observational evaluations of teaching performance are completed during fieldwork site visits by the university supervisor. Supervisors observe candidates’ teaching performance for a period of approximately 40-minutes. Following the
observation, supervisors review with the candidates their observational notes that highlight areas of competence as well as areas that require additional development. The candidates and supervisors then select two to four areas that the candidates will focus on before the supervisors’ next site visit, as well as specific activities to address each of the areas.

Finally, course assignments implemented in fieldwork settings are used to evaluate knowledge and skills associated with each of the credential program standards.

The table below identifies comprehensive evaluations, observational evaluations, and course assignments that address each of the program standards for Credential Programs in Moderate-Severe Disabilities.

<table>
<thead>
<tr>
<th>Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities</th>
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<td><strong>Observational Evaluations</strong></td>
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</tbody>
</table>
| **Assignments** | a. Long-Range Academic Plans (SPED 773; SPED 787)  
 b. Communication Project (SPED 789) |

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<thead>
<tr>
<th>Standard 2: Communication Skills</th>
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</table>
| **Assignments** | a. Communication Project (SPED 789)  
 b. Accessing Inclusive Settings (SPED 745)  
 c. Best Practices Reflections (SPED 745) |

<table>
<thead>
<tr>
<th>Standard 3: Developing Social Interaction Skills and Facilitating Social Context</th>
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<tbody>
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| **Assignments** | a. Accessing Inclusive Settings (SPED 745)  
 b. Best Practices Reflections (SPED 745)  
 c. Communication Project (SPED 789) |

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<tr>
<th>Standard 4: Assessment, Program Planning, and Instruction</th>
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<tr>
<td><strong>Observational Evaluations</strong></td>
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</tr>
<tr>
<td>Standard 5: Movement, Mobility, Sensory, and Specialized Health Care</td>
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</tbody>
</table>
| **Assignments** | a. Instructional Plans (SPED 773; SPED 789)  
   b. Long-Range Academic Plans (SPED 773; SPED 787)  
   c. Communication Project (SPED 789)  
   d. Functional Assessment (SPED 789)  
   e. Positive Behavior Intervention and Support Plan (SPED 789)  
   f. Quality Indicators (SPED 745)  
   g. Person-Centered Plan (SPED 763)  
   h. Student Personal Portfolio (SPED 763)  
   i. Transition Plan (SPED 763)  
   j. Student-Led IEP Meeting (SPED 763)  
   k. Student Progress Data Files (SPED 773; SPED 787; SPED 723) |
| **Comprehensive Evaluations** | Fieldwork evaluations completed by university supervisors and Master Teachers during each of the 2 semesters of practica and student teaching |
| **Observational Evaluations** | Observational evaluations completed by university supervisors during fieldwork site visits |

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<thead>
<tr>
<th>Standard 6: Positive Behavioral Support</th>
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</table>
| **Assignments** | a. Long-Range Academic Plans (SPED 773; SPED 787)  
   b. Communication Project (SPED 789) |
| **Comprehensive Evaluations** | Fieldwork evaluations completed by university supervisors and Master Teachers during each of the 2 semesters of practica and student teaching |
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<thead>
<tr>
<th>Standard 7: Transition and Transitional Planning</th>
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</table>
| **Assignments** | a. Student Personal Portfolio (SPED 763)  
   b. Transition Plan (SPED 763)  
   c. Student-Led IEP Meeting (SPED 763)  
   d. Person-Centered Plan (SPED 763) |
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| **Observational Evaluations** | Observational evaluations completed by university supervisors during fieldwork site visits |

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<thead>
<tr>
<th>Standard 8: Augmentative and Alternative Communication</th>
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<tbody>
<tr>
<td><strong>Assignments</strong></td>
<td>a. Communication Project (SPED 789)</td>
</tr>
<tr>
<td><strong>Comprehensive Evaluations</strong></td>
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</table>
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 06:

Moderate-Severe Disabilities (M/S)

SUBSECTION D: CANDIDATE PERFORMANCE EVALUATION PROCEDURES RELEVANT TO TEACHING PERFORMANCE EXPECTATIONS (TPEs)

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

DIRECTIONS FOR READERS

This subsection describes candidate performance evaluation procedures relevant to each of the Teaching Performance Expectations (TPEs) and provides links to the assignments and evaluation tools used.

Evaluation Procedures and Evaluation Tools

*Comprehensive evaluations* of candidates' teaching performance during the two semesters of practica and student teaching are completed jointly by the candidates’ Master Teacher and university supervisor. Evaluation areas addressed during the first semester of practica include professional behavior; the facilitator/support role in promoting student engagement and participation in the school community; classroom management; educational program development; systematic instruction; progress monitoring; and self-evaluation (see *Semester 1 Evaluation Form*). Evaluation areas addressed during the second semester of fieldwork for candidates placed with Master Teachers include professional behavior; the facilitator/support role; instruction and curriculum development; management and staff training; evaluation of student progress; and collaboration with general educators (see *Semester 2 Evaluation Form: Placed with Master Teachers*). Evaluation areas addressed for candidates teaching with an Intern Credential include professional behavior; scheduling to structure curriculum and instruction; instruction; curriculum development; inclusion/mainstreaming support role; management and staff training; evaluation of student progress; and collaboration with general educators (see *Semester 2 Evaluation Form: Interns*). Evaluation areas addressed during student teaching include professional behavior; scheduling; curriculum and instruction; inclusion/mainstreaming support role; social interaction with peers; collaboration with general education, school staff, and the community; staff training; program management; and self-evaluation (see *Student Teaching Evaluation Form*).

In addition *observational evaluations* of teaching performance are completed during fieldwork site visits by the university supervisor. Supervisors observe candidates’
teaching performance for a period of approximately 40-minutes. Following the observation, supervisors review with the candidates their observational notes that highlight areas of competence as well as areas that require additional development. The candidates and supervisors then select two to four areas that the candidates will focus on before the supervisors’ next site visit, as well as specific activities to address each of the areas.

Finally, course assignments implemented in fieldwork settings are used to evaluate knowledge and skills associated with each of the credential program standards.

The table below identifies comprehensive evaluations, observational evaluations, and course assignments that address each of the program standards for Credential Programs in Moderate-Severe Disabilities.

<table>
<thead>
<tr>
<th>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</th>
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<tbody>
<tr>
<td><strong>Comprehensive Evaluations</strong></td>
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</table>
| **Assignments** | a. Instructional Plans (SPED 773; SPED 789)  
 b. Long-Range Academic Plans (SPED 773; SPED 787)  
 c. Communication Project (SPED 789) |

<table>
<thead>
<tr>
<th>TPE 2: Monitoring Student Learning During Instruction</th>
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<tbody>
<tr>
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| **Assignments** | a. Instructional Plans (SPED 773; SPED 789)  
 b. Long-Range Academic Plans (SPED 773; SPED 787)  
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<thead>
<tr>
<th>TPE 3: Interpretation and Use of Assessments</th>
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<tbody>
<tr>
<td><strong>Comprehensive Evaluations</strong></td>
<td>Fieldwork evaluations completed by university supervisors and Master Teachers during each of the 2 semesters of practica and student teaching</td>
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</table>
| **Assignments** | a. Instructional Plans (SPED 773; SPED 789)  
 b. Long-Range Academic Plans (SPED 773; SPED 787)  
 c. Communication Project (SPED 789)  
 d. Functional Assessment (SPED 789)  
 e. Student Progress Data Files (SPED 773; SPED 787; SPED 723) |

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<thead>
<tr>
<th>TPE 4: Making Content Assessable</th>
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<tr>
<td><strong>Comprehensive Evaluations</strong></td>
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</tr>
<tr>
<td><strong>Assignments</strong></td>
<td>a. Long-Range Academic Plans (SPED 787)</td>
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<tr>
<th>TPE 5: Student Engagement</th>
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<td><strong>Comprehensive Evaluations</strong></td>
<td>Fieldwork evaluations completed by university supervisors and Master Teachers during each of the 2 semesters of practica and student teaching</td>
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<tr>
<td>TPE 6: Developmentally Appropriate Teaching Practices</td>
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<tr>
<td><strong>Observational Evaluations</strong></td>
<td>Observational evaluations completed by university supervisors during fieldwork site visits</td>
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</table>
| **Assignments** | a. Instructional Plans (SPED 773; SPED 789)  
  b. Long-Range Academic Plans (SPED 773; SPED 787)  
  c. Communication Project (SPED 789)  
  d. Positive Behavior Intervention and Support Plan (SPED 789) |

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<thead>
<tr>
<th>TPE 7: Teaching English Learners</th>
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<tbody>
<tr>
<td><strong>Observational Evaluations</strong></td>
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</tbody>
</table>
| **Assignments** | a. Instructional Plans (SPED 773; SPED 789)  
  b. Long-Range Academic Plans (SPED 773; SPED 787)  
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<thead>
<tr>
<th>TPE 8: Learning About Students</th>
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<tbody>
<tr>
<td><strong>Observational Evaluations</strong></td>
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</table>
| **Assignments** | a. Communication Project (SPED 789)  
  b. Functional Assessment (SPED 789)  
  c. Positive Behavior Intervention and Support Plan (SPED 789)  
  d. Person-Centered Plan (SPED 763)  
  e. Student Personal Portfolio (SPED 763)  
  f. Transition Plan (SPED 763)  
  g. Instructional Plans (SPED 773; SPED 789)  
  h. Long-Range Academic Plans (SPED 773; SPED 787)  
  i. Student Progress Data Files (SPED 773; SPED 787; SPED 723) |

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<tr>
<th>TPE 9: Instructional Planning: Instructional Plan</th>
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<tbody>
<tr>
<td><strong>Observational Evaluations</strong></td>
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</table>
| **Assignments** | a. Instructional Plans (SPED 773; SPED 789)  
  b. Long-Range Academic Plans (SPED 773; SPED 787)  
  c. Communication Project (SPED 789) |

<table>
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<tr>
<th>TPE 10: Instructional Planning: Instructional Time</th>
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<tbody>
<tr>
<td><strong>Observational Evaluations</strong></td>
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</tbody>
</table>

| TPE 11: Social Environment |
### Comprehensive Evaluations
Fieldwork evaluations completed by university supervisors and Master Teachers during each of the 2 semesters of practica and student teaching.

### Observational Evaluations
Observational evaluations completed by university supervisors during fieldwork site visits.

### Assignments
- a. [Accessing Inclusive Settings](#) (SPED 745)
- b. [Best Practices Reflections](#) (SPED 745)
- c. [Communication Project](#) (SPED 789)

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

<table>
<thead>
<tr>
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### TPE 13: Professional Growth

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EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 07:

Physical & Health Impairments (PHI)

DIRECTIONS FOR READERS

SFSU’s specialist credential program in the area of physical and health impairments is a two-step process.

1. Completion of courses and field-work required for the Preliminary Education Specialist Credential.

2. Completion of requirements for the Clear Credential.

Preliminary Credential in PHI

- **SPED 788**: Law, Ethics & Instructional Planning (3 units)
- **SPED 801**: Development, Diversity and English-Language Learners (3 units)
- **SPED 763**: Transition Planning for Secondary-aged Students with Disabilities
- **SPED 774**: Positive Behavior Supports (3 units)
- **E ED 882**: Literacy Instruction K-12 Classrooms (3 units)
- **E ED 784**: Curriculum and Instruction in Mathematics (3 units)
- **H ED 630**: School Health
- **SPED 601**: Observation & Participation in Special Education
- **SPED 743**: Issues in Augmentative and Alternative Communication
- **SPED 746**: Teaching Individuals with Physical and Other Health Impairments
- **SPED 747**: Physical, Health and Sensory Disabilities: Implications and Management
- **SPED 777**: Atypical Infant Development
- **SPED 730**: Student Teaching: Special Education
- **SPED 726**: Student Teaching Workshop

Clear Professional Credential Coursework

- **SPED 740**: Induction Plan Development

The following section presents the PHI credential standards for the Preliminary Credential in Physical and Health Impairments (PHI) and the SFSU PHI program’s response to meet those standards.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 07:

Physical & Health Impairments (PHI)

SUBSECTION A: RESPONSE TO THE CREDENTIAL PROGRAM STANDARDS

PHI Standard 1

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS:** More Information Needed: Additional clarification is needed as to how SPED 801 aligns with the standard.

**RESPONSE TO CONCERN, APRIL, 2012:**

SPED 801 Development, Disability an English Language Learners.

In SPED 801, students are introduced to the concepts of disability within sociocultural and cultural frameworks. The instructors present a survey of different types of disabilities, including physical and health impairments. One of the course assignments involves field observations, analysis and application of communicative/language and learning behaviors. Students write a case study based on their observations. For teacher candidates in the PHI credential program, the observations take place in settings serving students with physical impairments.

**PRELIMINARILY AlIGNED, AUGUST, 2012**

**Disability Characteristics and Implications.** An overview of the development, characteristics, and educational, medical and psychosocial needs of students with exceptional needs, including physical and health impairments, is introduced in SPED 801 (Development, Disability and English Language Learners). In depth coverage of disability characteristics and individual differences is addressed in SPED 747 (Physical, Health and Sensory Impairments: Implications and Management). Candidates are introduced to etiology and pathology of a variety of neurological, muscular, skeletal, and health anomalies encountered in infants, children, and youth with physical and health impairments requiring special education services. Assignments contribute to the knowledge base in this standard by employing case studies to link clinical aspects to student implications and education, by synthesizing information related to etiology, characteristics, and implications of a physical or health impairment, and through
creation of a portfolio of pertinent resources related to characteristics and implications of physical and health impairments.

Further information on characteristics and implications of physical and health impairments is presented in SPED 777 (Atypical Infant Development). Candidates are presented with comparisons between typical and atypical patterns of development and how these differences affect performance. Further practice and mastery of knowledge of disability characteristics and implications occurs when candidates complete SPED 601 (Observation and Participation in Special Education) and SPED 730 (Student Teaching). Candidates are required to provide profiles of students, which include a statement of physical and/or health impairment, educational, social, therapeutic, and emotional implications of impairment, current IFSP/IEP/ITP, and recommended modifications for promoting motor function in natural environments.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 07:

Physical & Health Impairments (PHI)

PHI Standard 2

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

**Historical and Contemporary Management Practices (Legal, Medical, Pedagogical and Philosophical).** Through enrollment in SPED 788 (Law, Ethics and Instructional Planning), candidates are familiarized with the history and philosophy of special education, as well as legal mandates of PL 101-336 (ADA), PL 108-446 (IDEA 2004), Title 34 of the Code of Federal Regulations, and other state and federal regulations related to educational service delivery for exceptional needs populations. SPED 788 provides an overview of professional, legal and ethical practices related to the provision of meaningful learning opportunities for students with disabilities. This course examines the role of law in forming and shaping special education practices; the intersection of public and personal morality in the classroom, the ethical dilemmas and debates that drive much of special education, and the opportunity that exists to develop cooperative, collaborative and effective partnerships between parents, districts and service providers that result in quality education programs for students with disabilities. In SPED 788 credential candidates gain a working knowledge of the legal foundations of special education and demonstrate knowledge of the legal responsibilities of administrators and teachers and of the rights of the special education students and their parents.

In SPED 746 (Teaching Individuals with Physical and Other Health Impairments), candidates’ knowledge of legal, medical, and educational practice is extended by exploring trends in service delivery that reflect movement from a medical model approach to one that is based on individual student need, guided by the principle of “least restrictive environment” and the “access to general curriculum” legal mandate. Particular attention is paid to provision of services arising from therapeutic and educational implications of physical and health impairments in diverse educational settings. Candidates write a case study exploring a selected physical of health
impairments, with attention to historical, medical, and educational treatment and service delivery.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:  
SECTION 07: 

Physical & Health Impairments (PHI) 

PHI Standard 3 

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS: 

STATUS: Preliminarily Aligned 

Ability to select, modify, and administer appropriate state and local assessments to facilitate access (including appropriate assessment for assistive technology) for students with PHI. A major goal of the specialist credential program in physical and health impairments is preparation of candidates to address the “access to the General Curriculum mandate” of IDEA. Many skills related to fair assessment are introduced in special education core courses. The influence of student characteristics on curriculum and instruction is initially introduced in SPED 788 (Law, Ethics, and Instructional Planning), where candidates adapt curricular materials and learn strategies of shaping, prompting, chaining, maintenance, and generalization as an introduction to methods and strategies for teaching functional skills. Development of curriculum units that utilize specific models of instruction, (including direct instruction, concept attainment, concept development, conflict resolution, cooperative learning, and others) emphasizes modification of the general education curriculum to meet student needs.

In the credential-specific courses, extra attention is devoted to train candidates to evaluate formal assessment, adapt standardized assessment tools, and construct informal assessments, including environmental inventories, portfolio assessment and informant interviews. In SPED 746 (Teaching Individuals with Physical and Other Health Impairments), a variety of assessments are used in development of a case study of a student with exceptional needs, resulting in goals, objectives, and lessons that reflect a variety of instructional models and strategies. In SPED 743 (Issues in Augmentative and
Alternative Communication), candidates conduct an in depth environmental assessment of the educational and communication needs of a child with physical and health impairments. In \textit{SPED 746} (Teaching Individuals with Physical and Other Health Impairments), candidates complete the physical adaptation of a formal assessment tool, using spatial orientation, visual perception requirements, task and situation analysis, and other techniques. Language needs of the students are a critical factor in assessment modification.

Assessment is demonstrated and mastered in \textit{SPED 601} (Observation and Participation in Special Education) and \textit{SPED 730} (Student Teaching), through use of comprehensive case studies and observation of assessment approaches by the university supervisor.

\textbf{Curricular Planning.} Specialization practice and mastery of curricular planning occurs during credential-specific coursework. In \textit{SPED 746} (Teaching Individuals with Physical and Other Health Impairments), based on knowledge of the unique background and learning needs of students with physical and health impairments, candidates derive lessons from objectives developed from the general curriculum. This individualized instructional strategy allows the candidate to modify assignments for successful access of the student in general education curriculum. During \textit{SPED 747} (Physical and Health Impairments: Implications and Management), training in specialized curricula related to pre-speech and feeding, mobility, self-care skills, and independent living/life management skills provide candidates with valuable skills that address the unique needs of this population. To expand their knowledge base, during SPED 746, candidates complete a number of assignments where they have to adapt and implement a variety of general education lessons with students with physical and health impairments. These activities cover all subject matters (e.g., language, literacy, math, science, social science). Strategies for enhancing social competence, social relationships, and personal-social encounters are also addressed in \textit{SPED 746}.

Practice and mastery are continued in \textit{SPED 601} (Observation and Participation in Special Education) and \textit{SPED 730} (Student Teaching). Candidates complete a case study that addresses psychomotor, cognitive, pre-academic/academic, language/communication, self-help, social/emotional, and career/vocational domains for a student with either physical and health impairments or multiple impairments that include physical and health impairments. This assignment entails performing a variety of assessments, and developing appropriate goals, objectives, and related instructional plans. Implementation of instructional plans occurs through teaching a variety of lessons that reflect the ability to adapt the general education curriculum and facilitate independent student functioning through the use of technology. The case study assignment also includes activities of integration and collaboration in general education. Moreover, in consultation with the appropriate related services provider, the candidates demonstrate the appropriate use of adapted equipment (including wedges, standers, seat inserts, crutches, wheelchairs, orthoses and prostheses, etc.) to facilitate student positioning, mobility, and learning.
Equal Access to General Education Curriculum and Student Population. It is recognized that access to general education curriculum and student population is a defining goal of the special education credential program in physical and health impairments. Coursework related to curricular modification focuses on the successful inclusion of the students with physical and health impairments into the general education curriculum. Candidates are made aware of the California State Education Content Standards in core subjects, and use these as scaffolding for strategies and materials adaptations.

In SPED 601 (Observation and Participation in Special Education), candidates are required to complete a series of site visits to several exemplary school sites which reflect a variety of service delivery options for students with physical and health impairments. In SPED 730 (Student Teaching), candidates are required to engage in a collaborative teaching activity with teachers in a general education setting. For candidates who serve students in a hospital, home, or special school setting, consultation with a general education teacher is required.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 07:

Physical & Health Impairments (PHI)

PHI Standard 4

**Specialized Health Care and Physical Supports.** Each candidate utilizes information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with physical/orthopedic disabilities, other health impairments, and multiple disabilities who require medical services not requiring the presence of 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.

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

Knowledge of and Ability to Access Specialized Health Care Techniques. Regulations and Procedures that are Required by Students with Physical and Health Impairments. Candidates are introduced in SPED 747 (Physical, Sensory and Health Impairments: Implications and Management) to specialized health care needs specific to selected physical, sensory and health impairments, procedures that are responsive to those needs, and resources/agencies that provide information related to specialized health care. Specifically, training includes transmission of information related to school-based management of physical and health impairments (including infectious and communicable diseases, policies related to universal health care precautions, and ethical management of communicable disease). Students are also acquainted with laws, regulations, and site-based policies related to provision of specialized health care needs in diverse educational settings. Candidate activities include demonstration and simulation of physical management strategies and specialized health care procedures.

In SPED 601 (Observation and Participation in Special Education) and SPED 730 (Student Teaching), candidates demonstrate physical management techniques as they apply to students in the class. These techniques include appropriate physical
positioning to decrease tone and facilitate postural reactions, and body mechanics to ensure safety in transfer, lifting, positioning, and seating. In addition, candidates consult with the appropriate related services personnel in provision of specialized physical health care (catheterization, colostomy care, suctioning, medication regimens, etc.), integration of health care plans into daily activities, and the procurement/maintenance of rehabilitative and medically necessary equipment that facilitates full student participation. Consultation is documented via completion of case studies and observation by the university supervisor.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 07:
Physical & Health Impairments (PHI)

PHI Standard 5

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS:** Preliminarily Aligned

**Preparation of IFSP, IEP, and ITP.** Candidates in the special education credential program in Physical and Health Impairments are introduced to writing IDEA-mandated documents in SPED 788 (Law, Ethics, and Instructional Planning). Through demonstration and practice activities using a case approach, candidates write sample annual goals, short term objectives, and link these to specific instructional strategies. This activity is extended in SPED 746 (Teaching Individuals with Physical and Other Health Impairments), when candidates develop instructional units specific to the learning needs of students with physical and health impairments. Assignments related to development of appropriate goals and instructional strategies include an adapted book reading activity and a curriculum unit with demonstration of modified objectives.

Demonstration and final mastery of the IFSP/IEP/ITP occurs in SPED 601: Observation and Participation in Special Education and SPED 730: Student Teaching. Candidates complete a case study which entails performing a variety of assessments, and developing appropriate goals, objectives, and related instructional plans in a variety of areas, including psychomotor, cognitive, language/communication, pre-academic/academic, self-help, social/emotional, and career/vocational domains. This case study focuses on a student in the candidate's immediate directed teaching experience, and who has either physical and health impairments or multiple impairments which include physical and health impairments.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:  
SECTION 07:  
Physical & Health Impairments (PHI)  

PHI Standard 6

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS:** Preliminarily Aligned

**Assess Verbal/Nonverbal Skills and Abilities.** Candidates acquire introductory knowledge and understanding of the processes and stages of development of communication and cognitive skills in SPED 801 (Development, Diversity and English Language Learners). In this course, candidates assess the effects of disabling conditions on the development of communication skills, collect language samples and describe possible intervention strategies. This knowledge base is further developed in SPED 743 (Issues in Augmentative and Alternative Communication), where candidates plan an augmentative communication system for an individual with limited functional/intelligible speech. The system is based on an in-depth assessment of the student's communication repertoire, needs, and opportunities, cognitive level, motor limitations and function, and response mode. The resulting augmentative communication system consists of a symbol system with specific vocabulary and display. Training steps in the use of the system must also be developed.

**Techniques for Individual and Group Communication; Active Engagement of Students with Limited Communication Abilities.** Students with limited speech must become actively engaged in curricular activities. In SPED 801 (Development, Diversity and English Language Learners), candidates are introduced to the effect of disabling conditions on communication, language, and speech. This information is further emphasized during credential-specific coursework. During SPED 743 (Issues in Augmentative and Alternative Communication), candidates have to program a dedicated communication device, create a communication overlay and implement interactive communication intervention strategies to facilitate a selected student’s use of
the device and the overlay. The focus is on facilitating the student’s social, academic and vocational participation.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:  
SECTION 07:  
Physical & Health Impairments (PHI)

PHI Standard 7

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

Knowledge of Low and High Technology Equipment and Materials. Candidates receive extensive instruction and practice in the use of low and high technology through courses and directed teaching while completing the Preliminary Credential. In SPED 746 (Teaching Individuals with Physical and Other Health Impairments), emphasis is placed on the use of technology to facilitate classroom inclusion and access to core curriculum, as well as on strategies for using technology as an educational tool.

A survey of assistive technology options and software programs that are compatible with the needs of students with physical and health impairments is introduced and practiced in SPED 746, along with multiple curriculum-adaptations including a software integration activity and an adapted book-reading activity. In SPED 746, candidates demonstrate ability to modify curricular access and learning materials for individuals with special needs through low and high technology adaptations, especially through computer-based applications. Methods of knowledge demonstration include (a) selection, (b) design and (c) in class demonstration of the use of standard and specialized software. Specialized software is used to meet student goals and objectives, curriculum access, optimal learning, and communication needs. Through collaborative instruction between university faculty and school site-based personnel, candidates demonstrate skills related to personal computer use, programming special vocabularies for communication and lessons, switch interface and adaptations, word processing and prediction programs, and computer-related assistive devices. Opportunities for sharing materials’ adaptations with other candidates during class presentation is a valuable aspect of this activity.
In **SPED 601** (Observation and Participation) and **SPED 730** (Student Teaching), candidates will adapt teaching techniques related to student communication performance and utilize appropriate low and high technology communication systems.

In **SPED 743** (Issues in Augmentative and Alternative Communication), candidates are introduced to the legal basis for technology support, define augmentative and alternative communication and user populations, integrate AAC systems with educational goals, and examine AAC systems for specific populations. Collaborative instruction between university faculty and school site-based teachers with specific expertise in augmentative communication facilitate these competencies. Augmentative communication devices are presented and practiced for the population of students with physical and health impairments through completion of **SPED 743** (Issues in Augmentative and Alternative Communication).

In the case studies required for **SPED 601** (Observation and Participation in Special Education) and **SPED 730** (Student Teaching), a variety of lessons are taught that reflect the candidate's ability to adapt the general education curriculum and facilitate independent student functioning through the use of technology. Low technology adaptations include simple architectural modification, environmental and object modification (including work surface modification, object stabilization, and manipulation and grasping aids), and simple environmental control (switch use and adaptations). High technology adaptations include use of computer based materials (including software and specific adapted peripherals such as switch access, expanded keyboards, keyguards, etc.), and use of dedicated augmentative communication devices. Determination of utilization of specific combinations of low and high technology is determined by student needs.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 07:

Physical & Health Impairments (PHI)

PHI Standard 8

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

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**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS:** Preliminarily Aligned

Provision of Optimal Learning Experiences in a Wide Variety of Educational Placement Options. Students with physical and health disabilities receive educational services in a variety of settings. Teachers must be capable of providing learning experiences in sites that may include the classroom, but may also provide services in hospitals or homes. Classroom settings include self-contained classrooms and general education classrooms, non-public schools, hospitals, and itinerant service delivery models. Information related to the variety of educational service options is introduced in SPED 788 (Law, Ethics, and Instructional Planning), where the continuum mandated by IDEA is emphasized. In SPED 746 (Teaching Individuals with Physical and Other Health Impairments), practice in provision of optimal learning experiences is provided through completion of integrated modified instructional units that are responsive to student age, mobility, communication, and cognitive needs. In SPED 746 emphasis is placed on management of resources for students in diverse educational settings. In recognition that optimal learning experiences encompass the life-span, and include functional and academic learning, candidates evaluate curricula and instructional materials related to school-to-work transition, family life, and social interaction/competence skills, and utilize professional journals, articles, agencies, and organizations that serve individuals with physical and health impairments. Assignments include collaborative development/evaluation of programs related to adult transitions, family life, and social empowerment, and inclusion in the professional portfolio of pertinent resources for students with physical and health impairments and their families.

Demonstration of the provision of optimal learning experiences in diverse educational placements occurs in SPED 601 (Observation and Participation in Special Education),...
and SPED 730 (Student Teaching). During SPED 601, candidates participate in multiple visits to sites which provide educational, medical, and therapeutic services in a variety of placement settings (including itinerant programs on general education campuses, special schools, special day classes on adapted campuses, hospital schools/treatment centers, and early intervention programs). Written summaries of structured visits are evaluated and shared in university-based seminar meetings. During SPED 730 (Student Teaching), candidates complete course competencies in an educational placement that reflects the diversity of options for students with physical and health impairments. Through observation and assignment of specific lessons, candidates demonstrate competence in small and large group instruction, application of diversity in instructional delivery models, and collaboration with teachers in general educational settings.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 07:

Physical & Health Impairments (PHI)

PHI Standard 9

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Specialization in Augmentative and Alternative Communication (AAC) is provided in SPED 743 (Issues in AAC). The course provides information and skills related to AAC for individuals with severe communication impairments throughout the life span. The candidates learn to create low and high technology AAC adaptations for different age groups through a variety of hands-on experiences. The course is case-based. Students first evaluate the needs of an individual with severe communication impairments, and develop appropriate augmentative communication adaptations to facilitate the individual’s development of communicative competence. Additionally, students implement communication intervention strategies arising from analysis of the skills and needs of their target student. During the second part of SPED 743, the emphasis is placed on using AAC as a means to access core curriculum. To this end, students have to program a dedicated communication device, create a communication overlay and implement interactive communication intervention strategies to facilitate their target student’s use of the device and the overlay in a curriculum activity.

SPED 746 (Teaching Students with PHI) builds on SPED 743 through application of growth and development to appropriate assessment and curriculum adaptations for students with severe physical and speech impairments. The course implements a case-based approach in collaboration with other professionals and families. In SPED 746, students modify the core curriculum for successful access of individuals with physical and speech impairments in general education activities, most of whom use AAC. Students also develop instructional units specific to the learning needs of children and
youth with physical and speech impairments, including an adapted book reading activity and a curriculum unit with demonstration of modified objectives. In SPED 746, students continue to practice adaptation of curricular materials and develop low technology solutions to student access difficulties by adapting assessment tools and basic instructional materials such as literacy artifacts, books and worksheets. Instructional adaptations address the demands of the regular curriculum with the sensory, perceptual, and cognitive needs of students with physical and speech impairments across development. An opportunity for sharing materials adaptations with other students during class presentations is a valuable aspect of this course.
PHI Standard 10

Implications of Disability and Self-Determination for Students with Physical/Orthopedic Disabilities, Health Impairments, and Multiple Disabilities.

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Fostering Self-Esteem and the Opportunity to Achieve Full Potential. All candidates who complete the Preliminary Credential in Physical and Health Impairments demonstrate the ability to provide appropriate learning opportunities for students with physical and health impairments in a variety of educational settings. Use of assistive technology, task analysis, test modification and curriculum adaptations are practiced at this level in SPED 788 (Law, Ethics and Instructional Planning), SPED 743 (Issues in Augmentative and Alternative Communication), SPED 746 (Teaching Individuals with Physical and Other Health Impairments) and SPED 730 (Student Teaching).

In SPED 763 (Transition Planning for Secondary-aged Students with Disabilities) and SPED 801 (Development, Diversity and English Language Learners), presentation of literature in the disciplines of psychology, sociology and nursing creates a wider appreciation of the dynamics of minority group status, labeling, attribution and reaction to disability. In all these courses, candidates evaluate implications of physical and health impairments through development and critique of a conference interview with a family of a person with a physical or health impairment. In this activity, candidates explore topics related to family support, academic achievement, social competence and
interactions, self-esteem, medical concerns and adjustment, and vocational interest/preparation.

**Identify Factors Associated with Planning and Implementation of Transitional Life Experiences.** During the training, candidates become familiar with issues affecting learning and development of individuals with physical and other health impairments from birth through adulthood. Transition is recognized to involve movement from pre-school to school environments for children with physical and health impairments and their families. In SPED 777 (Atypical Infant Development), candidates are exposed to issues of early intervention and transition from preschool to school settings. Additionally, candidates are required to complete sample IFSP documents and interview service providers of local birth to three programs. In SPED 763 (Transition Planning for Secondary-aged Students with Disabilities), candidates become familiar with issues affecting students with physical disabilities in secondary, vocational and adult programs. In this class, candidates become familiarized with issues that impact students with physical and health impairments in secondary programs, including independent living, pre-vocational and vocational education and transition. Through acquisition of knowledge of agencies, funding sources, curricular programs specific to transition, development of a sample ITP, and collecting information for their resource portfolios, candidates gain an understanding of their unique position as facilitators for life adjustment and independence for students with physical and health impairments. In addition, they receive information related to legal requirements of the Americans with Disabilities Act (ADA), and explore access issues through consultation with disabled consumers.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 07:

Physical & Health Impairments (PHI)
PHI Standard 11

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

Candidates complete SPED 777 (Atypical Infant Development) where they gain an in-depth understanding of atypical development patterns with comparisons to normal development. The course challenges candidates to think of implications of atypical development on assessment and early intervention strategies as well as future educational programming. Course topics include (a) developmental and behavioral characteristics of infants who are disabled or are at risk for developmental delay; (b) infant assessment; (c) early intervention; (d) family services; and (e) ethical issues in early childhood special education. Through completion of class assignments, candidates practice atypical infant assessment and intervention in the disability area of their professional interest.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 07:

Physical and Health Impairments (PHI)

SUBSECTION B: COURSE DESCRIPTIONS AND LINKS TO COURSE SYLLABI

DIRECTIONS FOR READERS

The table below lists the courses that comprise the Preliminary Education Specialist Credential in Physical and Health Impairments. Following the table are brief course descriptions with links to the syllabi for each course.

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Brief Course Descriptions and Syllabi Links

Core Requirements

**SPED 788: Law, Ethics, and Instructional Planning** This course examines the legal foundations and requirements for providing public educational services to students with disabilities, including collaboration with parents and professionals, individualized
education and family support plans, technology and universal design, response to intervention, and issues related to post-secondary transition.

**SPED 801: Development, Diversity, and English-Language Learners** This course provides a foundation in typical and atypical development, the interaction between diverse cultures, races, and disability within the context of changing state and national demographics, and implications of disability for students who are English-language learners.

**SPED 763: Transition Planning for Students with Disabilities**
This course reviews strategies to facilitate the transition from early childhood educational and related services to services provided in K-12 schools, and facilitation of self-determined work, post-secondary education, and community living for secondary-aged students with disabilities.

Disorders This course addresses the education of diverse learners with autism spectrum disorders including historical and theoretical foundations, etiology, definitions, characteristics, developmental and learning profiles, assessment frameworks and procedures, current and emerging practices, and individualized educational supports and service delivery models.

**SPED 774: Positive Behavior Supports**
This course focuses on understanding, assessing and interpreting behavior problems for an ecological perspective. The course reviews proactive strategies to prevent the occurrence and escalation of problem behaviors in the least restrictive environment.

**Elementary School Health (upon advisement)**
This course examines the research related to personal, family, and community health for children and youth including issues related to alcohol, tobacco, and drugs-use and venereal disease. In addition it examines health practices and procedures related to health problems, emergency care, school lunch, safety, and the environment.

**OR,**

**Secondary School Health (upon advisement)**
This course examines school health programs and the teacher's role in and responsibilities toward the promotion and maintenance of the health of secondary school students through health services, environment, and comprehensive health education.

**General Education Requirements**

**E ED 784: Curriculum and Instruction in Mathematics** (CLAD Emphasis)
This course provides a foundation in methods and materials for teaching mathematics to linguistically and culturally diverse elementary school students. It includes a review of standards-based mathematics curricular content, classroom organization, assessment, and guided experiences in schools.

**E ED 882: Literacy Instruction in K-12 Classrooms** (CLAD Emphasis)
This course provides methods, materials, and assessment for teaching reading/language arts to linguistically and culturally diverse students in grades K-12; linguistic and print concepts; reading comprehension; developmental strategies; and guided experiences in schools.

**Method Courses**

**Sped 601: Observation & Participation in Special Education**
This is a supervised educational practicum where candidates observe in a wide range of settings that serve students with Physical and Health Impairments, including self contained and inclusive classrooms in public schools, hospitals, and non public schools.

**SPED 743: Issues in Augmentative and Alternative Communication**
This course addresses the communication needs of students with Physical and Health Impairments. The course focuses on assessment and intervention using a wide range of aided and unaided communication strategies.

**SPED 746: Teaching Students with Physical and Other Health Impairments**
This course explains advanced methods for assessment and instruction of students with PHI, with special emphasis on assessment modifications, specialized instruction, assistive technology, curriculum-based communication intervention, and language and literacy instruction.

**SPED 747: Physical, Health and Sensory Disabilities: Implications and Management**
This course addresses the general characteristics, causes, and treatment of major physical, health, and sensory impairments—as well as the implications for instruction and design of educational contexts. In addition the social, educational, philosophical, and legal issues related to the education of students with physical and health impairments are discussed. Finally the course reviews specialized health care procedures.

Development
This course describes atypical infant developmental patterns with comparisons to normal development and their implications for early intervention and future educational planning. Practicum experience with an infant is an essential part of this course

**SPED 726 and SPED 730: Student Teaching Seminar and Student Teaching Fieldwork**
The student teaching seminar and fieldwork is the culminating experience in the Physical and Health Impairments Credential Program. As such, it is expected that each student teacher will demonstrate proficiency in all aspects of teaching students with physical and health impairments including specialized assessment, planning and program development, specialized health care and physical supports, instructional strategies and adaptations, student communication skills and augmentative and alternative communication, and assistive technology. Candidates not employed on an
Intern Credential complete eight weeks of student teaching (4 days per week) with a Master Teacher in an educational setting educating students with Physical and Health Impairments. Candidates teaching with an intern credential complete student teaching in the site where they are employed.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:  
SECTION 07:  
Physical and Health Impairments (PHI)  

SUBSECTION C: CANDIDATE PERFORMANCE EVALUATION PROCEDURES RELEVANT TO PROGRAM STANDARDS:

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

DIRECTIONS FOR READERS

This subsection describes the candidate performance evaluation procedures relevant to each of the standards for the Education Specialist Teaching Credential in Physical and Health Impairments and provides links to the assignments and evaluation tools used.

Evaluation Procedures and Evaluation Tools

Comprehensive evaluations of candidates’ teaching performance during student teaching are completed jointly by the candidates’ Master Teacher and university supervisor. Evaluation areas addressed during student teaching include professionalism and interpersonal behavior; specialized assessment, planning and program development; specialized health care and physical supports; instructional strategies and adaptations; student communication skills; assistive technology, instructional service delivery models (see Student Teaching Handbook).

In addition observational evaluations of teaching performance are completed during fieldwork site visits by the university supervisor. Supervisors observe candidates’ teaching performance for a period of approximately 40-minutes. Following the observation, supervisors review with the candidates their observational notes that highlight areas of competence as well as areas that require additional development. The candidates and supervisors then select two to four areas that the candidates will focus on before the supervisors’ next site visit, as well as specific activities to address each of the areas.

Finally, course assignments implemented in fieldwork settings are used to evaluate knowledge and skills associated with each of the credential program standards.

The table below identifies comprehensive evaluations, observational evaluations, and course assignments that address each of the program standards for the Credential Program in Physical and Health Impairments.

<table>
<thead>
<tr>
<th>Standard 1: Characteristics of Physical and Health Impairments</th>
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<tr>
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<tr>
<td>Standard 1: Cognitive, Social, and Emotional Development in Toddlers</td>
<td>Comprehensive Evaluations</td>
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<tr>
<td>Observational Evaluations</td>
<td>Observational evaluations completed by university supervisors during fieldwork site visits</td>
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<tr>
<td>Assignments</td>
<td>a. Communication Assessment (SPED 743)</td>
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<td></td>
<td>b. Communication Intervention (SPED 743)</td>
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<td>c. Assistive Technology Integration (SPED 746)</td>
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<td>d. Curriculum-based Language Intervention (SPED 746)</td>
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<tr>
<th>Standard 2: Historical and Legal Foundations of Physical and Health Impairments</th>
<th>Comprehensive Evaluations</th>
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<tbody>
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<tr>
<th>Standard 3: Specialized Assessment, Planning and Program Development</th>
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<td>e. Infant Assessment (SPED 777)</td>
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<tr>
<th>Standard 4: Specialized Health Care and Physical Supports</th>
<th>Comprehensive Evaluations</th>
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<tbody>
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<tr>
<td>Assignments</td>
<td>a. Midterm and Final Exams (SPED 747)</td>
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<tr>
<th>Standard 5: Instructional Strategies and Adaptations</th>
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<tr>
<th>Standard 6: Student Communication Skills</th>
<th>Comprehensive Evaluations</th>
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</table>

| Standard 7: Assistive Technology | Comprehensive Evaluations | Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching |
### Observational Evaluations
Observational evaluations completed by university supervisors during fieldwork site visits

### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>a. Assistive Technology Integration (SPED 746)</td>
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</table>

### Standard 8: Instructional Service Delivery Models

**Comprehensive Evaluations**
Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching

**Observational Evaluations**
Observational evaluations completed by university supervisors during fieldwork site visits

<table>
<thead>
<tr>
<th>Assignment</th>
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<tbody>
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<td>a. Student Personal Portfolio (SPED 763)</td>
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<td>b. Transition Plan (SPED 763)</td>
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<td>c. Student-Led IEP Meeting (SPED 763)</td>
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<tr>
<td>d. Person-Centered Plan (SPED 763)</td>
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</table>
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIAL:
SECTION 07:

Physical and Health Impairments (PHI)

SUBSECTION D: CANDIDATE PERFORMANCE EVALUATION PROCEDURES RELEVANT TO TEACHING PERFORMANCE EXPECTATIONS (TPEs)

DIRECTIONS FOR READERS

This subsection describes candidate performance evaluation procedures relevant to each of the Teaching Performance Expectations (TPEs) and provides links to the assignments and evaluation tools used.

Evaluation Procedures and Evaluation Tools

Comprehensive evaluations of candidates’ teaching performance during student teaching are completed jointly by the candidates’ Master Teacher and university supervisor. Evaluation areas addressed during student teaching include professionalism and interpersonal behavior; specialized assessment, planning and program development; specialized health care and physical supports; instructional strategies and adaptations; student communication skills; assistive technology, instructional service delivery models (see Student Teaching Handbook).

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</table>
| Assignments               | a. Assistive Technology Integration (SPED 746)  
|                           | b. Curriculum-based Language Intervention (SPED 746) |

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

<table>
<thead>
<tr>
<th>Comprehensive Evaluations</th>
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<tbody>
<tr>
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</table>
| Assignments               | a. Assistive Technology Integration (SPED 746)  
|                           | b. Curriculum-based Language Intervention (SPED 746) |

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

<table>
<thead>
<tr>
<th>Comprehensive Evaluations</th>
<th>Fieldwork evaluations completed by university supervisors and Master Teachers during each of the 2 semesters of practica and student teaching</th>
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</table>
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|                           | b. Communication Intervention (SPED 743)  
|                           | c. Assistive Technology Integration (SPED 746)  
|                           | d. Curriculum-based Language Intervention (SPED 746)  
|                           | e. Infant Assessment (SPED 777) |

**TPE 4: Making Content Assessable**

<table>
<thead>
<tr>
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<td>Observational Evaluations</td>
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</table>
| Assignments               | a. Assistive Technology Integration (SPED 746)  
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**TPE 5: Student Engagement**

<table>
<thead>
<tr>
<th>Comprehensive Evaluations</th>
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</table>
| Assignments               | a. Assistive Technology Integration (SPED 746)  
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**TPE 6: Developmentally Appropriate Teaching Practices**

<table>
<thead>
<tr>
<th>Comprehensive Evaluations</th>
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<tbody>
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<td>Observational Evaluations</td>
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</table>
| Assignments               | a. Assistive Technology Integration (SPED 746)  
|                           | b. Curriculum-based Language Intervention (SPED 746) |

**TPE 7: Teaching English Learners**

<table>
<thead>
<tr>
<th>Comprehensive Evaluations</th>
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<tr>
<td>Observational Evaluations</td>
<td>Observational evaluations completed by university supervisors during fieldwork site visits</td>
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</tbody>
</table>
### Assignments

| Assignments |  
|-------------|---
| a. Communication Assessment (SPED 743) 
| b. Communication Intervention (SPED 743) 
| c. Curriculum-based Language Intervention (SPED 746) |

### TPE 8: Learning About Students

**Comprehensive Evaluations**
Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching

**Observational Evaluations**
Observational evaluations completed by university supervisors during fieldwork site visits

| Assignments |  
|-------------|---
| a. Communication Assessment (SPED 743) 
| b. Communication Intervention (SPED 743) 
| c. Assistive Technology Integration (SPED 746) 
| d. Curriculum-based Language Intervention (SPED 746) 
| e. Infant Assessment (SPED 777) |

### TPE 9: Instructional Planning: Instructional Plan

**Comprehensive Evaluations**
Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching

**Observational Evaluations**
Observational evaluations completed by university supervisors during fieldwork site visits

| Assignments |  
|-------------|---
| a. Assistive Technology Integration (SPED 746) 
| b. Curriculum-based Language Intervention (SPED 746) |

### TPE 10: Instructional Planning: Instructional Time

**Comprehensive Evaluations**
Fieldwork evaluations completed by university supervisors and Master Teachers during each of the 2 semesters of practica and student teaching

**Observational Evaluations**
Observational evaluations completed by university supervisors during fieldwork site visits

### TPE 11: Social Environment

**Comprehensive Evaluations**
Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching

**Observational Evaluations**
Observational evaluations completed by university supervisors during fieldwork site visits

| Assignments |  
|-------------|---
| a. Student Personal Portfolio (SPED 763) 
| b. Transition Plan (SPED 763) 
| c. Student-Led IEP Meeting (SPED 763) 
| d. Person-Centered Plan (SPED 763) |

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

**Comprehensive Evaluations**
Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching

**Observational Evaluations**
Observational evaluations completed by university supervisors during fieldwork site visits

### TPE 13: Professional Growth

**Comprehensive Evaluations**
Fieldwork evaluations completed by university supervisors and Master Teachers during student teaching

**Observational Evaluations**
Observational evaluations completed by university supervisors during fieldwork site visits
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 08:

Visual Impairments (VI)

DIRECTIONS FOR READERS

This document is designed to demonstrate standard level competencies and assessment plans for visual impairment program. Related documents on the web hyperlinked. It is advised that the readers would visit the website for these supplemental documents.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 08:
Visual Impairments (VI)

VI Standard 1:

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

Rationale. Functional vision evaluations must be performed by a teacher of the visually impaired in conjunction with orientation and mobility specialists to determine eligibility for specialized services, materials, and equipment. In addition, knowledge of the structure and function of the eye and functional implications of visual impairment are necessary for the effective design and implementation of educational programs for students with visual impairments.

To meet each this standard, the VI program will provide experiences that ensure that:

1. Each candidate demonstrates knowledge of the normal development of the human visual system

SPED 749, Medical, Educational, & Rehabilitative Implications

INDICATORS. Demonstrates knowledge/understanding of:

Anatomy and physiology of the eye including basic terminology related structure and function of the human visual system (SPED 749)

Normal development of human visual system (SPED 749)

2. Each candidate demonstrates knowledge of the anatomy and physiology of the eye including basic terminology related to structure and function of the human visual system.

SPED 749, Medical, Educational, & Rehabilitative Implications
INDICATORS. Demonstrates knowledge/understanding of:

Anatomy and physiology of the eye including basic terminology related to structure and function of the human visual system (SPED 749)

3. Each candidate demonstrates knowledge of basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in the home, classroom, workplace, community, and in daily functioning.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI

INDICATORS. Demonstrates knowledge/understanding of:

Basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in the home, classroom, workplace, community, and in daily functioning (SPED 749)

Interpret medical eye reports and utilize information in individualized program assessment and planning (SPED 749)

Impact on development and learning influenced by the cause, type, or degree of vision loss as well as age of onset (SPED 749)

Procedures used for screening, pre-referral, referral and classifications of students who are visually impaired, including vision screening methods, functional vision evaluations, and learning media assessments such as Braille, large print, standard print, or aural. (SPED 750)

Apply information obtained through the functional low vision assessment in determining appropriate learning media (SPED 750)

4. Each candidate understands the possible effects of various medications on the human visual system.

SPED 749, Medical, Educational, & Rehabilitative Implications

INDICATORS. Demonstrates knowledge/understanding of:

Anatomy and physiology of the eye including basic terminology related to structure and function of the human visual system (SPED 749)

Basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in the home, classroom, workplace, community, and in daily functioning (SPED 749)
Effects of medication on human visual system (**SPED 749**)

5. Each candidate understands the effects of additional disabilities on the visual system and performance.

**SPED 749, Medical, Educational, & Rehabilitative Implications**  
**SPED 750, Assessment of Learners with VI**  
**SPED 753, Living Skills Assessment and Instruction**  
**SPED 757, Visual Impairment: Special Populations**

**INDICATORS.** Demonstrates knowledge/understanding of:

Effects of additional disabilities on visual functioning (**SPED 749**)

Analyze, interpret, and use assessment reports from relevant professional fields in planning and implementing instruction (**SPED 750**)

Effective assessment of visually impaired individuals with multiple disabilities, including deaf blind (**SPED 750**)

Impact of combined vision and hearing loss on development and learning including cognitive and language (**SPED 757**)

Potential impact of additional disabilities on development and learning (**SPED 757**)

Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (**SPED 751; SPED 753**)

6. Each candidate demonstrates the ability to interpret medical eye reports (e.g., optometric and ophthalmological) and utilize information in individualized program assessment and planning.

**SPED 749, Medical, Educational, & Rehabilitative Implications**  
**SPED 750, Assessment of Learners with VI**

**INDICATORS.** Demonstrates knowledge/understanding of:

Medical eye report interpretation and relating information in individualized program assessment and planning (**SPED 749**)

Visual functioning information interpreted with learners, families, professionals, and community personnel (**SPED 749**)

Appropriate interpretation and application of scores obtained as a result of assessing individuals who are visually impaired (**SPED 750**)

December 15, 2011; REVISED, April, 2012 & July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012
Interpretation and uses of assessment reports from relevant professional fields in planning and implementing instruction (SPED 750)

7. Each candidate conducts appropriate functional low vision assessments and utilizes results in individualized program assessment and planning, including optimizing use of remaining vision.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 655, Basic Orientation and Mobility

INDICATORS. Demonstrates knowledge/understanding of:

Conducting appropriate functional vision assessments and utilizes results in individualized program assessment and planning, including optimizing use of remaining vision (SPED 749)

Assessment of infants and young children to determine eligibility for services of those with and without specific diagnosis, but who do not appear to be functioning visually by direct observation or parent report (SPED 757)

Methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and non-optical devices (SPED 749)

Design of comprehensive program to optimize vision functioning (SPED 749; SPED 751)

Selection, procurement, and use of appropriate assessment procedures to determine unique needs including academic performance (reading and writing of print, mathematics, language arts) (SPED 750)

Appropriate interpretation and application of scores obtained as a result of assessing individuals who are visually impaired (SPED 750)

Application of information obtained through the functional low vision assessment in determining appropriate learning media (SPED 750)

Effective assessment of visually impaired individuals with multiple disabilities, including deaf-blind (SPED 750)

Knowledge in the procedures used for screening, pre-referral, referral, and classifications of students who are visually impaired including vision screening methods, functional vision evaluations, and learning media assessments such as Braille, large print, standard print, or aural (SPED 750)
Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into visual and aural formats (SPED 750)

Methods and instructional strategies for the teaching of large print reading such as books and electronic large print displays (SPED 751)

Knowledge in the selection, procurement, and use of appropriate assessment procedures to determine unique needs including use of remaining vision related to orientation and mobility concepts and skills (SPED 655)

8. Each candidate instructs learners who are visually impaired in the appropriate use of optical and non-optical low vision devices. The candidate also assesses learner’s effective use of low vision devices.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 753, Living Skills Assessment and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Methods for the development of visual efficiency including instruction in the use of print adaptations, optical devices, non-optical devices (SPED 749)

Instruction of learners who are visually impaired in the appropriate use of optical and non-optical low vision devices across settings. The candidate also assesses the learner’s effective use of low vision devices (SPED 749)

Selection, procurement, maintenance, storage, and use of specialized devices including optical and non-optical aids (SPED 749)

Evaluation of a variety of specialized media, materials, and equipment such as Optacon, Braille, books on tape, synthesized speech, reading machines, and large print books as they apply to the modality needs of the visually impaired learner (SPED 750)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 750)

Methods and instructional strategies for the teaching of large print reading such as books and electronic large print displays (SPED 751)
Design and implementation of functional and age-appropriate instructional programs in four domains (domestic, vocational, community, and recreation-leisure) for learners of different cognitive abilities (SPED 753)

Methods to develop and foster independence in the area of self-help skills

Methods for the acquisition of personal management skills such as keeping personal records, time management, personal banking, and emergency procedures (SPED 753)

9. Each candidate interprets visual functioning information with learners, families, professionals, and community personnel

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 753, Living Skills Assessment and Instruction
SPED 655, Basic Orientation and Mobility
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Visual functioning information interpreted with learners, families, professionals, and community personnel (SPED 749)

Identifies roles and functions of eye care professionals and facilities (including low vision specialists and low vision clinics) and demonstrate a commitment to professional collaboration with eye care specialists (SPED 749)

Interpretation of medical eye reports and utilization of information in individualized program assessment and planning (SPED 749)

Relationship between assessment, IEP development, and placement as they affect vision related services (SPED 750)

Individualized family service plan (IFSP) and how it differs from the individualized education program (IEP). This includes ability to develop, coordinate, and/or implement an IFSP (SPED 757)

Need for collaboration with teachers of the visually impaired and other professionals (SPED 753)

Need for collaboration between teachers of the visually impaired and orientation and mobility specialists (SPED 655)

10. Each candidate identifies the roles and functions of eye care facilities and professionals that specialize in low vision and demonstrates a commitment to collaborate with such professionals.
SPED 749, Medical, Educational, & Rehabilitative Implications  
SPED 750, Assessment of Learners with VI  
SPED 753, Living Skills Assessment and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Identifies roles and functions of eye care professionals and facilities (including low vision specialists and low vision clinics) and demonstrate a commitment to professional collaboration with eye care specialists (SPED 749)

Interpretation and uses of assessment reports from relevant professional fields in planning and implementing instruction (SPED 750)

Need for collaboration with teachers of the visually impaired and other professionals (SPED 753)

11. Each candidate demonstrates knowledge of the historical foundations of the field of visual impairment and its importance.

SPED 752, Issues in Visual Impairment

INDICATORS. Demonstrates knowledge/understanding of:

Historical foundations of the field of visual impairment and its importance (SPED 752)
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 08:

Visual Impairments (VI)

VI Standard 2

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

**Rationale.** Sensory impairments immediately place a limitation on the capacity to learn incidentally without intervention or assistance. Since development and learning are interdependent, the degree of vision loss directly affects numerous developmental areas. Each candidate needs to understand the impact of vision loss in relationship to individual development and learning in order to effectively plan appropriate intervention strategies and techniques.

To meet this standard, the VI program will provide experiences that ensure that

1. Each candidate demonstrates knowledge for potential delays in development and learning in the following areas: sensory/motor development, communication skills development, cognitive development, daily living skills development, and social emotional development, including the development of self-concept and self-esteem.

   **SPED 749, Educational and Medical Implications**
   **SPED 655, Basic Orientation and Mobility**
   **SPED 757, Visual Impairment: Special Populations**

**INDICATORS.** Demonstrates knowledge/understanding of:

Knowledge of typical and atypical development of infants and young children in the following developmental areas: gross motor, fine motor, cognition, communication, social-emotional (including self-concept and self-esteem), and daily living skills. ([SPED 757](#))

Impact on development, experience, and learning influenced by the cause, type, or degree of visual loss as well as age of onset ([SPED 749; SPED 757](#))

December 15, 2011; REVISED, April, 2012 & July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012
Knowledge of the impact of visual impairments on psychosocial and cognitive development as they relate to independent orientation and mobility (SPED 757)

Knowledge of impact of visual impairment upon motor development and implications for independent mobility (SPED 757)

Methods for the development of spatial and environmental concepts needed by young children who do not learn visually (SPED 757; SPED 655)

Knowledge about the impact of vision loss on the infant-care provider relationship which may impact later cognitive and linguistic development (SPED 757)

Unique sensory development and processes in learners who are blind and visually impaired (SPED 655)

2. Each candidate demonstrates knowledge of the impact on development and learning influenced by the cause, type, or degree of vision loss as well as age of onset.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 655, Basic Orientation and Mobility
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Normal development of the human visual system (SPED 749)

Basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in home, classroom, workplace, community, and in daily functioning (SPED 749)

Effects of additional disabilities upon visual functioning (SPED 749)

Knowledge of typical and atypical development of infants and young children in the following developmental areas: gross motor, fine motor, cognition, communication, social-emotional (including self-concept and self-esteem), and daily living skills. (SPED 757)

Impact on development, experience, and learning influenced by the cause, type, or degree of visual loss as well as age of onset (SPED 749;SPED 757)

Knowledge of the impact of visual impairments on psychosocial and cognitive development as they relate to independent orientation and mobility (SPED 757)

Knowledge of impact of visual impairment upon motor development and implications for independent mobility (SPED 757)
Methods for the development of spatial and environmental concepts needed by young children who do not learn visually (SPED 757; SPED 655)

Knowledge about the impact of vision loss on the infant-care provider relationship which may impact later cognitive and linguistic development (SPED 757)

Unique sensory development and processes in learners who are blind and visually impaired (SPED 655)

3. Each candidate demonstrates an awareness of physical and environmental factors that influence development and learning such as socioeconomic status, cultural diversity, language diversity, and home environments.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 753, Living Skills Assessment and Instruction
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Physical and environmental factors that influence development and learning such as socioeconomic status, cultural diversity, language diversity, and home environments (SPED 757)

Impact of vision loss on the infant-care provider relationship which may impact later cognitive and linguistic development (SPED 757)

Development and/or selection of assessment measures which respond to cultural, linguistic, and gender differences (SPED 750)

Development and selection of appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751; SPED 753)

4. Each candidate demonstrates knowledge of the potential educational and social impact of additional disabilities on development and learning such as hearing impairment, physical or health impairment, or developmental delay, and when the individual needs specialized services for multiple disabilities.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 753, Living Skills Assessment and Instruction
SPED 655, Basic Orientation and Mobility
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Effects of additional disabilities upon visual functioning (SPED 749)

Analyzes, interprets, and uses assessment reports from relevant professional fields in planning and implementing instruction (SPED 750)

Skills for successful service delivery in a variety of models such as itinerant, resource room, and special day class (SPED 750)

Current mobility devices including long cane, guide dog, electronic sensor, and adaptive mobility aids such as wheelchairs, walkers, crutches, and braces (SPED 655)

Potential and social impact of additional disabilities on development and learning such as hearing impairment, physical or health impairment, or developmental delay, and when the individual needs specialized services for multiple disabilities (SPED 757)

Options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes such as deaf-blind (SPED 757)

Impact of combined vision and hearing loss on development and learning including cognitive and language (SPED 757)

Development and selection of appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751; SPED 753)

5. Each candidate demonstrates knowledge of the impact of combined vision and hearing loss on development and learning including cognitive and language.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Academic Curriculum I
SPED 751, Curriculum and Instruction
SPED 753, Living Skills Assessment and Instruction
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Effects of additional disabilities upon visual functioning (SPED 749)

Analyzes, interprets, and uses assessment reports from relevant professional fields in planning and implementing instruction (SPED 750)
Skills for successful service delivery in a variety of models such as itinerant, resource room, and special day class (SPED 750)

Current mobility devices including long cane, guide dog, electronic sensor, and adaptive mobility aids such as wheelchairs, walkers, crutches, and braces (SPED 655)

Potential and social impact of additional disabilities on development and learning such as hearing impairment, physical or health impairment, or developmental delay, and when the individual needs specialized services for multiple disabilities (SPED 757)

Options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes such as deaf-blind (SPED 757)

Development and selection of appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751; SPED 753)

Impact of combined vision and hearing loss on development and learning including cognitive and language (SPED 757)

6. Each candidate understands factors affecting adjustment to vision loss to individuals who are adventitiously blinded.

SPED 752, Issues in Visual Impairment

INDICATORS. Demonstrates knowledge/understanding of:

Factors affecting adjustment to vision loss to individuals who are adventitiously blinded (SPED 752)

7. Each candidate demonstrates knowledge of the impact of social, political, and economical issues which affect the life of an individual with visual impairments across the life span.

SPED 752, Issues in Visual Impairment

INDICATORS. Demonstrates knowledge/understanding of:

Impact of social, political, and economical issues which affect the life of an individual with visual impairments across the life span. (SPED 752)
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 08:
Visual Impairments (VI)

VI Standard 3

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

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

**Rationale.** An instructional program for individuals with a visual impairment must be appropriately determined by a comprehensive assessment to identify unique needs. Crucial to this process are separate and identifiable assessments of each area of current and future need, performed by the credentialed teacher of the visually impaired.

To meet this standard, the VI program will provide experiences that ensure that

1. Each candidate demonstrates knowledge of the impact of visual disorders on learning and experience.

**SPED 749, Medical, Educational, & Rehabilitative Implications**
**SPED 655, Basic Orientation and Mobility**
**SPED 757, Visual Impairment: Special Populations**

**INDICATORS.** Demonstrates knowledge/understanding of:

Normal development of the human visual system (**SPED 749**)
Basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in home, classroom, workplace, community, and in daily functioning (SPED 749)

Effects of additional disabilities upon visual functioning (SPED 749)

Knowledge of typical and atypical development of infants and young children in the following developmental areas: gross motor, fine motor, cognition, communication, social-emotional (including self-concept and self-esteem), and daily living skills. (SPED 757)

Impact on development, experience, and learning influenced by the cause, type, or degree of visual loss as well as age of onset (SPED 749; SPED 757)

Knowledge of the impact of visual impairments on psychosocial and cognitive development as they relate to independent orientation and mobility (SPED 757)

Knowledge of impact of visual impairment upon motor development and implications for independent mobility (SPED 757)

Methods for the development of spatial and environmental concepts needed by young children who do not learn visually (SPED 757; SPED 655)

Knowledge about the impact of vision loss on the infant-care provider relationship which may impact later cognitive and linguistic development (SPED 757)

Unique sensory development and processes in learners who are blind and visually impaired (SPED 655)

2. Each candidate articulates specialized terminology used in assessing individuals who are visually impaired, both as it relates to the visual system and to each area of importance.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 753, Living Skills Assessment and Instruction
SPED 655, Basic Orientation and Mobility

INDICATORS. Demonstrates knowledge/understanding of:

Anatomy and physiology of the eye including basic terminology related to structure and function of the human visual system (SPED 749)

Basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in home, classroom, workplace, community, and in daily functioning (SPED 749)
Interpretation of medical eye reports and utilize information in individualized program assessment and planning (SPED 749)

Interpretation of visual functioning information with learners, families, professionals, and community personnel (SPED 749)

Ethical considerations and legal provisions, regulations, and guidelines related to the assessment of students with visual impairments, including the legal vs. functional definitions of blindness and low vision (SPED 750)

Communication of information related to assessment results to various audiences such as parents, school board members, and educational and related service personnel (SPED 750)

Analysis, interpretation, and use of assessment reports from relevant professional fields in planning and implementing instruction (SPED 750)

Need for collaboration with other professionals (SPED 753)

Need for collaboration between teachers of the visually impaired and orientation and mobility specialists (SPED 655)

3. Each candidate demonstrates an understanding of the ethical considerations and legal provisions, regulations, and guidelines related to the assessment of students with visual impairment including legal vs. functional definitions of blindness and low vision.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Definitions related to visual impairment (SPED 749)

Ethical considerations and legal provisions, regulations, and guidelines related to the assessment of students with visual impairment including legal vs. functional definitions of blindness and low vision (SPED 750)

Relationship between assessment, IEP development, and placement as they affect vision related services (SPED 750)

Function of IFSP and ITP in relation to services for learners with visual impairments and their families (SPED 750)
Funding sources, selection and procurement of specialized books, media, materials, and equipment necessary to achieve stated goals and objectives (SPED 750)

Provision of informational counseling, guidance, and/or referral services to learners with visual impairments and their families (SPED 751)

Individualized family service plan (IFSP) and how it differs from the individualized education program (IEP). This includes the ability to develop, coordinate, and/or implement an IFSP (SPED 757)

4. Each candidate demonstrates knowledge in the procedures used for screening, pre-referral, referral, and classifications of students who are visually impaired including vision screening methods, functional vision evaluations, and learning media assessments such as Braille, large print, standard print, aural.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 754, Basic Communication Skills
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Definitions related to visual impairment (SPED 749)

Conducting appropriate functional vision assessments and utilizes results in individualized program assessment and planning, including optimizing use of remaining vision (SPED 749)

Application of information obtained through the functional low vision assessment in determining appropriate learning media (SPED 750)

Ability to determine both the primary and secondary learning media for the visually impaired learner (SPED 750)

Evaluate the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)

Knowledge in the procedures used for screening, pre-referral, referral, and classifications of students who are visually impaired including vision screening methods, functional vision evaluations, and learning media assessments such as Braille, large print, standard print, or aural (SPED 750)

Ethical considerations and legal provisions, regulations, and guidelines related to the assessment of students with visual impairment including legal vs. functional definitions of blindness and low vision (SPED 750)
Relationship between assessment, IEP development, and placement as they affect vision related services (SPED 750)

Function of IFSP and ITP in relation to services for learners with visual impairments and their families (SPED 750)

Provision of informational counseling, guidance, and/or referral services to learners with visual impairments and their families (SPED 751)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including reading and writing of print and Grace 2 Braille (SPED 754)

Individualized family service plan (IFSP) and how it differs from the individualized education program (IEP). This includes the ability to develop, coordinate, and/or implement an IFSP (SPED 757)

5. Each candidate demonstrates knowledge in the selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Academic performance including reading and writing of print and Grade 2 Braille, mathematics, and language arts.
(b) Communication performance including reading and writing of print and Grade 2 Braille, typing and keyboarding, signature and cursive writing, computers and technology, slate and stylus, abacus, talking calculator, and tape recorders.
(c) Concept development including spatial, temporal, quantitative, positional, directional, sequential, and categorical.
(d) Social-emotional performance including attitudes, motivation, goals, and interpersonal relationships, adjustment to vision loss.
(e) Sensorimotor performance including gross and fine motor skills, perceptual development, and use of remaining vision.
(f) Independent living skills including self-help, personal management, leisure and recreational skills and self-advocacy.
(g) Career awareness and education, transition, and vocational
(h) Orientation to the physical learning environment.

SPED 750, Assessment of Learners with VI
SPED 753, Living Skills Assessment and Instruction
SPED 754, Basic Communication Skills
SPED 655, Basic Orientation and Mobility
SPED 758, Advanced Communication Skills

INDICATORS. Demonstrates knowledge/understanding of:

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including reading and writing of print and Grade 2 Braille (SPED 754)
Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Academic performance including reading and writing of print and Grade 2 Braille, mathematics, and language arts.
(b) Communication performance including reading and writing of print and Grade 2 Braille, typing and keyboarding, computers and technology, abacus, talking calculator, and tape recorders \((\text{SPED 750})\)

Alternative assessment techniques for students who are blind or who have low vision when using non-disability-specific instruments \((\text{SPED 750})\)

Development and/or selection of assessment measures which respond to additional disabilities, culture, linguistic, and gender differences \((\text{SPED 750})\)

Use of disability-specific assessment instruments such as Tactile Test of Basic Concepts, Diagnostic Assessment Procedures, Reynell-Ziken Developmental Assessment, Oregon Project, and Visual Functioning Assessment Tool \((\text{SPED 750})\)

Appropriate interpretation and application of scores obtained as a result of assessing individuals who are visually impaired \((\text{SPED 750})\)

Each candidate demonstrates knowledge and skills related to effective assessment of visually impaired individuals with multiple disabilities, including deaf blind \((\text{SPED 750})\)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Communication performance including signature and cursive writing
(b) Independent living skills including self-help, personal management, leisure and recreational skills and self-advocacy.
(c) Social-emotional performance including attitudes, motivation, goals, and interpersonal relationships, adjustment to vision loss.
(d) Career awareness and education, transition, and vocational \((\text{SPED 753})\)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

c) Concept development including spatial, temporal, quantitative, positional, directional, sequential, and categorical.
(e) Sensorimotor performance including gross and fine motor skills, perceptual development, and use of remaining vision.
(h) Orientation to the physical learning environment
(i) Safe and efficient movement within familiar indoor environments \((\text{SPED 655})\)
Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including communication performance using Braille slate and stylus (SPED 758)

6. Each candidate demonstrates skills in the use of disability-specific assessment instruments such as the Tactile Test of Basic Concepts, Diagnostic Assessment Procedures, Reynell-Zinen Developmental Assessment, and Visual Functioning Assessment Tool.

SPED 750, Assessment of Learners with VI
SPED 753, Living Skills Assessment and Instruction
SPED 754, Basic Communication Skills
SPED 655, Basic Orientation and Mobility
SPED 758, Advanced Communication Skills

INDICATORS. Demonstrates knowledge/understanding of:

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Academic performance including reading and writing of print and Grade 2 Braille, mathematics, and language arts
(b) Communication performance including reading and writing of print and Grade 2 Braille, typing and keyboarding, computers and technology, abacus, talking calculator, and tape recorders (SPED 750)

Development and/or selection of assessment measures which respond to additional disabilities, culture, linguistic, and gender differences (SPED 750)

Use of disability-specific assessment instruments such as Tactile Test of Basic Concepts, Diagnostic Assessment Procedures, Reynell-Zinen Developmental Assessment, Oregon Project, and Visual Functioning Assessment Tool (SPED 750)

Appropriate interpretation and application of scores obtained as a result of assessing individuals who are visually impaired (SPED 750)

Each candidate demonstrates knowledge and skills related to effective assessment of visually impaired individuals with multiple disabilities, including deaf blind (SPED 750)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Communication performance including signature and cursive writing
(b) Independent living skills including self-help, personal management, leisure and recreational skills and self-advocacy.
(c) Social-emotional performance including attitudes, motivation, goals, and interpersonal relationships, adjustment to vision loss.
(d) Career awareness and education, transition, and vocational (SPED 753)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including reading and writing of print and Grade 2 Braille (SPED 754)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

c) Concept development including spatial, temporal, quantitative, positional, directional, sequential, and categorical.
(e) Sensorimotor performance including gross and fine motor skills, perceptual development, and use of remaining vision.
(h) Orientation to the physical learning environment
(i) Safe and efficient movement within familiar indoor environments (SPED 655)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including communication performance using Braille slate and stylus (SPED 758)

7. Each candidate demonstrates knowledge and skills in alternative assessment techniques for students who are blind or who have low vision when using nondisability-specific instruments.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 753, Living Skills Assessment and Instruction
SPED 754, Basic Communication Skills
SPED 655, Basic Orientation and Mobility
SPED 757, Visual Impairment: Special Populations

Conducting appropriate functional vision assessments and utilizes results in individualized program assessment and planning, including optimizing use of remaining vision (SPED 749)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:
(a) Academic performance including reading and writing of print and Grade 2 Braille, mathematics, and language arts.
(b) Communication performance including reading and writing of print and Grade 2 Braille, typing and keyboarding, computers and technology, abacus, talking calculator, and tape recorders (SPED 750)

Development and/or selection of assessment measures which respond to additional disabilities, culture, linguistic, and gender differences (SPED 750)
Appropriate interpretation and application of scores obtained as a result of assessing individuals who are visually impaired (SPED 750)

Each candidate demonstrates knowledge and skills related to effective assessment of visually impaired individuals with multiple disabilities, including deaf blind (SPED 750)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Communication performance including signature and cursive writing
(b) Independent living skills including self-help, personal management, leisure and recreational skills and self-advocacy.
(c) Social-emotional performance including attitudes, motivation, goals, and interpersonal relationships, adjustment to vision loss.
(d) Career awareness and education, transition, and vocational (SPED 753)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including reading and writing of print and Grade 2 Braille (SPED 754)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

c) Concept development including spatial, temporal, quantitative, positional, directional, sequential, and categorical.
(e) Sensorimotor performance including gross and fine motor skills, perceptual development, and use of remaining vision.
(h) Orientation to the physical learning environment
(i) Safe and efficient movement within familiar indoor environments (SPED 655)

8. Each candidate demonstrates knowledge and skills in appropriate interpretation and application of scores obtained as a result of assessing individuals who are visually impaired.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 753, Living Skills Assessment and Instruction
SPED 754, Beginning Communication Skills
SPED 655, Basic Orientation and Mobility
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Conducting appropriate functional vision assessments and utilizes results in individualized program assessment and planning, including optimizing use of remaining vision (SPED 749)
Effective assessment of visually impaired individuals with multiple disabilities, including deaf blind (SPED 750)

Development and/or selection of assessment measures which respond to cultural, linguistic, and gender differences (SPED 750)

Use of disability-specific assessment instruments such as the Tactile Test of Basic Concepts, Diagnostic Assessment Procedures, Reynell-Ziken Developmental Assessment, Oregon Project, and Visual Functioning Assessment Tool (SPED 750)

Appropriate interpretation and application of scores obtained as a result of assessing individuals who are visually impaired (SPED 750)

Alternative assessment techniques for students who are blind or who have low vision when using non-disability specific instruments (SPED 750)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Academic performance including reading and writing of print and Grade 2 Braille, mathematics, and language arts
(b) Communication performance including typing and keyboarding, abacus, talking calculator, and tape recorders (SPED 750)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Communication performance including signature and cursive writing
(b) Independent living skills including self-help, personal management, leisure and recreational skills and self-advocacy.
(c) Social-emotional performance including attitudes, motivation, goals, and interpersonal relationships, adjustment to vision loss.
(d) Career awareness and education, transition, and vocational (SPED 753)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including reading and writing of print and Grade 2 Braille (SPED 754)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

c) Concept development including spatial, temporal, quantitative, positional, directional, sequential, and categorical.
(e) Sensorimotor performance including gross and fine motor skills, perceptual development, and use of remaining vision.
(h) Orientation to the physical learning environment
(i) Safe and efficient movement within familiar indoor environments (SPED 655)
Assessment of infants and young children to determine eligibility for services of those with and without specific diagnosis, but who do not appear to be functioning visually by direct observation or parent report (SPED 757)

9. Each candidate demonstrates an understanding of the relationship between assessment, individualized program plan, development, and placement as they affect vision related services.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Conducts appropriate functional loss vision assessments and utilizes results in individualized program assessment and planning, including optimizing use of remaining vision (SPED 749)

Interpret medical eye reports and utilize information in individualized program assessment and planning (SPED 749)

Apply information obtained through the functional low vision assessment in determining appropriate learning media (SPED 750)

Analysis, interpretation, and use of assessment reports from relevant professional fields in planning and implementing instruction (SPED 750)

Relationship between assessment individualized program plan, development, and placement as they affect vision related services (SPED 750)

Function of the IFSP and ITP in relation to services for students with visual impairment (SPED 750)

Individualized family service plan (IFSP) and how it differs from the individualized education program (IEP). This includes the ability to develop, coordinate, and/or implement an IFSP. (SPED 757)

10. Each candidate demonstrates knowledge and skills in the development and/or selection of assessment measures which respond to cultural, linguistic, and gender differences.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 753, Living Skills Assessment and Instruction
INDICATORS. Demonstrates knowledge/understanding of:

Conducting appropriate functional vision assessments and utilizes results in individualized program assessment and planning, including optimizing use of remaining vision (SPED 749)

Development and/or selection of assessment measures which respond to cultural, linguistic, and gender differences (SPED 750)

Effective assessment of visually impaired individuals with multiple disabilities, including deaf blind (SPED 750)

Development and/or selection of assessment measures which respond to cultural, linguistic, and gender differences (SPED 750)

Use of disability-specific assessment instruments such as the Tactile Test of Basic Concepts, Diagnostic Assessment Procedures, Reynell-Ziken Developmental Assessment, Oregon Project, and Visual Functioning Assessment Tool (SPED 750)

Appropriate interpretation and application of scores obtained as a result of assessing individuals who are visually impaired (SPED 750)

Alternative assessment techniques for students who are blind or who have low vision when using non-disability specific instruments (SPED 750)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Academic performance including reading and writing of print and Grade 2 Braille, mathematics, and language arts
(b) Communication performance including typing and keyboarding, abacus, talking calculator, and tape recorders (SPED 750)

Development and selection of appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751; SPED 753)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Communication performance including signature and cursive writing
(b) Independent living skills including self-help, personal management, leisure and recreational skills and self-advocacy.
(c) Social-emotional performance including attitudes, motivation, goals, and interpersonal relationships, adjustment to vision loss.
(d) Career awareness and education, transition, and vocational (SPED 753)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including reading and writing of print and Grade 2 Braille (SPED 754)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(c) Concept development including spatial, temporal, quantitative, positional, directional, sequential, and categorical.
(e) Sensorimotor performance including gross and fine motor skills, perceptual development, and use of remaining vision.
(h) Orientation to the physical learning environment
(i) Safe and efficient movement within familiar indoor environments (SPED 655)

Awareness of physical and environmental factors that influence development and learning such as socioeconomic status, cultural diversity, language diversity, and home environments (SPED 757)

11. Each candidate demonstrates skills in communication of information related to assessment results to various audiences such as students, parents, school board members, and educational and related service personnel.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 753, Living Skills Assessment and Instruction
SPED 655, Basic Orientation and Mobility

INDICATORS. Demonstrates knowledge/understanding of:

Interpretation of visual functioning information with learners, families, professionals, and community personnel (SPED 749)

Ethical considerations and legal provisions, regulations, and guidelines related to the assessment of students with visual impairments, including the legal vs. functional definitions of blindness and low vision (SPED 750)

Communication of information related to assessment results to various audiences such as parents, school board members, and educational and related service personnel (SPED 750)

Analysis, interpretation, and use of assessment reports from relevant professional fields in planning and implementing instruction (SPED 750)
Need for collaboration with other professionals (SPED 753)

Need for collaboration between teachers of the visually impaired and orientation and mobility specialists (SPED 655)

12. Each candidate demonstrates knowledge and skills related to effective assessment of visually impaired individuals with multiple disabilities, including deaf-blind.

**INDICATORS.** Demonstrates knowledge/understanding of:

Effects of additional disabilities upon visual functioning (SPED 749)

Conducting appropriate functional vision assessments and utilizes results in individualized program assessment and planning, including optimizing use of remaining vision (SPED 749)

Effective assessment of visually impaired individuals with multiple disabilities, including deaf-blind (SPED 750)

Development and/or selection of assessment measures which respond to cultural, linguistic, and gender differences (SPED 750)

Use of disability-specific assessment instruments such as the Tactile Test of Basic Concepts, Diagnostic Assessment Procedures, Reynell-Ziken Developmental Assessment, Oregon Project, and Visual Functioning Assessment Tool (SPED 750)

Appropriate interpretation and application of scores obtained as a result of assessing individuals who are visually impaired (SPED 750)

Alternative assessment techniques for students who are blind or who have low vision when using non-disability specific instruments (SPED 750)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:
(a) academic performance including reading and writing of print and Grade 2 Braille, mathematics, and language arts
(b) Communication performance including typing and keyboarding, abacus, talking calculator, and tape recorders (SPED 750)

Development and selection of appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751; SPED 753).

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Communication performance including signature and cursive writing
(b) Independent living skills including self-help, personal management, leisure and recreational skills and self-advocacy.
(c) Social-emotional performance including attitudes, motivation, goals, and interpersonal relationships, adjustment to vision loss.
(d) Career awareness and education, transition, and vocational (SPED 753; SPED 763)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including reading and writing of print and Grade 2 Braille (SPED 754)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:
c) Concept development including spatial, temporal, quantitative, positional, directional, sequential, and categorical.
(e) Sensorimotor performance including gross and fine motor skills, perceptual development, and use of remaining vision.
(h) Orientation to the physical learning environment
(i) Safe and efficient movement within familiar indoor environments (SPED 655)

Assessment of infants and young children to determine eligibility for services of those with and without specific diagnosis, but who do not appear to be functioning visually by direct observation or parent report (SPED 757)

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delay, and when the individual needs specialized services for multiple disabilities (SPED 757)

Impact of combined vision and hearing loss on development and learning including cognitive and language (SPED 757)
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 08:

Visual Impairments (VI)

VI Standard 4

**Braille Competency and Braille Literacy Instruction.** Each candidate demonstrates proficiency in reading and writing alphabetic and fully contracted Braille using a variety of devices such as the Braillewriter, slate and stylus, computer-generated translation, and electronic note takers. Each candidate demonstrates proficiency in 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.

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

**Rationale.** Individuals who are functionally blind or some individuals with other severe visual impairments require instruction in Braille if they are to maximize their academic potential and have the greatest chances for success throughout their adult lives. It is crucial for each candidate to be proficient in Braille, not only to provide instruction but to promote the acceptance and use of Braille as a viable learning medium.

To meet this standard, the VI program will provide experiences that ensure that

1. Each candidate demonstrates proficiency in reading and writing of Grade 2 Literary Braille Code commensurate with National Standards.

**SPED 754, Basic Communication Skills**
**SPED 758, Advanced Communication Skills**

**INDICATORS.** Demonstrates knowledge/understanding of:

Proficient reading and writing of Grade 2 Literary Braille Code commensurate with National Standards (SPED 754)
Methods of producing Braille such as Braillewriter, slate and stylus, computer-generated, electronic note-takers, and Thermoform duplication (SPED 754; SPED 758)

2. Each candidate demonstrates basic proficiency in the Nemeth Braille Code for mathematics, this includes basic operations, numbers, spatial arrangements, mathematical symbols.

SPED 758, Advanced Communication Skills

INDICATORS. Demonstrates knowledge/understanding of:

Proficient use of the Nemeth Braille Code for Mathematics, this includes basic operations, numbers, spatial arrangements, mathematical symbols (SPED 758)

3. Each candidate demonstrates knowledge of methods of producing Braille such as Braillewriter, slate and stylus, computer generated, and Thermoform duplication.

SPED 751, Curriculum and Instruction
SPED 754, Beginning Communication Skills
SPED 758, Advanced Communication Skills

INDICATORS. Demonstrates knowledge/understanding of:

Access appropriate specialized resources related to disability-specific communication skills (SPED 751)

Proficient reading and writing of Grade 2 Literary Braille Code commensurate with National Standards (SPED 754)

Proper use and care of Braille production devices and equipment (SPED 754; SPED 758)

Methods of producing Braille such as Braillewriter, slate and stylus, computer-generated, electronic note-takers, and Thermoform duplication (SPED 754; SPED 758)

4. Each candidate demonstrates proper use and care of Braille production devices and equipment.

SPED 751, Curriculum and Instruction
SPED 754, Beginning Communication Skills
SPED 758, Advanced Communication Skills

INDICATORS. Demonstrates knowledge/understanding of:

Access appropriate specialized resources related to disability-specific communication skills (SPED 751)
Proficient reading and writing of Grade 2 Literary Braille Code commensurate with National Standards (SPED 754)

Proper use and care of Braille production devices and equipment. (SPED 754; SPED 758)

Methods of producing Braille such as Braillewriter, slate and stylus, computer-generated, electronic note-takers, and Thermoform duplication (SPED 754; SPED 758)

5. Each candidate has a basic knowledge of the various Braille codes currently in use such as foreign language, music, computer, and scientific notation.

SPED 758, Advanced Communication Skills

INDICATORS. Demonstrates knowledge/understanding of:

Basic knowledge of the various Braille codes currently in use such as foreign language, music, computer, and scientific notation (SPED 758)
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 08:

Visual Impairments (VI)

VI Standard 5

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

**Rationale.** Without communication skills individuals cannot be fully independent and, therefore, must rely on others to assist them. For some individuals with visual impairment, dealing with information in a print format both in the reception (reading) and the expression (writing) is a unique problem. Depending on the visual functioning of the individual, special instruction in alternative methods of communication may be essential to develop proficiency in communication and to access the general education curriculum.

To meet this standard, the VI program will provide experiences that ensure that

1. Each candidate demonstrates methods to develop tactual perceptual skills for individuals who are or will be primarily tactual learners.

**SPED 750, Assessment of Learners with VI**  
**SPED 751, Curriculum and Instruction**  
**SPED 757, Visual Impairment: Special Populations**

**INDICATORS.** Demonstrates knowledge/understanding of:

Various learning modalities: visual, tactile, and aural (**SPED 750**)

Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (**SPED 750**)
Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)

Methods to develop tactual perceptual skills for individuals who are or will be primarily tactual learners (SPED 751)

Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)

Typical and atypical development of infants and young children in the following developmental areas: gross motor, fine motor, cognition, communication, social-emotional (including self-concept and self-esteem), and daily living skills. (SPED 757)

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delays, and when the individual needs specialized services for multiple disabilities (SPED 757)

Impact of combined vision and hearing loss on development and learning including cognitive and language (SPED 757)

2. Each candidate demonstrates knowledge of the principles of Braille reading and writing instruction.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 754, Beginning Communication Skills
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Various learning modalities: visual, tactile, and aural (SPED 750)

Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)

Methods to develop tactual perceptual skills for individuals who are or will be primarily tactual learners (SPED 751)
Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)

Access appropriate specialized resources related to disability-specific communication skills (SPED 751)

Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751)

Principles of Braille reading and writing instruction (SPED 754)

Proficient in the reading and writing of Grade 2 literary Braille Code commensurate with National Standards (SPED 754)

Methods and instructional strategies for the teaching of Braille reading and writing (SPED 754)

Relevant research and its application to teaching Braille to learners who are visually impaired (SPED 754)

Typical and atypical development of infants and young children in the following developmental areas: gross motor, fine motor, cognition, communication, social-emotional (including self-concept and self-esteem), and daily living skills. (SPED 757)

Options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes, such as deaf-blind (SPED 757)

Impact of combined vision and hearing loss on development and learning including cognitive and language (SPED 757)

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delays, and when the individual needs specialized services for multiple disabilities (SPED 757)

3. Each candidate demonstrates methods and instructional strategies for the teaching of Braille reading and writing.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 754, Beginning Communication Skills
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:
Various learning modalities: visual, tactile, and aural (SPED 750)

Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)

Methods to develop tactual perceptual skills for individuals who are or will be primarily tactual learners (SPED 751)

Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)

Access appropriate specialized resources related to disability-specific communication skills (SPED 751)

Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751)

Principles of Braille reading and writing instruction (SPED 754)

Proficient in the reading and writing of Grade 2 literary Braille Code commensurate with National Standards (SPED 754)

Methods and instructional strategies for the teaching of Braille reading and writing (SPED 754)

Relevant research and its application to teaching Braille to learners who are visually impaired (SPED 754)

Typical and atypical development of infants and young children in the following developmental areas: gross motor, fine motor, cognition, communication, social-emotional (including self-concept and self-esteem), and daily living skills. (SPED 757)

Options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes, such as deaf-blind (SPED 757)

Impact of combined vision and hearing loss on development and learning including cognitive and language (SPED 757)

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental
delays, and when the individual needs specialized services for multiple disabilities (SPED 757)

4. Each candidate demonstrates methods and instructional strategies for the teaching of the Nemeth Braille Code for mathematics.

SPED 750, Assessment of Learners with VI  
SPED 751, Curriculum and Instruction  
SPED 757, Visual Impairment: Special Populations  
SPED 758, Advanced Communication Skills

INDICATORS. Demonstrates knowledge/understanding of:

Various learning modalities: visual, tactile, and aural (SPED 750)

Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)

Methods to develop tactual perceptual skills for individuals who are or will be primarily tactual learners (SPED 751)

Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)

Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751)

Typical and atypical development of infants and young children in the following developmental areas: gross motor, fine motor, cognition, communication, social-emotional (including self-concept and self-esteem), and daily living skills. (SPED 757)

Options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes, such as deaf-blind (SPED 757)

Impact of combined vision and hearing loss on development and learning including cognitive and language (SPED 757)

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delays, and when the individual needs specialized services for multiple disabilities (SPED 757)
Basic proficiency in the Nemeth Braille Code for mathematics; this includes basic operations, numbers, spatial arrangements, mathematical symbols (SPED 758)

Methods and instructional strategies for the teaching of the Nemeth Braille Code for mathematics (SPED 758)

5. Each candidate demonstrates methods and instructional strategies for the teaching of the abacus and/or talking calculator.

SPED 750, Assessment of Learners with VI
SPED 751, Academic Assessment and Instruction II
SPED 757, Visual Impairment: Special Populations
SPED 758, Advanced Communication Skills

**INDICATORS.** Demonstrates knowledge/understanding of:

Various learning modalities: visual, tactile, and aural (SPED 750)

Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)

Methods to develop tactual perceptual skills for individuals who are or will be primarily tactual learners (SPED 751)

Methods and instructional strategies for the teaching abacus and/or talking calculator (SPED 758)

Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)

Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751)

Typical and atypical development of infants and young children in the following developmental areas: gross motor, fine motor, cognition, communication, social-emotional (including self-concept and self-esteem), and daily living skills. (SPED 757)

Options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes, such as deaf-blind (SPED 757)
Impact of combined vision and hearing loss on development and learning including cognitive and language (SPED 757)

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delays, and when the individual needs specialized services for multiple disabilities (SPED 757)

6. Each candidate demonstrates methods and instructional strategies for the teaching of tactile graphics including maps, charts, and tables.

    SPED 750, Assessment of Learners with VI
    SPED 751, Curriculum and Instruction
    SPED 758, Advanced Communications Skills

INDICATORS. Demonstrates knowledge/understanding of:

Various learning modalities: visual, tactile, and aural (SPED 750)

Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)

Methods to develop tactual perceptual skills for individuals who are or will be primarily tactual learners (SPED 751)

Methods and instructional strategies for the teaching of tactile graphics including maps, charts, and tables (SPED 751; SPED 758)

Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)

Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751)

7. Each candidate demonstrates methods and instructional strategies for the teaching of adapted science equipment.

    SPED 750, Assessment of Learners with VI
    SPED 751, Curriculum and Instruction

INDICATORS. Demonstrates knowledge/understanding of:
Various learning modalities: visual, tactile, and aural (SPED 750)

Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)

Methods to develop tactual perceptual skills for individuals who are or will be primarily tactual learners (SPED 751)

Methods and instructional strategies for the teaching of adapted science equipment (SPED 751)

Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)

Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751)

8. Each candidate demonstrates methods and instructional strategies for the teaching of handwriting for individuals with low vision and signature writing for individuals who are blind.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 754, Beginning Communication Skills

INDICATORS. Demonstrates knowledge/understanding of:

Various learning modalities: visual, tactile, and aural (SPED 750)

Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)

Methods to develop tactual perceptual skills for individuals who are or will be primarily tactual learners (SPED 751)

Methods and instructional strategies for the teaching of handwriting for individuals with low vision and signature writing for individuals who are blind (SPED 751; SPED 754)
Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)

Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751)

9. Each candidate demonstrates methods and instructional strategies for the teaching of listening, aural reading, and compensatory auditory skills.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Various learning modalities: visual, tactile, and aural (SPED 750)

Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)

Methods and instructional strategies for the teaching of listening, aural reading, and compensatory auditory skills (SPED 751)

Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)

Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751)

10. Each candidate demonstrates methods and instructional strategies for the teaching of touch typing and keyboarding for specialized technology.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Various learning modalities: visual, tactile, and aural (SPED 750)

Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)
Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)

Methods and instructional strategies for the teaching of touch typing and keyboarding for specialized technology (SPED 751)

Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)

Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751)

11. Each candidate demonstrates methods and instructional strategies for the teaching of Braille slate and stylus.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 754, Beginning Communication Skills
SPED 758, Advanced Communication Skills

Various learning modalities: visual, tactile, and aural (SPED 750)

Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)

Methods to develop tactual perceptual skills for individuals who are or will be primarily tactual learners (SPED 751)

Methods and instructional strategies for the teaching of Braille Slate and stylus (SPED 758)

Methods of producing Braille such as Braillewriter, slate and stylus, computer-generated, electronic note-takers, and Thermoform duplication (SPED 754; SPED 758)

Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)
Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751).

12. Each candidate demonstrates methods and instructional strategies for the teaching of large print reading such as books and electronic large print displays.

**INDICATORS.** Demonstrates knowledge/understanding of:

- Various learning modalities: visual, tactile, and aural (SPED 750)
- Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)
- Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)
- Methods and instructional strategies for the teaching of large print reading such as books and electronic large print displays (SPED 749; SPED 751)
- Access to appropriate specialized resources related to disability-specific communication skills (SPED 751)
- Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)
- Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751)
- Options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes, such as deaf-blind (SPED 757)
- Impact of combined vision and hearing loss on development and learning including cognitive and language (SPED 757)
- Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delays, and when the individual needs specialized services for multiple disabilities (SPED 757)
13. Each candidate demonstrates knowledge regarding access to appropriate specialized resources related to disability-specific communication skills.

SPED 751, Curriculum and Instruction
SPED 757, Visual Impairment: Special Populations

Access to appropriate specialized resources related to disability-specific communication skills (SPED 751)

Options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes, such as deaf-blind (SPED 757)

14. Each candidate demonstrates the ability to choose and implement instructional techniques and strategies that promote successful transitions for individuals with visual impairments from: home to school, school to school, program to program, and school to work.

SPED 752, Issues in Visual Impairment

INDICATORS. Demonstrates knowledge/understanding of:

Ability to choose and implement instructional techniques and strategies that promote successful transitions for individuals with visual impairments from: home to school, school to school, program to program, and school to work (SPED 752)

15. Each candidate demonstrates knowledge and skills to provide instruction to students in accessing printed public information and community resources, and acquiring practical skills such as keeping personal records, time management, personal banking, emergency procedures.

SPED 752, Issues in Visual Impairment

INDICATORS. Demonstrates knowledge/understanding of:

Skills to provide instruction to students in accessing printed public information and community resources, and acquiring practical skills such as keeping personal records, time management, personal banking, emergency procedures (SPED 752)

16. Each candidate demonstrates the recognition of assistive technology devices related to education

SPED 735, Technology for the Visually Impaired

INDICATORS. Demonstrates knowledge/understanding of:

Recognition of assistive technology devices related to education (SPED 735)
Basic functional assessments in the area of assistive technology (SPED 735)

Available resources related to assistive technology (SPED 735)

Basic components of the personal computer (SPED 735)

Graphical user interface (GUI) and how it relates to the visually impaired learner (SPED 735)

Assistive technology software for the visually impaired person (SPED 735)

Assistive technology hardware for the visually impaired person (SPED 735)
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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: Clarify how candidates will consider individual learner needs when assessing students who are English language or gifted learners.

RESPONSE TO CONCERN, APRIL, 2012:
See highlighted text below.

PRELIMINARILY ALIGNED, AUGUST, 2012

Rationale. In today’s information age, there can be no question that literacy represents the primary tool by which individuals compete. Our educational system is designed to establish a common experience base and promote the crucial communication skills of reading, writing, speaking, and listening. Therefore, for individuals with visual impairments, the determination of the most appropriate learning medium is often a complex but critical decision. This decision should be based upon individual needs and ongoing assessment by a credentialed teacher of the visually impaired.

To meet this standard, the VI program will provide experiences that ensure that

1. Each candidate demonstrates knowledge of the various learning modalities: visual, tactile, and aural.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 655, Living Skills Assessment and Instruction
SPED 751, Curriculum and Instruction  
SPED 757, Visual Impairment: Special Populations

**INDICATORS.** Demonstrates knowledge/understanding of:

Normal development of the human visual system *(SPED 749)*

Basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in the home, classroom, workplace, community, and in daily functioning *(SPED 749)*

Effects of additional disabilities upon visual functioning *(SPED 749)*

Impact on development and learning influenced by the cause, type, or degree of vision loss as well as age of onset *(SPED 749)*

Various learning modalities: visual, tactile, and aural *(SPED 750)*

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into visual and aural formats *(SPED 750)*

Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community *(SPED 751)*

Unique sensory development and processes in learners who are blind and visually impaired *(SPED 655)*

Impact on development, experience, and learning influenced by the cause, type, or degree of visual loss as well as the age of onset *(SPED 757)*

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delay, and when the individual needs specialized services for multiple disabilities *(SPED 757)*

Options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes, such as deaf-blind *(SPED 757)*

2. Each candidate demonstrates the ability to apply the information obtained through the functional low vision assessment in determining appropriate vision media.
SPED 753, Living Skills Assessment and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Conducting appropriate functional vision assessments and utilizing results in individualized program assessment and planning, including optimizing use of remaining vision (SPED 749)

Analyze, interpret, and use assessment reports from relevant professional fields in planning and implementing instruction (SPED 750)

Appropriate interpretation and application of scores obtained as a result of assessing individuals who are visually impaired (SPED 750)

Application of information obtained through the functional low vision assessment in determining appropriate learning media (SPED 750)

Determination of both the primary and secondary learning media of the visually impaired learner (SPED 750)

Effective assessment of visually impaired individuals with multiple disabilities, including deaf blind (SPED 750)

Develop and select appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751; SPED 753)

Knowledge in the procedures used for screening, pre-referral, referral, and classifications of students who are visually impaired including vision screening methods, functional vision evaluations, and learning media assessments such as Braille, large print, standard print, or aural (SPED 750)

Knowledge of various learning modalities: visual, tactile, aural (SPED 750)

3. Each candidate demonstrates the ability to evaluate a variety of specialized media, materials, and equipment such as Optacon, Braille, books on tape, synthesized speech, reading machines, and large print books, as they apply to the modality needs of the visually impaired learner.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction

INDICATORS. Demonstrates knowledge/understanding of:
Conducting appropriate functional vision assessments and utilizing results in individualized program assessment and planning, including optimizing use of remaining vision (SPED 749)

Methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and non-optical devices (SPED 749)

Knowledge of various learning modalities: visual, tactile, aural (SPED 750)

Application of information obtained through the functional low vision assessment in determining appropriate learning media (SPED 750)

Determination of both the primary and secondary learning media of the visually impaired learner (SPED 750)

Evaluate a variety of specialized media, materials, and equipment such as Optacon, Braille, books on tape, synthesized speech, reading machines, and large print books, as they apply to the modality needs of the visually impaired learner (SPED 750)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)

4. Each candidate demonstrates the ability to evaluate the effectiveness of the educational environment as it impacts the visually impaired learner’s individual learning medium.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 753, Living Skills Assessment and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Conducting appropriate functional vision assessments and utilizing results in individualized program assessment and planning, including optimizing use of remaining vision (SPED 749)

Methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and non-optical devices (SPED 749)

Knowledge of various learning modalities: visual, tactile, aural (SPED 750)

Application of information obtained through the functional low vision assessment in determining appropriate learning media (SPED 750)
Determination of both the primary and secondary learning media of the visually impaired learner (SPED 750)

Evaluation of the effectiveness of the educational environment as it impacts the visually impaired learner's individual learning medium (SPED 750)

Development and select on of appropriate curriculum materials that take into consideration additional disabilities as well as cultural, linguistic, and gender differences (SPED 751; SPED 753)

5. Each candidate demonstrates the ability to determine both the primary and secondary learning medium of the visually impaired learner.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Conducting appropriate functional vision assessments and utilizing results in individualized program assessment and planning, including optimizing use of remaining vision (SPED 749)

Knowledge of various learning modalities: visual, tactile, aural (SPED 750)

Application of information obtained through the functional low vision assessment in determining appropriate learning media (SPED 750)

Determination of both the primary and secondary learning media of the visually impaired learner (SPED 750)

Evaluate a variety of specialized media, materials, and equipment such as Optacon, Braille, books on tape, synthesized speech, reading machines, and large print books, as they apply to the modality needs of the visually impaired learner (SPED 750)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 751)

6. Each candidate demonstrates skills in designing learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
**INDICATORS.** Demonstrates knowledge/understanding of:

Various learning modalities: visual, tactile, and aural (SPED 750)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into visual and aural formats (SPED 750)

Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)

Unique sensory development and processes in learners who are blind and visually impaired (SPED 655)

Impact on development, experience, and learning influenced by the cause, type, or degree of visual loss as well as the age of onset (SPED 757)

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delay, and when the individual needs specialized services for multiple disabilities (SPED 757)

Options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes, such as deaf-blind (SPED 757)

7. Each candidate demonstrates skills in selecting appropriate learning media of students who are English language or gifted learners.

**INDICATORS.** Demonstrates knowledge/understanding of:

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology for students who are blind or visually impaired and who are English language or gifted learners (SPED 754)

Conducting learning media assessment and identifying needs of students who are English language or gifted learners (SPED 750; SPED 754)
Developing appropriate instructional strategies based on ongoing assessments (SPED 750; SPED 754).
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 08:

Visual Impairments (VI)

VI Standard 7

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Rationale. Sighted individuals learn the necessity of, and the techniques for, completing numerous daily living skills primarily through the observation of others. Because of the inability or limited ability of blind and visually impaired individuals to see, learning cannot be dependent on incidental casual observations of the world around them. Therefore, individuals with visual impairments need to be taught these skills in a systematic fashion. In order to be prepared for adult living, individuals with visual impairments must participate in an educational program that not only addresses academic skills but specific functional skills which include self-help skills, social skills, and use of functional vision.

To meet this standard, the VI program will provide experiences that ensure that

1. Each candidate demonstrates the ability to design and implement functional and age appropriate instructional programs in the four domains (domestic, vocational, community, and recreation-leisure) for learners of different cognitive abilities.

http://gcoe.sfsu.edu/sped/accreditation/visual-impairments
SPED 750, Assessment of Learners with VI
SPED 752, Issues in Visual Impairment
SPED 753, Living Skills Assessment and Instruction
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:
Design and implement functional and age appropriate instructional programs in the four domains (domestic, vocational, community, and recreation-leisure) for learners of different cognitive abilities (SPED 753)

Methods to develop social and daily living skills that are normally learned or reinforced by visual means and which promote academic and social inclusion (SPED 753)

Methods to develop adapted physical and recreation skills for individual who are visually impaired (SPED 753)

Methods to develop and foster independence in the area of self-help skills (SPED 753)

Methods for the acquisition of personal management skills such as keeping personal records, time management, personal banking, and emergency procedures (SPED 753)

Provision of instruction in accessing printed public information and community resources, and acquiring practical skills such as keeping personal records, time management, personal banking, and emergency procedures (SPED 753)

Develop and select appropriate curricular materials that take into consideration additional disabilities as well as culture, linguistic, and gender differences (SPED 750; SPED 753)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Communication performance, including signature and cursive writing.
(b) Independent living skills including self-help, personal management, leisure and recreational skills, and self-advocacy.
(c) Social-emotional performance including attitudes, motivations, goals, and interpersonal relationships, adjustment to vision loss.
(d) Career awareness and education, transition, and vocational (SPED 753; SPED 763)

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delays, and when the individual needs specialized services for multiple disabilities (SPED 757)

Importance of prevocational, vocational training and experience as well as postsecondary educational options (SPED 752)

Vocational implications resulting from attitudes of society towards visual impairment (SPED 752)

Importance of providing adult visually impaired role models for career awareness and education for their students with visual impairments and their families (SPED 752)
2. Each candidate demonstrates methods to develop social and daily living skills that are normally learned or reinforced by visual means and which promote academic and social inclusion.

**INDICATORS.** Demonstrates knowledge/understanding of:

Design and implement functional and age appropriate instructional programs in the four domains (domestic, vocational, community, and recreation-leisure) for learners of different cognitive abilities (**SPED 753**)

Methods to develop social and daily living skills that are normally learned or reinforced by visual means and which promote academic and social inclusion (**SPED 753**)

Methods to develop adapted physical and recreation skills for individual who are visually impaired (**SPED 753**)

Methods to develop and foster independence in the area of self-help skills (**SPED 753**)

Methods for the acquisition of personal management skills such as keeping personal records, time management, personal banking, and emergency procedures (**SPED 753**)

Provision of instruction in accessing printed public information and community resources, and acquiring practical skills such as keeping personal records, time management, personal banking, and emergency procedures (**SPED 753**)

Develop and select appropriate curricular materials that take into consideration additional disabilities as well as culture, linguistic, and gender differences (**SPED 750; SPED 753**)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Communication performance, including signature and cursive writing.
(b) Independent living skills including self-help, personal management, leisure and recreational skills, and self-advocacy.
(c) Social-emotional performance including attitudes, motivations, goals, and interpersonal relationships, adjustment to vision loss.
(d) Career awareness and education, transition, and vocational (**SPED 753**)

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental
delays, and when the individual needs specialized services for multiple disabilities (SPED 757)

3. Each candidate demonstrates methods for the development of spatial and environmental concepts needed by young children who do not learn visually.

SPED 750, Assessment of Learners with VI  
SPED 753, Living Skills Assessment and Instruction  
SPED 655, Basic Orientation and Mobility  
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Develop and select appropriate curricular materials that take into consideration additional disabilities as well as culture, linguistic, and gender differences (SPED 750; SPED 753)

Development of spatial and environmental concepts needed by young children who do not learn visually (SPED 655; SPED 757)

Techniques and strategies for integration of orientation and mobility concepts and skills in setting throughout the full array of education placement options (SPED 655)

Demonstrates knowledge in the selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Concept development, including spatial, temporal, quantitative, positional, directional, sequential, and categorical.
(b) Sensorimotor performance including gross and fine motor skills, perceptual development, and use of remaining vision.
(c) Orientation to the physical learning environment.
(d) safe and efficient movement within familiar indoor environments (SPED 655)

Identification of age appropriate concepts necessary for independent orientation and mobility including: body imagery, spatial awareness, environmental concepts, community structures, and transportation systems (SPED 655)

Knowledge of typical and atypical development of infants and young children in the following developmental areas: gross motor, fine motor, cognition, communication, social-emotional (including self-concept and self-esteem), and daily living skills. (SPED 757)

Impact on development, experience, and learning influenced by the cause, type, or degree of visual loss as well as age of onset (SPED 749; SPED 757)
Knowledge of the impact of visual impairments on psychosocial and cognitive development as they relate to independent orientation and mobility (SPED 757)

Knowledge of impact of visual impairment upon motor development and implications for independent mobility (SPED 757)

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delays, and when the individual needs specialized services for multiple disabilities (SPED 757)

Impact of combined vision and hearing loss on development and learning including cognitive and language (SPED 757)

4. Each candidate demonstrates methods to develop alternative reasoning and decision-making skills in individuals who are visually impaired.

SPED 750, Non-Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 753, Living Skills Assessment and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Methods to develop alternative reasoning and decision-making skills in individuals who are visually impaired (SPED 751)

Develop and select appropriate curricular materials that take into consideration additional disabilities as well as culture, linguistic, and gender differences (SPED 750; SPED 753)

5. Each candidate demonstrates methods to develop alternative organization and study skills for individuals who are visually impaired.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 753, Living Skills Assessment and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Methods to develop alternative organization and study skills for individuals who are visually impaired (SPED 751)

Develop and select appropriate curricular materials that take into consideration additional disabilities as well as culture, linguistic, and gender differences (SPED 750; SPED 753)
6. Each candidate demonstrates methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and non-optical devices.

**SPED 749, Medical, Educational, & Rehabilitative Implications**  
**SPED 750, Assessment of Learners with VI**  
**SPED 751, Curriculum and Instruction**  
**SPED 655, Basic Orientation and Mobility**

**INDICATORS.** Demonstrates knowledge/understanding of:

Conducting appropriate functional vision assessments and utilizes results in individualized program assessment and planning, including optimizing use of remaining vision (**SPED 749**)  

Methods for the development of visual efficiency including instruction in the use of print adaptations, optical devices, non-optical devices (**SPED 749**)  

Design of comprehensive program to optimize vision functioning (**SPED 749; SPED 751**)  

Instruction of learners who are visually impaired in the appropriate use of optical and non-optical low vision devices across settings. The candidate also assesses the learner’s effective use of low vision devices (**SPED 749**)  

Selection, procurement, maintenance, storage, and use of specialized devices including optical and non-optical aids (**SPED 749**)  

Evaluation of a variety of specialized media, materials, and equipment such as Optacon, Braille, books on tape, synthesized speech, reading machines, and large print books as they apply to the modality needs of the visually impaired learner (**SPED 750**)  

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (**SPED 750**)  

Application of information obtained through the functional low vision assessment in determining appropriate learning media (**SPED 750**)  

Knowledge in the procedures used for screening, pre-referral, referral, and classifications of students who are visually impaired including vision screening methods, functional vision evaluations, and learning media assessments such as Braille, large print, standard print, or aural (**SPED 750**)
Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into visual and aural formats (SPED 750)

Knowledge of various learning modalities: visual, tactile, aural (SPED 750)

Methods and instructional strategies for the teaching of large print reading such as books and electronic large print displays (SPED 751)

Design of learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of individual and group learning activities in the school, home, and community (SPED 751)

Knowledge in the selection, procurement, and use of appropriate assessment procedures to determine unique needs including use of remaining vision related to orientation and mobility concepts and skills (SPED 655)

7. Each candidate demonstrates methods to teach human sexuality to students who are visually impaired, using tactual models that are anatomically accurate.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 753, Living Skills Assessment and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Methods to teach human sexuality to students who are visually impaired, using tactual models that are anatomically accurate (SPED 751)

Develop and select appropriate curricular materials that take into consideration additional disabilities as well as culture, linguistic, and gender differences (SPED 750; SPED 753)

8. Each candidate demonstrates methods to develop adapted physical and recreation skills for individuals who are visually impaired.

SPED 750, Assessment of Learners with VI
SPED 753, Living Skills Assessment and Instruction
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Methods to develop adapted physical and recreation skills for individuals who are visually impaired (SPED 753)
Develop and select appropriate curricular materials that take into consideration additional disabilities as well as culture, linguistic, and gender differences (SPED 750; SPED 753).

Design and implement functional and age appropriate instructional programs in the four domains (domestic, vocational, community, and recreation-leisure) for learners of different cognitive abilities (SPED 753).

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Communication performance, including signature and cursive writing.
(b) Independent living skills including self-help, personal management, leisure and recreational skills, and self-advocacy.
(c) Social-emotional performance including attitudes, motivations, goals, and interpersonal relationships, adjustment to vision loss.
(d) Career awareness and education, transition, and vocational (SPED 753; SPED 763).

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delays, and when the individual needs specialized services for multiple disabilities (SPED 757).

9. Each candidate demonstrates methods to develop and foster independence in the area of self-help skills.

**INDICATORS.** Demonstrates knowledge/understanding of:

Methods to develop and foster independence in the area of self-help skills (SPED 753).

Develop and select appropriate curricular materials that take into consideration additional disabilities as well as culture, linguistic, and gender differences (SPED 750; SPED 753).

Design and implement functional and age appropriate instructional programs in the four domains (domestic, vocational, community, and recreation-leisure) for learners of different cognitive abilities (SPED 753).

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Communication performance, including signature and cursive writing.
(b) Independent living skills including self-help, personal management, leisure and recreational skills, and self-advocacy.
(c) Social-emotional performance including attitudes, motivations, goals, and interpersonal relationships, adjustment to vision loss.
(d) Career awareness and education, transition, and vocational (SPED 753; SPED 763)

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delays, and when the individual needs specialized services for multiple disabilities (SPED 757)

10. Each candidate demonstrates knowledge of strategies for promoting self-advocacy and assertiveness in individuals who are visually impaired.

SPED 750, Assessment of Learners with VI
SPED 752, Issues in Visual Impairment
SPED 753, Living Skills Assessment and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Unique issues for individuals with visual impairment in the areas of self-esteem, socialization, assertiveness, and self-advocacy (SPED 752)

Strategies for promoting self-advocacy and assertiveness in individuals who are visually impaired (SPED 752)

Strategies for promoting self-advocacy and assertiveness in individuals who are visually impaired (SPED 753)

Develop and select appropriate curricular materials that take into consideration additional disabilities as well as culture, linguistic, and gender differences (SPED 750; SPED 753)

11. Each candidate demonstrates methods for the acquisition of personal management skills, such as keeping personal records, time management, personal banking, and emergency procedures.

SPED 750, Assessment of Learners with VI
SPED 753, Living Skills Assessment and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Methods for the acquisition of personal management skills, such as keeping personal records, time management, personal banking, and emergency procedures (SPED 753)
Provision of instruction in accessing printed public information and community resources, and acquiring practical skills such as keeping personal records, time management, personal banking, and emergency procedures (SPED 753).

Develop and select appropriate curricular materials that take into consideration additional disabilities as well as culture, linguistic, and gender differences (SPED 750; SPED 753).

12. Each candidate demonstrates methods to develop and reinforce sensori-motor skills including gross and fine motor, posture, balance, movement, and strength.

SPED 655, Basic Orientation and Mobility
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Methods to develop and reinforce sensori-motor skills including gross and fine motor, posture, balance, movement, and strength (SPED 655).

Unique sensory development and processes in learners who are blind and visually impaired (SPED 655).

Impact of visual impairment upon motor development, and implications for independent movement in the environment (SPED 757).

13. Each candidate demonstrates knowledge and social skills needed for educational and functional living environments and effective instruction in the development of these skills.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 753, Living Skills Assessment and Instruction
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Methods to develop alternative reasoning and decision-making skills in individuals who are visually impaired (SPED 751).

Methods to develop alternative organization and study skills for individuals who are visually impaired (SPED 751).

Methods to teach human sexuality to students who are visually impaired, using tactual models that are anatomically accurate (SPED 751).
Knowledge and social skills needed for educational and functional living environments and effective instruction in the development of these skills (SPED 753)

Methods to develop and foster independence in the area of self-help skills (SPED 753)

Develop and select appropriate curricular materials that take into consideration additional disabilities as well as culture, linguistic, and gender differences (SPED 750; SPED 753)

Design and implement functional and age appropriate instructional programs in the four domains (domestic, vocational, community, and recreation-leisure) for learners of different cognitive abilities (SPED 753)

Selection, procurement, and use of appropriate assessment procedures to determine the unique needs including:

(a) Communication performance, including signature and cursive writing.
(b) Independent living skills including self-help, personal management, leisure and recreational skills, and self-advocacy.
(c) Social-emotional performance including attitudes, motivations, goals, and interpersonal relationships, adjustment to vision loss.
(d) Career awareness and education, transition, and vocational (SPED 753)

Methods for the acquisition of personal management skills, such as keeping personal records, time management, personal banking, and emergency procedures (SPED 753)

Provision of instruction in accessing printed public information and community resources, and acquiring practical skills such as keeping personal records, time management, personal banking, and emergency procedures (SPED 753)

Strategies for promoting self-advocacy and assertiveness in individuals who are visually impaired (SPED 753)

Methods to develop adapted physical and recreation skills for individuals who are visually impaired (SPED 753)

Methods to develop social and daily living skills that are normally learned or reinforced by visual means and which promote academic and social inclusion (SPED 753)

Potential educational and social impact of additional disabilities on development and learning such as a hearing impairment, physical or health impairment, or developmental delays, and when the individual needs specialized services for multiple disabilities (SPED 757)

14. Each candidate identifies psychological, sociological and vocational implications resulting from attitudes of society toward blind and low vision individuals.
SPED 752, Issues in Visual Impairment

INDICATORS. Demonstrates knowledge/understanding of:

Psychological, sociological and vocational implications resulting from attitudes of society toward blind and low vision individuals (SPED 752)
EDUCA TION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 08:

Visual Impairments (VI)

VI Standard 8

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

Rationale. The ability to understand, interact with, and move about within one’s physical and spatial environment is a fundamental developmental skill. A visual impairment may affect an individual’s opportunities for unrestricted, independent exploration, movement, and play; understanding of the physical environment and space; ability to acquire basic daily living and social skills necessary for interaction with sighted individuals. Each candidate must be a proficient guide for their students to facilitate movement within the educational environment and reinforce basic orientation and mobility skills.

To meet this standard, the VI program will provide experiences that ensure that

1. Each candidate demonstrates proficiency in human guide techniques including basic guide position and grip, transferring sides, narrow passageways, reversing directions, doorways, stairways, and seating.

SPED 655, Basic Orientation and Mobility

INDICATORS. Demonstrates knowledge/understanding of:

Proficient human guide techniques including basic guide position and grip, transferring sides, narrow passageways, reversing directions, doorways, stairways, and seating (SPED 655)

2. Each candidate demonstrates an understanding of the need for collaboration between teachers of the visually impaired and orientation and mobility specialists.

SPED 655, Basic Orientation and Mobility
INDICATORS. Demonstrates knowledge/understanding of:

Need for collaboration between teachers of the visually impaired and orientation and mobility specialists (SPED 655)

3. Each candidate demonstrates protective techniques for independent travel indoors including upper hand and forearm, lower hand and forearm, and trailing.

**SPED 655, Basic Orientation and Mobility**

INDICATORS. Demonstrates knowledge/understanding of:

Protective techniques for independent travel indoors including upper hand and forearm, lower hand and forearm, and trailing (SPED 655)

4. Each candidate demonstrates knowledge of methods of orientation to unfamiliar indoor areas.

**SPED 655, Basic Orientation and Mobility**

INDICATORS. Demonstrates knowledge/understanding of:

Methods of orientation to unfamiliar indoor areas (SPED 655)

5. The program provides an overview of current mobility devices including long cane, guide dog, electronic sensor, and adaptive mobility aids, such as wheelchairs, walkers, crutches, and braces.

**SPED 655, Basic Orientation and Mobility**

INDICATORS. Demonstrates knowledge/understanding of:

Overview of current mobility devices including long cane, guide dog, electronic sensor, and adaptive mobility aids, such as wheelchairs, walkers, crutches, and braces (SPED 655)

6. Each candidate demonstrates knowledge of the various forms of public transportation such as bus, taxi, train, plane, and Para transit.

**SPED 655, Basic Orientation and Mobility**

INDICATORS. Demonstrates knowledge/understanding of:

Knowledge of the various forms of public transportation such as bus, taxi, train, plane, and Para transit (SPED 655)
7. Each candidate demonstrates knowledge in techniques and strategies for integration of orientation and mobility concepts and skills in settings throughout the full array of education placement options.

**SPED 655, Basic Orientation and Mobility**

**INDICATORS.** Demonstrates knowledge/understanding of:

Knowledge in techniques and strategies for integration of orientation and mobility concepts and skills in settings throughout the full array of education placement options (SPED 655)
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 08:
Visual Impairments (VI)

VI Standard 9

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

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminally Aligned

Rationale. Infants and young children with visual impairments have differentiated learning needs. Until these individuals have developed complex mental processing abilities, a difficult task without vision, they are surrounded by sounds, smells, and sensory perceptions that have little or no attached meaning. Opportunities for learning, such as associations among sound, shapes, and objects and their purposes -- a process that often occurs incidentally with sight children -- must be directly provided. The first five years of a child's life are the most important for developing a foundation for learning, special emphasis must be given to the infant and young child whose opportunities to learn through visual observation are limited or nonexistent.

To meet this standard, the VI program will provide experiences that ensure that

1. Each candidate demonstrates knowledge about the impact of vision loss on the infant-care provider relationship which may impact later cognitive and linguistic development.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Normal development of the human visual system (SPED 749)

Basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in the home, classroom, workplace, community, and in daily functioning (SPED 749)
Effects of additional disabilities upon visual functioning (SPED 749)

Impact on development and learning influenced by the cause, type, or degree of vision loss as well as age of onset (SPED 749; SPED 757)

Knowledge of typical and atypical development of infants and young children in the following developmental areas: gross motor, fine motor, cognition, communication, social-emotional (including self-concept and self-esteem), and daily living skills (SPED 757)

Potential educational and social impact of additional disabilities on development and learning such as hearing impairment, physical or health impairment, or developmental delay, and when the individual needs specialized services for multiple disabilities (SPED 757)

Physical and environmental factors that influence development and learning such as socioeconomic status, cultural diversity, language diversity, and home environments (SPED 757)

Impact of vision loss on the infant-care provider relationship which may impact later cognitive and linguistic development (SPED 757)

2. Each candidate demonstrates the knowledge of typical and atypical development of infants and young children in the six developmental areas, including gross motor, fine motor, cognitive, communication, social-emotional, and daily living skills.

INDICATORS. Demonstrates knowledge/understanding of:

Normal development of the human visual system (SPED 749)

Basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in the home, classroom, workplace, community, and in daily functioning (SPED 749)

Effects of additional disabilities upon visual functioning (SPED 749)

Impact on development and learning influenced by the cause, type, or degree of vision loss as well as age of onset (SPED 749; SPED 757)

Knowledge of typical and atypical development of infants and young children in the following developmental areas: gross motor, fine motor, cognition, communication,
social-emotional (including self-concept and self-esteem), and daily living skills (SPED 757)

Potential educational and social impact of additional disabilities on development and learning such as hearing impairment, physical or health impairment, or developmental delay, and when the individual needs specialized services for multiple disabilities (SPED 757)

Physical and environmental factors that influence development and learning such as socioeconomic status, cultural diversity, language diversity, and home environments (SPED 757)

Impact of vision loss on the infant-care provider relationship which may impact later cognitive and linguistic development (SPED 757)

3. Each candidate demonstrates the ability to assess infants and young children to determine eligibility for services for those with and without specific visual diagnosis, but who do not appear to be functioning visually by direct observation or parent report.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Normal development of the human visual system (SPED 749)

Basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in the home, classroom, workplace, community, and in daily functioning (SPED 749)

Effects of additional disabilities upon visual functioning (SPED 749)

Impact on development and learning influenced by the cause, type, or degree of vision loss as well as age of onset (SPED 749; SPED 757)

Conducts appropriate functional loss vision assessments and utilizes results in individualized program assessment and planning, including optimizing use of remaining vision (SPED 749)

Definitions related to visual impairment (SPED 749)

Interpret medical eye reports and utilize information in individualized program assessment and planning (SPED 749)
Ethical considerations and legal provisions, regulations, and guidelines related to the assessment of students with visual impairments, including the legal vs. functional definitions of blindness and low vision (SPED 750)

Assess infants and young children to determine eligibility for services for those with and without specific visual diagnosis, but who do not appear to be functioning visually by direct observation or parent report (SPED 757)

4. Each candidate demonstrates knowledge of age specific/disability specific assessment tools including Oregon project and Reynell Zinkin.

SPED 750, Assessment of Learners with VI

INDICATORS. Demonstrates knowledge/understanding of:

Use of disability-specific assessment instruments such as the Tactile Test of Basic Concepts, Diagnostic Assessment Procedures, Reynell-Ziken Developmental Assessment, Oregon Project, and Visual Functioning Assessment Tool (SPED 750)

Appropriate interpretation and application of scores obtained as a result of assessing individuals who are visually impaired (SPED 750)

5. Each candidate demonstrates the ability to develop, coordinate, and/or implement an appropriate program for infants and young children with visual impairments and their families.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in the home, classroom, workplace, community, and in daily functioning (SPED 749)

Effects of additional disabilities upon visual functioning (SPED 749)

Use of disability-specific assessment instruments such as the Tactile Test of Basic Concepts, Diagnostic Assessment Procedures, Reynell-Ziken Developmental Assessment, Oregon Project, and Visual Functioning Assessment Tool (SPED 750)

Appropriate interpretation and application of scores obtained as a result of assessing individuals who are visually impaired (SPED 750)
Function of the individualized family service plan (IFSP) and individualized transition plan (ITP) in relation to services for students with visual impairment (SPED 750)

Impact on development and learning influenced by the cause, type, or degree of vision loss as well as age of onset (SPED 749; SPED 757)

Knowledge of typical and atypical development of infants and young children in the following developmental areas: gross motor, fine motor, cognition, communication, social-emotional (including self-concept and self-esteem), and daily living skills (SPED 757)

Potential educational and social impact of additional disabilities on development and learning such as hearing impairment, physical or health impairment, or developmental delay, and when the individual needs specialized services for multiple disabilities (SPED 757)

Impact of vision and hearing loss on development and learning including cognition and language (SPED 757)

Physical and environmental factors that influence development and learning such as socioeconomic status, cultural diversity, language diversity, and home environments (SPED 757)

Impact of vision loss on the infant-care provider relationship which may impact later cognitive and linguistic development (SPED 757)

Federal and state laws and regulations that support early intervention and education of young children and their families (SPED 757)

Individualized family service plan (IFSP) and how it differs from the individualized education program (IEP). This includes the ability to develop, coordinate, and/or implement an IFSP (SPED 757)

Develop, coordinate, and/or implement an appropriate program for infants and young children with visual impairments and their families (SPED 757)

Act as a service coordinator for families to acquire and coordinate needed services from the schools and other resources (SPED 757)

Importance of individualized transition planning and the use of a transition planning team in assisting students with visual impairments (SPED 752)

6. Each candidate cites federal and state laws and regulations that support early intervention and education of young children and their families.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Ethical considerations and legal provisions, regulations, and guidelines related to the assessment of students with visual impairments, including the legal vs. functional definitions of blindness and low vision (SPED 750)

Function of the individualized family service plan (IFSP) and individualized transition plan (ITP) in relation to services for students with visual impairment (SPED 750; SPED 751)

Federal and state laws and regulations that support early intervention and education of young children and their families (SPED 757)

Individualized family service plan (IFSP) and how it differs from the individualized education program (IEP). This includes the ability to develop, coordinate, and/or implement an IFSP (SPED 757; SPED 751)

7. Each candidate demonstrates the knowledge of the individualized family service plan (IFSP) and how it differs from the individualized education program (IEP). This includes the ability to develop, coordinate, and/or implement an IFSP.

SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

Ethical considerations and legal provisions, regulations, and guidelines related to the assessment of students with visual impairments, including the legal vs. functional definitions of blindness and low vision (SPED 750)

Function of the individualized family service plan (IFSP) and individualized transition plan (ITP) in relation to services for students with visual impairment (SPED 750)

Federal and state laws and regulations that support early intervention and education of young children and their families (SPED 757)

Individualized family service plan (IFSP) and how it differs from the individualized education program (IEP). This includes the ability to develop, coordinate, and/or implement an IFSP (SPED 757)
8. Each candidate demonstrates the knowledge and ability to access other community resources and state agencies that serve infants and young children with visual impairment and their families.

**SPED 751, Curriculum and Instruction**  
**SPED 757, Visual Impairment: Special Populations**

**INDICATORS.** Demonstrates knowledge/understanding of:

- Provision of informational counseling, guidance, and/or referral services to learners with visual impairments and their families (SPED 751)

- Access to other community resources and state agencies that serve infants and young children with visual impairment and their families (SPED 757)

- Act as a service coordinator for families to acquire and coordinate needed services from the schools and other resources (SPED 757)

9. Each candidate demonstrates the ability to act as a service coordinator for families to acquire and coordinate needed services from the schools and other resources.

**SPED 751, Curriculum and Instruction**  
**SPED 757, Visual Impairment: Special Populations**

**INDICATORS.** Demonstrates knowledge/understanding of:

- Provision of informational counseling, guidance, and/or referral services to learners with visual impairments and their families (SPED 751)

- Access to other community resources and state agencies that serve infants and young children with visual impairment and their families (SPED 757)

- Act as a service coordinator for families to acquire and coordinate needed services from the schools and other resources (SPED 757)

10. Each candidate understands the adjustment process to congenital/adventitious vision loss for both the individual and their families.

**SPED 752, Issues in Visual Impairment**

**INDICATORS.** Demonstrates knowledge/understanding of:

- Adjustment process to congenital/adventitious vision loss for both the individual and their families (SPED 752)
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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Please provide more information regarding how candidates will demonstrate knowledge of funding sources.

RESPONSE TO CONCERN, APRIL, 2012:

See highlighted text below.

PRELIMINARILY ALIGNED, AUGUST, 2012

Rationale. The teacher of the blind and visually impaired is often the only local resource for parents and community members needing assistance in accessing the myriad of services, programs, and equipment available for individuals with visual impairment. One of the most critical factors related to vision loss is access to print materials in alternative formats. The teacher of the visually impaired is responsible for the selection, procurement, and organization and most times, the delivery of specialized books, media, materials, and equipment.

To meet each standard, the VI program will provide experiences that ensure that

1. Each candidate demonstrates knowledge in provision of informational counseling, guidance, and/or referral services to learners with visual impairments and their families.

SPED 751, Curriculum and Instruction
SPED 757, Visual Impairment: Special Populations

INDICATORS. Demonstrates knowledge/understanding of:

 Provision of informational counseling, guidance, and/or referral services to learners with visual impairments and their families (SPED 751)
Access to other community resources and state agencies that serve infants and young children with visual impairment and their families (SPED 757)

Act as a service coordinator for families to acquire and coordinate needed services from the schools and other resources (SPED 757)

2. Each candidate demonstrates knowledge of funding sources, selection, and procurement of specialized books, media, materials, and equipment necessary to achieve stated goals and objectives.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 750, Assessment of Learners with VI
SPED 751, Curriculum and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Selection, procurement, maintenance, storage, and use of specialized devices including optical and nonoptical aids (SPED 749; SPED 751)

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (SPED 750; SPED 751)

Funding sources, selection and procurement of specialized books, media, materials, and equipment necessary to achieve stated goals and objectives (SPED 750; SPED 751)

Identification and procurement of federal and local funding sources for low incidence special education funding and federal quota from American Printing House for the Blind (SPED 751)

Securing appropriate funding mechanisms and utilizing such resources to develop and to improve instructions (SPED 751)

3. Each candidate demonstrates knowledge of selection, procurement, maintenance, storage, and use of specialized devices including optical and nonoptical aids.

SPED 749, Medical, Educational, & Rehabilitative Implications
SPED 751, Curriculum and Instruction

INDICATORS. Demonstrates knowledge/understanding of:

Selection, procurement, maintenance, storage, and use of specialized devices including optical and nonoptical aids (SPED 749; SPED 751)
4. Each candidate demonstrates skills in selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats.

**SPED 750, Assessment of Learners with VI  
SPED 751, Curriculum and Instruction  
SPED 754, Beginning Communication Skills  
SPED 758, Advanced Communication Skills**

**INDICATORS.** Demonstrates knowledge/understanding of:

Selection, design, preparation, adaptation, and use of instructional materials, media, and technology such as transcription of materials into tactual, visual, and aural formats (**SPED 750; SPED 751; SPED 754; SPED 758**)

5. Each candidate demonstrates knowledge and skills necessary for successful service delivery in a variety of models such as itinerant, resource, and special day class.

**SPED 749, Medical, Educational, & Rehabilitative Implications  
SPED 750, Assessment of Learners with VI  
SPED 751, Curriculum and Instruction  
SPED 753, Living Skills Assessment and Instruction  
SPED 655, Basic Orientation and Mobility**

**INDICATORS.** Demonstrates knowledge/understanding of:

Interpret visual functioning information with learners, families, professionals, and community personnel (**SPED 749**)

Successful service delivery in a variety of models such as itinerant, resource, and special day class (**SPED 750; SPED 751**)

Communication of information related to assessment results to various audiences such as students, parents, school board members, and educational and related service personnel (**SPED 750**)

Need for collaboration with other professionals (**SPED 751; SPED 753**)

Need for collaboration between teachers of the visually impaired and orientation and mobility specialists (**SPED 655**)

6. Each candidate is knowledgeable about options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes such as deaf-blind.

**SPED 750, Assessment of Learners with VI**
SPED 751, Curriculum and Instruction
SPED 757, Visual Impairment: Special Populations

**INDICATORS.** Demonstrates knowledge/understanding of:

Potential educational and social impact of additional disabilities on development and learning such as hearing impairment, physical or health impairment, or developmental delay, and when the individual needs specialized services for multiple disabilities (SPED 750; SPED 751; SPED 757)

Options available for special needs individuals whose unique characteristics profoundly affect teaching and learning processes such as deaf-blind (SPED 750; SPED 751; SPED 757)

7. Each candidate demonstrates knowledge of local, state, and national legislation, regulation, and policies; legislative process; litigation and their implications for the field of visual impairment and blindness.

SPED 752, Issues in Visual Impairment

**INDICATORS.** Demonstrates knowledge/understanding of:

Local, state, and national legislation, regulation, and policies; legislative process; litigation and their implications for the field of visual impairment and blindness (SPED 752)

8. Each candidate demonstrates knowledge of the various federal, state, private, and public agencies of and for individuals with visual impairment and blindness.

SPED 752, Issues in Visual Impairment

**INDICATORS.** Demonstrates knowledge/understanding of:

Various federal, state, private, and public agencies of and for individuals with visual impairment and blindness (SPED 752)

9. Each candidate demonstrates knowledge of relevant research and its application to serving learners who are visually impaired.

SPED 752, Issues in Visual Impairment

**INDICATORS.** Demonstrates knowledge/understanding of:

Relevant research and its application to serving learners who are visually impaired (SPED 752)
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 08:
Visual Impairments (VI)

ASSESSMENT PLANS

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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

UNIT-LEVEL ASSESSMENT & EVALUATION

The Graduate College of Education at San Francisco State University developed a summative evaluation system that assesses candidate performance in all campus credential courses offered across 43 credentials, managed by three colleges that meets both COA/CTC Program Standard 16 and National Council for Accreditation of Teacher Education (NCATE) Standard 2 for evaluation. For a detailed discussion see the SFSU Report submitted to NCATE for their Joint COA/CTC re-visit in 2009 (http://coe.sfsu.edu/docs/ncate/documents/Reports/SFSU_IR_Focused_Visit_Nov_09.pdf). Also, all information related to this credential evaluation system can be found at: http://coe.sfsu.edu/ncate/.

NCATE's Standard 2 is cited below.

Standard 2: Assessment System and Unit Evaluation. The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.
NCATE Evaluation System Requirements:

- **Evaluation of the Unit**: Evaluation system must evaluate the Unit; that is, data must be aggregated across all programs and summarized as a whole. The term, Unit, refers to all credential and related masters programs within the university. The evaluation system needs to draw conclusions based on the data from the perspective of all 43 credential and related masters programs averaged together at SFSU. The system also needs to be able to summarize the data for each individual program in order to identify particular programs that may need improvement, but the aggregated data at the Unit level is the focus.

- **Annual Summative Evaluation**: Collect annual summative measures on all candidates in all credential and related masters programs (For a list of SFSU credential programs, see: [http://coe.sfsu.edu/ncate/credential-listing-and-codes](http://coe.sfsu.edu/ncate/credential-listing-and-codes)).

- **Data Collection Categories**: The summative evaluation component needs to include data that fits into 6 to 8 general categories. SFSU selected 7 categories (see, [http://coe.sfsu.edu/ncate/evaluation-system-forms-and-example](http://coe.sfsu.edu/ncate/evaluation-system-forms-and-example)). Category one and two related to different types of content knowledge that all credential programs addressed. Categories three through six focused on credential-specific skills that all students in training needed to acquire to function as a teacher or related professional. And, category seven, addressed more generic professional codes of conduct and ethics. Even though SFSU credential programs trained a wide variety of school-based professionals (e.g., teachers, speech and language pathologists, school counselors, school psychologists, school social workers, adaptive physical education teachers), there were a core set of common themes that could be used as a unifying structure for the SFSU-NCATE Evaluation System. These categories represent both state standards and the college's NCATE-approved Conceptual Framework.

- **Direct Measurement**: Annual measures need to evaluate actual key skills being taught to candidates. For example, if you are teaching a candidate to assess a public school student's instructional needs, the university instructor is expected to measure the candidate's assessment skills through an assignment. This can be done through a course-based assessment assignment or through an observation and evaluation of the candidate in the field (e.g., public school classroom). NCATE is not interested in final grades for classes because they are composite measures and, as such, are indirect measures of key skills.

- **On-Going Formative Evaluation**: Colleges of education are required to keep track of candidate progress as they move through the program.

- **Data-Based Program Improvements**: Colleges of education are required to report on changes made to programs based on needs identified by the evaluation data collected.

**SFSU Summative Evaluation Component:**
This section reviews the summative data collection component of the NCATE Evaluation System at SFSU.

- **Sort Courses Into 7 Data Collection Categories:** Faculty from all 43 credential and related masters programs were required to sort their courses into the 7 data collection categories that define the summative evaluation component. Some courses apply to one of the 7 categories; some apply to several. (see, [http://coe.sfsu.edu/docs/ncate/documents/evaluation_system_forms_and_examples/summative/NCATE_Eval_Data_Collection_Plan.pdf](http://coe.sfsu.edu/docs/ncate/documents/evaluation_system_forms_and_examples/summative/NCATE_Eval_Data_Collection_Plan.pdf))

- **Key Assignments:** One assignment was identified for each course that was listed in the 7 data collection categories. This assignment represented the most important aspect of the course or was a culminating assignment. If the course appeared in more than one category, the assignment remained the same in all categories. (see: [http://coe.sfsu.edu/ncate/matrix-courses-key-assignments](http://coe.sfsu.edu/ncate/matrix-courses-key-assignments))

- **Inputting Data:** Instructors go to the SFSU web-based grading page (Web-Grades) for their particular course at the end of the semester, for example, SPED 773. The web-based grading page provides a list of students currently enrolled in the course and a "drop-down menu" next to each student's name that can be set on a final letter grade from A-F, or I, NC, C.

In order to submit a score for the key assignment associated for that course which was part of the NCATE Evaluation system two new columns were added to Web-Grades: one column for the assessment score; and one column which identified the name of the key assignment for that course. The assessment column was a drop-down menu in which the instructor could select a score of 1 through 4, with 4 being the highest score. ([http://coe.sfsu.edu/docs/ncate/documents/evaluation_system_forms_and_examples/summative/Web-Grade_Eval_Scoring_EG.pdf](http://coe.sfsu.edu/docs/ncate/documents/evaluation_system_forms_and_examples/summative/Web-Grade_Eval_Scoring_EG.pdf))

- **Scoring Data in Multiple Categories:** Most of the courses included in the evaluation system relate to several program assessment categories.

  E.G., SPED 788, Teacher Interview (Key Assignment), Listed in Categories 1, 3 & 7.

In such situations, only one assignment and one score is inputted for each student enrolled in SPED 788 in a particular semester, but the data is reported for all program assessment categories associated with that course. For example, when the data is aggregated for each of the 7 categories, the scores given for SPED 788 need to be part of the raw score for each category in which SPED 788 is listed, that is Categories 1, 3 & 7.

All key assignments are scored using a rubric for consistency. For examples of rubrics, see: [http://coe.sfsu.edu/ncate/rubric-examples](http://coe.sfsu.edu/ncate/rubric-examples).
Summarizing Data: Data collection began in spring, 2008. A report is requested from the Student Information Management System at the end of each term (summer, fall & spring) that lists the individual data for each student by course and program assessment category. Data is then cross-tabulated using SPSS to determine the percentages of scores with values of 1, 2, 3, or 4 for each course offered each semester. These data are summarized in tables aggregated across all programs and disaggregated for individual programs. To review this data go to: http://coe.sfsu.edu/ncate/data.

SUMMARY OF SUPPLEMENTAL COMMON DEPARTMENT-LEVEL ASSESSMENT

In addition to this systematic unit level evaluation system, each program uses a candidate-based assessment process to evaluate progress throughout the program. Evaluation is systematic and is conducted through the following activities: (a) evaluation of course work, (b) evaluation of field experiences, (c) individual advising sessions with faculty advisors, (d) program faculty reviews, (e) completion and review of the CAP form, and (f) multiple evaluations carried out during student teaching.

Coursework. In addition to the key assignment data captured by the unit-level credential evaluation system, discussed above, each course has specific objectives against which candidates are formally evaluated during and at the end of each semester via review of projects, papers, exams, self-assessments, and portfolio development. Candidates also are evaluated informally through contributions made during class discussion and in-class group and individual activities. Evidence of this evaluation is listed on each course syllabus.

Field Experiences. Another tool for assessing candidates’ development of skills is during observation, participation, and practica experiences. Each program area has developed assessment tools, including competency-based observation checklists, portfolios, conferencing, and informal observations, to document candidates’ field-based experiences. Throughout their individual experiences, candidates are provided feedback and information related to the development of competence in identified areas. All candidates are to maintain an observation/participation log to document their field experiences. For examples, refer to each Education Specialist by program area: ECSE, M/M, M/S, PHI and VI.

Individual Advising. Candidate performance also is evaluated through advising sessions with his or her faculty advisor. Students are assigned a faculty advisor upon admission to the program, and work with this advisor throughout their enrollment. This results in a long-term relationship between the student and advisor and provides for ongoing, individual evaluation of candidate performance. During advising sessions, the faculty member and candidate complete an advising form to record progress. The student may also bring an updated copy of their transcript to document their progress and the grades earned. For a listing of faculty advisors see: http://www.sfsu.edu/~spedcd/fcltystff.html.
Program Faculty Review. As an extension of this individual advising and evaluation, program faculty meet and review the performance of candidates at the conclusion of each semester. Any individual identified as not meeting required course performance levels or who is failing to move through the program at a reasonable rate is discussed at this meeting. If the situation calls for intervention, the candidate, along with his/her advisor, meet with the program coordinator to design a plan for addressing those needs.

Credential Approved Program Document. Candidates are to complete the Credential Approved Program (CAP) form as part of the application for student teaching, which is due one semester prior to the semester candidates intend to student teach. CAP forms are reviewed and signed by the candidate’s advisor. The CAP document is the university’s approved document needed for the candidate’s name to be forwarded to CCTC by the university. (see: http://gcoe.sfsu.edu/sped/accreditation/preliminary-teaching-standards)

Student Teaching Evaluation. Student teaching, being the culminating experience of the program, provides a wealth of information concerning a student’s competence in identified areas. The focus of the student teaching evaluation is an assessment of the candidate’s performance on TPEs. University supervisors observe the candidate 2 to 4 times during their student teaching experience. During each visit, the supervisor meets with the student prior to the lesson to be observed, observes and records comments during the actual observation on an observation document, and debriefs with the student following the observation. At the conclusion of each observation session, the university supervisor and student teacher collaboratively review the observation document and identify a goal toward which the student teacher will work during the time prior to the next visit. For examples, refer to each Education Specialist by program area: ECSE, M/M, M/S, PHI and VI.

The district supervisor is also required to officially observe the student teacher, completing an observation document that references TPEs. The district supervisor is instructed to meet with the student teacher following the observation to discuss any comments and/or suggestions.

In addition, the university supervisor, district supervisor, and student teacher meet at least once during the semester to discuss progress and any concerns. This three-way meeting is the time to discuss concerns the district supervisor or student teacher may have. The university supervisor also makes every effort to talk with the district supervisor during each visit to check that adequate progress is being made and that things are going well.

Students are also required to complete a self-evaluation form prior to beginning their student teaching experience, at the mid-point of the experience, and at the conclusion of the experience. District supervisors and university supervisors are to complete this evaluation at the mid-point and end of the experience. All ratings are to be discussed with the student teacher. Ratings are used to identify specific strengths and areas in need of continued work.
At the culmination of the semester, university supervisors informally are interviewed by program faculty concerning sites selected for student teaching as well as the skills and abilities of cooperating teachers. These interviews provide needed information for determining if selected sites and/or cooperating teachers should be considered for future student teaching experiences.

As part of the candidates’ evaluation, candidates develop a preliminary induction plan at the culmination of the student teaching experience. The plan assists candidates in evaluating their current performance and in identifying competencies they need/wish to develop when they clear their credential.

TEACHING PERFORMANCE EXPECTATIONS FOR VISUAL IMPAIRMENT PROGRAM

The following table summarizes TPEA checklists along with corresponding courses that provide equivalent experiences for candidates enrolled in the program.

| Teaching Performance Expectations (TPEs) Education Specialist Preliminary Teaching Credential Programs in (Visual Impairment) |
|---|---|
| **TPE 1: Specific Pedagogical Skills for Subject Matter Instruction** |
| **TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments** |
| Teaching Reading-Language Arts in a Multiple Subject Assignment | SPED 751, 754 |
| Teaching Mathematics in a Multiple Subject Assignment | SPED 751, 758 |
| Teaching Science in a Multiple Subject Assignment | SPED 751 |
| Teaching History-Social Science in a Multiple Subject Assignment | SPED 751, 753 |
| **TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments** |
| Teaching English-Language Arts in a Single Subject Assignment | SPED 751, 754 |
| Teaching Mathematics in a Single Subject Assignment | SPED 751, 758 |
| Teaching Science in a Single Subject Assignment | SPED 751 |
| Teaching History-Social Science in a Single Subject Assignment | SPED 751, 753 |

**B. Assessing Student Learning**

| TPE 2: Monitoring Student Learning During Instruction |
| TPE 3: Interpretation and Use of Assessments |
| C. Engaging and Supporting Students in Learning |
| TPE 4: Making Content Assessable |
| TPE 5: Student Engagement |
| TPE 6: Developmentally Appropriate Teaching Practices |
### ADDITIONAL ASSESSMENT COMPONENTS

**Visual Impairments.** Disability-specific field experience prior to student teaching is monitored through structured journal records and projects related to specific observation assignments ([SPED 750, 751, 753, 757]) and direct supervision within the context of specific courses ([SPED 749]). Grades for these assignments are incorporated into each course-grading scheme.

Evaluation of student teaching in [SPED 730]: Student Teaching: Visual Impairments, is accomplished using several methods including joint formal evaluations by the on-site supervisor and the university supervisor:

1. Student teaching seminar participation/discussion
2. Rating of a complete learner evaluation, including functional vision if appropriate, of a learner with visual impairment including recommended goals and objectives
3. Review of lesson plans and behavioral programs for each placement
4. On-site supervising teacher rating conducted midterm and final for each placement
5. University faculty supervisor ratings
6. Student self-evaluation

Feedback is provided to the candidate and the master teacher through an observational report and discussion immediately following each observation by the university faculty supervisor and an on-going dialogue is maintained among these individuals throughout the candidate’s assignment. All observational reports are included in the candidate’s file. The student, university, and on-site supervisor meet to identify specific strengths and to identify outcomes of the formal evaluations. For samples of student teaching evaluation documents, including practicum site evaluation to be completed by students, see: [http://gcoe.sfsu.edu/sped/accreditation/visual-impairments](http://gcoe.sfsu.edu/sped/accreditation/visual-impairments).
Some distance education students may be assigned field placements in areas too far away for university faculty to travel on a regular basis. In such cases, students send a videotape bi-weekly for the university faculty supervisor to observe and rate. Feedback is provided to the candidate and master teacher through an observational report and via telephone. On-going meetings to identify specific strengths and to identify outcomes of formal evaluations are conducted by telephone.

Candidates begin to address the Clear Credential induction plan during student teaching seminar discussion by developing an preliminary induction plan. The preliminary induction plan serves to establish the direction for their Clear Credential program.

The Area Coordinator for the Program in Visual Impairments, in conjunction with other program faculty, is responsible for reviewing all available information prior to recommending candidates for a credential. Documentation that the candidate has completed all required coursework is provided via the CAP, the university’s approved document needed for the candidate’s name to be forwarded to CTC by the university Credential Analysts.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS
ADDED AUTHORIZATION
SECTION 09

Autism Spectrum Disorder Added Authorization (ASDAA)

DIRECTIONS FOR READERS

Students who wish to obtain an ASD Added Authorization will meet the ASD Content-Specific Standards taking 9 units of additional coursework:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 791</td>
<td>Nature of Autism Spectrum Disorders</td>
<td>03</td>
</tr>
<tr>
<td>SPED 794</td>
<td>Communication, Socialization and Imagination: Autism</td>
<td>03</td>
</tr>
<tr>
<td>SPED 825</td>
<td>Behavior and Instructional Supports: Autism</td>
<td>03</td>
</tr>
</tbody>
</table>
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS
ADDED AUTHORIZATION
SECTION 09

Autism Spectrum Disorder Added Authorization (ASDAA)

ASDAA Standard 1

Characteristics of Students with 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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarlly Aligned

DEPARTMENT LEVEL

This ASD authorization (as a part of the Autism Spectrum Graduate program within the Department of Special Education at SFSU) prepares candidates to demonstrate comprehensive knowledge and skill in providing competent, humanistic and meaningful support to learners on the autism spectrum representing diverse ages, abilities, languages, cultures, economic backgrounds and socio-cultural experiences. The program offers a cross-disciplinary perspective that provides candidates with the most up-to-date theory, research and evidence-based practices for understanding the complex nature and addressing the multi-faceted needs of those affected by autism. Candidates demonstrate core professional competencies in autism related knowledge and skill through specialized courses that are linked to highly relevant field experiences.

The primary vehicle for meeting standard 1 is through the completion of SPED 791. Nature of Autism Spectrum Disorders. In this course, candidates demonstrate essential knowledge of cognition and neurology and the core challenges associated with language and communication, social development and understanding, emotional and behavior regulation, and sensory processing and their implications for program planning and service delivery with families. Specifically, candidates demonstrate knowledge and skill in the following professional competency areas: 1) Nature of the autism spectrum in theory and practice; 2) Family support and partnerships; 3) School and community partnerships; 4) Individualized educational supports and services; 5) Assessment frameworks and procedures; 14) Professional literacy and leadership.
SPED 791 provides substantive, research-based instruction and supports explicit opportunities for candidates to apply theoretical constructs while observing and participating in educational and intervention settings serving diverse learners on the autism spectrum. Candidates complete key assignments that are explicitly linked to a 25 hour field experience. Each candidate conducts a comprehensive case study of a student identified on the autism spectrum that specifically focuses on developing profiles of the unique characteristics and core challenges associated with the autism spectrum. The case study draws on formal and informal assessment tools and techniques (i.e., observations across diverse settings; interviews with educators, related service providers, family members; document review). Candidates further provide critical responses to course readings while reflecting on their practice in the field. A culminating collaborative project involves designing multidisciplinary program and service delivery models that are grounded in research and evidence-based practices appropriate to meeting the needs of diverse learners on the autism spectrum presented in their case studies.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS
ADDED AUTHORIZATION
SECTION 09

Autism Spectrum Disorder Added Authorization (ASDAA)

ASDAA Standard 2

**Teaching, Learning, and Behavior Strategies for Students with ASD.** 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.

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

**DEPARTMENT LEVEL**

This preparation program ensures that candidates demonstrate essential knowledge and competence in implementing evidence-based and multi-faceted methodologies and strategies for teaching and engaging diverse learners on the autism spectrum from acquisition through generalization across settings and social communicative partners. The primary vehicle for meeting this standard is through the completion of SPED 825 Behavior and Instruction: Autism and SPED 794 Communication, Socialization and Imagination: Autism.

In SPED 825, candidates demonstrate the following core professional competencies in autism related knowledge and skill: 6) Curriculum and instruction; 7) Structuring learning environments; 8) Addressing challenging behavior; 9) Supporting communicative competence; 14) Professional literacy and leadership. Candidates complete key assignments that are explicitly linked to a 25 hour field experience. Candidates are required to conduct an environmental and ecological inventory of an educational setting and, based on a critical analysis, make modifications to the environment and social ecology by incorporating tools, strategies and systems of support found to be effective in addressing core challenges in diverse learners on the autism spectrum. Candidates also design, implement and present differentiated instructional and intervention plans comprising evidence-based practices appropriate to students’ unique profiles of learning, development and socio-cultural experience in a variety of educational settings.
Candidates also keep a log of critical reflections drawing on course material while engaging in practice in the field.

In **SPED 794**, candidates demonstrate the following core professional competencies in autism related knowledge and skill: 10) Supporting social (communicative) competence; 11) Supporting play/leisure and imagination; 12) Inclusion with typical peers; 14) Professional literacy and leadership. Candidates complete key assignments that are explicitly linked to a 25 hour field experience. Candidates are required to conduct a series of formal assessments that explicitly target core challenges of communication, socialization, play/leisure and imagination in individuals on the autism spectrum. Building on these assessments, candidates identify measureable goals, design and implement an intervention focused on supporting students with autism in an inclusive setting with typical peers, monitor progress using a data-based system, and present outcomes of their intervention using visual media and technology. Candidates also keep a log of critical reflections drawing on course material while engaging in practice in the field.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS
ADDED AUTHORIZATION
SECTION 09

Autism Spectrum Disorder Added Authorization (ASDAA)

ASDAA 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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

This preparation program ensures that candidates serving learners on the autism spectrum demonstrate competence in collaborating as a multidisciplinary team member while interacting effectively with families of diverse cultural, linguistic, economic backgrounds and socio-cultural experiences. The following courses form a comprehensive response to this standard: SPED 791; SPED 825; and SPED 794. Since these courses were covered in detail under Standards 1 and 2, they will be discussed more briefly under this standard.

SPED 791: Nature of Autism Spectrum Disorders is a foundational course that explicitly prepares candidates to effectively collaborate with educators and related service providers and families of diverse learners on the autism spectrum. The course prepares candidates with essential knowledge of the unique characteristics and core challenges affecting diverse learners on the autism spectrum and their families, and their implications for multidisciplinary program planning and service delivery with families. This course emphasizes core professional competencies in autism related knowledge and skill that are directly aligned with this standard, including: 2) Family support and partnerships; 3) School and community partnerships; 4) Individualized educational supports and services. Curriculum content, activities, assignments and field experiences are directed to preparing candidates in the most up-to-date practices for effectively interacting and collaborating with service providers representing diverse disciplines (educators, paraprofessionals, medical, psychology, occupational therapy, speech, language and communication therapy, counseling, social service) and families of children across the autism spectrum. Emphasis is placed on professional and ethical practices for assuring confidentiality and privacy; supporting family members as active participants in all aspects of the child’s education; facilitating respectful and beneficial
relationships with team members and families in culturally responsive ways; establishing and maintaining effective modes of communication among team members and families to address concerns and improve professional practices; facilitating family access to school and community supports and services.

Building on SPED 791 as a foundational course, SPED 825 Behavior and Instruction: Autism and SPED 794: Communication, Socialization and Imagination: Autism provide candidates multiple opportunities to demonstrate competence in meeting this standard. Curriculum content, activities, assignments and associated field experiences reinforce the knowledge and skill needed to effectively interact and collaborate as a member of a multidisciplinary team while engaging with families of children across the spectrum in humanistic, responsive and culturally sensitive ways.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS
ADDED AUTHORIZATION
SECTION 09

Autism Spectrum Disorder Added Authorization (ASDAA)

ASSESSMENT

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

UNIT-LEVEL ASSESSMENT & EVALUATION

The Graduate College of Education at San Francisco State University developed a summative evaluation system that assesses candidate performance in all campus credential courses offered across 43 credentials, managed by three colleges that meets both COA/CTC Program Standard 16 and National Council for Accreditation of Teacher Education (NCATE) Standard 2 for evaluation. For a detailed discussion see the SFSU Report submitted to NCATE for their Joint COA/CTC re-visit in 2009 (http://coe.sfsu.edu/docs/ncate/documents/Reports/SFSU_IR_Focused_Visit_Nov_09.pdf). Also, all information related to this credential evaluation system can be found at: http://coe.sfsu.edu/ncate/.

NCATE's Standard 2 is cited below.

Standard 2: Assessment System and Unit Evaluation. The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

NCATE Evaluation System Requirements:

• Evaluation of the Unit: Evaluation system must evaluate the Unit; that is, data must be aggregated across all programs and summarized as a whole. The term, Unit, refers to all credential and related masters programs within the university. The evaluation system needs to draw conclusions based on the data from the perspective of all 43 credential and related masters programs averaged together at SFSU. The system also needs to be able to summarize the data for each individual program in order to identify particular programs that may need improvement, but the aggregated data at the Unit level is the focus.

• Annual Summative Evaluation: Collect annual summative measures on all candidates in all credential and related masters programs (For a list of SFSU credential programs, see: http://coe.sfsu.edu/ncate/credential-listin-and-codes).
• **Data Collection Categories**: The summative evaluation component needs to include data that fits into 6 to 8 general categories. SFSU selected 7 categories (see, [http://coe.sfsu.edu/ncate/evaluation-system-forms-and-example](http://coe.sfsu.edu/ncate/evaluation-system-forms-and-example)). Category one and two related to different types of content knowledge that all credential programs addressed. Categories three through six focused on credential-specific skills that all students in training needed to acquire to function as a teacher or related professional. And, category seven, addressed more generic professional codes of conduct and ethics. Even though SFSU credential programs trained a wide variety of school-based professionals (e.g., teachers, speech and language pathologists, school counselors, school psychologists, school social workers, adaptive physical education teachers), there were a core set of common themes that could be used as a unifying structure for the SFSU-NCATE Evaluation System. These categories represent both state standards and the college's NCATE-approved Conceptual Framework.

• **Direct Measurement**: Annual measures need to evaluate actual key skills being taught to candidates. For example, if you are teaching a candidate to assess a public school student's instructional needs, the university instructor is expected to measure the candidate’s assessment skills through an assignment. This can be done through a course-based assessment assignment or through an observation and evaluation of the candidate in the field (e.g., public school classroom). NCATE is not interested in final grades for classes because they are composite measures and, as such, are indirect measures of key skills.

• **On-Going Formative Evaluation**: Colleges of education are required to keep track of candidate progress as they move through the program.

• **Data-Based Program Improvements**: Colleges of education are required to report on changes made to programs based on needs identified by the evaluation data collected.

**SFSU Summative Evaluation Component:**

This section reviews the summative data collection component of the NCATE Evaluation System at SFSU.

• **Sort Courses Into 7 Data Collection Categories**: Faculty from all 43 credential and related masters programs were required to sort their courses into the 7 data collection categories that define the summative evaluation component. Some courses apply to one of the 7 categories; some apply to several. ([see, http://coe.sfsu.edu/docs/ncate/documents/evaluation_system_forms_and_examples/summative/NCATE_Eval_Data_Collection_Plan.pdf](http://coe.sfsu.edu/docs/ncate/documents/evaluation_system_forms_and_examples/summative/NCATE_Eval_Data_Collection_Plan.pdf))

• **Key Assignments**: One assignment was identified for each course that was listed in the 7 data collection categories. This assignment represented the most important aspect of the course or was a culminating assignment. If the course appeared in more
than one category, the assignment remained the same in all categories. (see: http://coe.sfsu.edu/ncate/matrix-courses-key-assignments)

- **Inputting Data**: Instructors go to the SFSU web-based grading page (Web-Grades) for their particular course at the end of the semester, for example, SPED 773. The web-based grading page provides a list of students currently enrolled in the course and a "drop-down menu" next to each student's name that can be set on a final letter grade from A-F, or I, NC, C.

In order to submit a score for the key assignment associated for that course which was part of the NCATE Evaluation system two new columns were added to Web-Grades: one column for the assessment score; and one column which identified the name of the key assignment for that course. The assessment column was a drop-down menu in which the instructor could select a score of 1 through 4, with 4 being the highest score. (http://coe.sfsu.edu/docs/ncate/documents/evaluation_system_forms_and_examples/summative/Web-Grade_Eval_Scoring_EG.pdf)

- **Scoring Data in Multiple Categories**: Most of the courses included in the evaluation system relate to several program assessment categories.

  E.G., SPED 788, Teacher Interview (Key Assignment), Listed in Categories 1, 3 & 7.

In such situations, only one assignment and one score is inputted for each student enrolled in SPED 788 in a particular semester, but the data is reported for all program assessment categories associated with that course. For example, when the data is aggregated for each of the 7 categories, the scores given for SPED 788 need to be part of the raw score for each category in which SPED 788 is listed, that is Categories 1, 3 & 7.

All key assignments are scored using a rubric for consistency. For examples of rubrics, see: http://coe.sfsu.edu/ncate/rubric-examples.

- **Summarizing Data**: Data collection began in spring, 2008. A report is requested from the Student Information Management System at the end of each term (summer, fall & spring) that lists the individual data for each student by course and program assessment category. Data is then cross-tabulated using SPSS to determine the percentages of scores with values of 1, 2, 3, or 4 for each course offered each semester. These data are summarized in tables aggregated across all programs and disaggregated for individual programs. To review this data go to: http://coe.sfsu.edu/ncate/data.

**SUMMARY OF SUPPLEMENTAL COMMON DEPARTMENT-LEVEL ASSESSMENT**

In addition to this systematic unit level evaluation system, each program uses a candidate-based assessment process to evaluate progress throughout the program. Evaluation is systematic and is conducted through the following activities: (a) evaluation of course work, (b) evaluation of field experiences, (c) individual advising
sessions with faculty advisors, (d) program faculty reviews, (e) completion and review of the CAP form, and (f) multiple evaluations carried out during student teaching.

**Coursework.** In addition to the key assignment data captured by the unit-level credential evaluation system, discussed above, each course has specific objectives against which candidates are formally evaluated during and at the end of each semester via review of projects, papers, exams, self-assessments, and portfolio development. Candidates also are evaluated informally through contributions made during class discussion and in-class group and individual activities. Evidence of this evaluation is listed on each course syllabus.

**Field Experiences.** Another tool for assessing candidates’ development of skills is during observation, participation, and practica experiences. Each program area has developed assessment tools, including competency-based observation checklists, portfolios, conferencing, and informal observations, to document candidates’ field-based experiences. Throughout their individual experiences, candidates are provided feedback and information related to the development of competence in identified areas. All candidates are to maintain an observation/participation log to document their field experiences.

**Individual Advising.** Candidate performance also is evaluated through advising sessions with his or her faculty advisor. Students are assigned a faculty advisor upon admission to the program, and work with this advisor throughout their enrollment. This results in a long-term relationship between the student and advisor and provides for ongoing, individual evaluation of candidate performance. During advising sessions, the faculty member and candidate complete an advising form to record progress. The student may also bring an updated copy of their transcript to document their progress and the grades earned. For a listing of faculty advisors see: [http://www.sfsu.edu/~spedcd/fcltystaff.html](http://www.sfsu.edu/~spedcd/fcltystaff.html).

**Program Faculty Review.** As an extension of this individual advising and evaluation, program faculty meet and review the performance of candidates at the conclusion of each semester. Any individual identified as not meeting required course performance levels or who is failing to move through the program at a reasonable rate is discussed at this meeting. If the situation calls for intervention, the candidate, along with his/her advisor, meet with the program coordinator to design a plan for addressing those needs.

**Credential Approved Program Document.** Candidates are to complete the Credential Approved Program (CAP) form as part of the application for student teaching, which is due one semester prior to the semester candidates intend to student teach. CAP forms are reviewed and signed by the candidate’s advisor. The CAP document is the university’s approved document needed for the candidate’s name to be forwarded to CCTC by the university. (see: [http://gcoe.sfsu.edu/sped/accreditation/preliminary-teaching-standards](http://gcoe.sfsu.edu/sped/accreditation/preliminary-teaching-standards)).
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS
ADDED AUTHORIZATION
SECTION 10

Early Childhood Special Education (ECSEAA)

DIRECTIONS FOR READERS

This section of the report addresses the program’s responses to the 4 Standards in Early Childhood Special Education Added Authorization. The information is organized in the following way for each one of the Standards:

4. A brief description of the importance of the standard
5. A list of courses used by the program to address the standard
6. A list of skills and/or knowledge base associated with the standard and the associated courses

Courses are hyperlinked to the ECSE-URL.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS
ADDED AUTHORIZATION
SECTION 10:
SUBSECTION A: RESPONSE TO STANDARDS

Early Childhood Special Education (ECSEAA)

ECSEAA Standard 1

**Characteristics of Infants, Toddlers and Preschoolers with IFSPs 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 mental retardation, 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.

**INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

All successful interactions and interactions with young children with disabilities require a comprehensive knowledge of developmental differences caused by disabilities and risk conditions as well as a comprehensive understanding and application of the principles of child development. This information leads to effectively designed supports that address the unique needs of these children and their families and incorporate developmentally appropriate practices.

Early childhood special educators must be flexible and be effective teachers in both traditional and nontraditional settings because infants and young children with disabilities receive services in a broad continuum of environments. An effective early childhood special educator uses the physical and social characteristics of home and group environments to design appropriate activities to facilitate the development and learning of young children. Effective communication skills and cross-cultural competence are needed to support the family in caring for the young child. In a center-based environment, the interventionist needs to be capable of arranging the classroom environment, designing the daily schedule, communicating with professionals from other disciplines, and supervising paraprofessionals. Promoting interaction between typically and atypically developing children in inclusive settings is also desired.
The following coursework meets this standard:

SPED 777  Atypical Infant Development
SPED 737  Infant Intervention
SPED 738  Preschool Intervention
SPED 747  Physical Disabilities and Sensory Impairments
SPED 729  Student Teaching Workshop ECSE
SPED 730  Student Teaching ECSE

1. has knowledge of early childhood developmental stages and their implications for learning.

Specifically, candidates will demonstrate knowledge and understanding of:

Theories of child development, including theories of development across domains as well as interactions between biology and environment. (SPED 777)

Relevant research in developmental processes. (SPED 777)

Prenatal and perinatal development. (SPED 777)

Principles of development in the early years. (SPED 777)

Sequences, characteristics, and interrelationships in development across domains, including social development, emotional development, sensory, perceptual and motor development, development of knowledge and understanding, and development of communication and language. (SPED 777)

The ecology of the child and family and the interaction between the environment and the developing child. (SPED 777)

Interaction among various systems influencing child development including family, culture and community. (SPED 777)

Theoretical and research models regarding interactions between disabilities, risk factors, environments and development. (SPED 777)

Prenatal and perinatal development risk factors. (SPED 777)

Etiology, diagnosis, and characteristics of risk factors that may influence development after birth. (SPED 777)

Potential impact of general and specific disabilities, delays, or risk factors on parent-child interactions and on different domains of development. (SPED 777)
Ecology of the young child and family and interactions among familial, cultural, social and physical environments which may influence the infant and young child in achieving maximum growth and development. (SPED 777)

2. understands the role of the family system within the context of ethnicity, culture, life experiences, and language diversity in facilitating healthy growth and development.

Specifically, candidates will demonstrate knowledge and understanding:

Relevant research on the family's role in the development of the infant and young child. (SPED 779)

Major theories of and relevant research on the family's role in the development of the infant and young child with special needs. (SPED 779)

Relevant models and research on family-professional relationships, including the role of the helping professional, family-professional collaboration, and strategies for empowering families. (SPED 779)

Cultural diversity as a positive element in working with families. (SPED 779)

Recognize and strengthen family capabilities. (SPED 779)

Establish and maintain a relationship with the family. (SPED 779)

Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 779)

Encourage the infant's and young child's development by increasing the family's knowledge and involvement. (SPED 779)

Help families use support systems. (SPED 779)

Characteristics of the variety of cultures in California/cultural awareness. (SPED 779)

Define one's own culture and exhibit awareness of self as a cultural being, and its influence on one’s interactions with people from other cultures. (SPED 779)

Identify barriers to communication with families whose cultures differ from the early childhood special educator. (SPED 779)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 779)
The importance of addressing the strengths and needs of the family, as well as those within the child. (SPED 779, 780)

3. plans, conducts and interprets assessment findings in the context of typical and atypical child development.

Specifically, candidates will demonstrate knowledge and understanding of/or ability to:

Approaches and variables used to interpret developmental progress in young children with disabilities. (SPED 780)

Limitations to administration and interpretation of assessments as applied to young children with specific disabilities, or cultural or linguistic differences. (SPED 780)

Select and utilize assessment strategies and tools appropriately as part of a team. (SPED 780)

Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 780)

Use knowledge of typical and atypical child development to plan and carry out assessments. (SPED 777, 780)

4. designs instructional strategies and selects curricular and other interventions that are developmentally appropriate and address the unique needs of the child with a disability.

Specifically, candidates will demonstrate knowledge and understanding of:

Scope and sequence of early childhood special education/early intervention curricula across all areas of development and learning including language/communication, sensorimotor, cognitive, emotional, social and motor. (SPED 737, 738)

Methods for providing individual and group intervention through a variety of formats including play, environmental routines, parent-mediated activities, and systematic instruction in relevant situations, including methods for language/communication, sensorimotor, cognitive, emotional, social and motor development. (SPED 737, 738)

Facilitate the development of communication skills and support families in promoting their children's communication development. (SPED 730, 737, 738)

Facilitate the development of cognitive skills and support families in promoting their children's cognitive development. (SPED 730, 737, 738)

Facilitate emotional development and support families in promoting their children's emotional development. (SPED 730, 737, 738)
Facilitate social development and support families in promoting their children's social development. (SPED 730, 737, 738)

Facilitate development of motor skills and support families in promoting their children's motor development. (SPED 730, 737, 738)

Facilitate development of independence and self-help skills and support families in promoting their children's development of independence and self-help skills. (SPED 730, 737, 738)

Facilitate developmentally appropriate learning readiness and support families in promoting their children's learning readiness. (SPED 730, 737, 738)

The characteristics and related educational needs of, and typical educational approaches to, children with disabilities (mental retardation, learning disabilities, behavior disorders, emotional disturbance, visual impairments, hearing impairments, speech and language impairments, orthopedic, and health impairments and/or severe disabilities). (SPED 788, 738)

Principles of development in the early years. (SPED 737, 738, 777)

Sequences, characteristics, and interrelationships in development across domains, including social development, emotional development, sensory, perceptual and motor development, development of knowledge and understanding, development of communication and language. (SPED 737, 738, 777)

5. uses positive behavior supports.

Specifically, candidates will demonstrate knowledge and understanding of:

Methods for providing individual and group intervention through a variety of formats including play, environmental routines, parent-mediated activities, and systematic instruction in relevant situations, including methods for language/communication, sensorimotor, cognitive, emotional, social and motor development. (SPED 729, 730, 738)

Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 729, 730, 738)

The implications of how children learn for designing effective strategies to support positive behaviors. (SPED 774, 729, 730, 738)

Demonstrate skill in managing group settings to optimize learning, including typically developing peers. (SPED 729, 730, 738)
6. ensures that the intervention environment is appropriate to the child's chronological age and developmental differences.

Specifically, candidates will demonstrate knowledge and understanding of:

Models of early childhood special education with varying philosophical bases, including assumptions about development and learning, goals, methods, and applicability. (SPED 729, 730, 737, 738)

Varying options for service delivery including options for where services occur, who delivers services, the primary recipient of services, changes in services with development. (SPED 729, 730, 737, 738)

Supporting and facilitating family/child interactions as primary contexts for learning and development. (SPED 729, 730, 737, 738)

Characteristics of environments (home and group) that facilitate development, learning and independence. (SPED 729, 730, 737, 738)

7. provides information to parents and other family members regarding typical developmental expectations and the impact of the disability on developmental progress.

Specifically, candidates will demonstrate knowledge and understanding of or ability to:

IFSP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 729, 730, 737, 779, 780)

Encourage the infant's and young child's development by increasing the family's knowledge and involvement. (SPED 729, 730, 737, 779)

Help families use support systems. (SPED 729, 730, 737, 779)

Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 729, 730, 738, 779)

8. adjusts developmental expectations to account for varying cultural perspectives and preferences.

Specifically, candidates will demonstrate knowledge and understanding of or ability to:

Sequences, characteristics, and interrelationships in development across domains, including social development, emotional development, sensory, perceptual and motor
development, development of knowledge and understanding, development of communication and language. (SPED 737, 738, 777)

Characteristics of environments (home and group) that facilitate development, learning and independence. (SPED 729, 730, 737, 738)

Characteristics of the variety of cultures in California/cultural awareness. (SPED 737, 738, 777, 779)

Issues in assessment and intervention with young children with disabilities and their families who also represent diverse cultural and linguistic backgrounds. (SPED 737, 738, 780)

Define one's own culture and exhibit awareness of self as a cultural being, and its influence on one's interactions with people from other cultures. (SPED 729, 730, 737, 738, 779)

Identify barriers to communication with families whose cultures differ from the early childhood special educator. (SPED 729, 730, 737, 738, 779)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 730, 737, 738, 779)

Adapt intervention strategies to accommodate diverse influences on children's social behavior and learning styles. (SPED 729, 730, 737, 738)

9. **adjusts developmental expectations to account for factors other than disability such as prematurity, emotional trauma, chronic illness, and environmental conditions.**

Specifically, candidates will demonstrate knowledge and understanding of or ability to:

Sequences, characteristics, and interrelationships in development across domains, including social development, emotional development, sensory, perceptual and motor development, development of knowledge and understanding, development of communication and language. (SPED 737, 738, 777)

Theories of child development, including theories of development across domains as well as interactions between biology and environment. (SPED 737, 738, 777)

Prenatal and perinatal development. (SPED 777)

Principles of development in the early years. (SPED 737, 738, 777)

Adapt intervention strategies to accommodate diverse influences on children's social behavior and learning styles. (SPED 729, 730, 737, 738)
Demonstrate use of teaching strategies and environmental adaptations appropriate to specific low incidence disabilities and at risk conditions including appropriate specialists and other team members and supports families in promoting their children's development. (SPED 729, 730, 737, 738)

10. uses typical child development to guide placement decisions for inclusion of young children with disabilities in settings with nondisabled peers.

Specifically, candidates will demonstrate knowledge and understanding of or ability to:

Methods for providing individual and group interventions in inclusive settings. (SPED 729, 730, 737, 738)

Models of early childhood special education with varying philosophical bases, including assumptions about development and learning, goals, methods, and applicability. (SPED 729, 730, 737, 738)

Varying options for service delivery including options for where services occur, who delivers services, the primary recipient of services, changes in services with development. (SPED 729, 730, 737, 738)

Work effectively with small groups of children of mixed abilities, both typically and atypically developing. (SPED 729, 730, 737, 738)
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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

Infants, toddlers, and preschoolers are most appropriately viewed in the context of their families because families are the most significant and long-term contributors to the child’s growth and development. Family members are also the most knowledgeable in terms of their child’s needs. Learning also occurs for young children through the relationships and opportunities within their family environments. To be effective, professionals who work with young children with special needs must be committed to a family-centered approach because of the impact of the child’s disability on the family system. Further, services must be implemented in a cross-culturally competent manner.

In order for the intervention plans to be effective, they must be developed with a consideration of the many subsystems that impact the child and the family members. Using effective listening and problem solving skills, an interventionist teams up with the family members and uses formal and informal resources to address the concerns and
priorities identified by the family. Possessing cross-cultural competence ensures services provided are sensitive and meaningful.

The following coursework meets this standard:

SPED 737 Infant Intervention  
SPED 738 Preschool Intervention  
SPED 779 Family Systems and Services for Young Children with Disabilities  
SPED 780 Assessment and Program Evaluation in Early Childhood Special Education  
SPED 729 Student Teaching Workshop ECSE  
SPED 730 Student Teaching ECSE

The above coursework ensures that candidates are sensitive to the family’s needs and able to use culturally meaningful ways to incorporate the family’s resources and priorities in the service delivery. In addition, the program prepares candidates to fully involve families in the IFSP/IEP process, and design effective intervention activities using the routines the family has.

To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. **demonstrates a broad range of communication skills with families with particular emphasis on listening.**

   Specifically, the candidate will demonstrate knowledge and understanding of or ability to:
   Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 729, 730, 737, 738, 779)

   Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 730, 737, 738, 779)

2. **sensitively elicits family’s concerns, priorities, and resources in relation to their child with special needs.**

   Specifically, the candidate will demonstrate knowledge and understanding of or ability to:
   Identify barriers to communication with families whose cultures differ from the early childhood special educator. (SPED 729, 730, 737, 779)

   Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 730, 737, 779)

   Recognize and strengthen family capabilities. (SPED 729, 730, 737, 779)
3. uses culturally competent strategies in working with families whose culture or language differs from his or her own.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

Issues in assessment and intervention with young children with disabilities and their families who also represent diverse cultural and linguistic backgrounds. (SPED 729, 730, 737, 779, 780)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 729, 730, 737, 779, 780)

4. collaboratively plans, assesses, and implements programs and services with families.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

Assess issues within the family. (SPED 729, 730, 779, 780)

Develop an individualized family service plan. (SPED 729, 730, 779, 780)

Implement individualized family service plan to meet family needs. (SPED 729, 730)

IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 729, 730, 779, 780)

Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 729, 730, 737, 779)

Adapt intervention strategies to accommodate diverse influences on children's social behavior and learning styles. (SPED 729, 730, 737, 738)

The importance of addressing the strengths and needs of the family, as well as those within the child. (SPED 729, 730, 737, 779)

5. builds upon, rather than supplants, the family’s existing informal and formal supports in designing and implementing programs and services.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

Establish and maintain a relationship with the family. (SPED 730, 779)
Encourage the infant's and young child's development by increasing the family's knowledge and involvement. (SPED 730, 779)

Importance of integrating knowledge and strategies from multiple disciplines and from families in the design and implementation of structured and unstructured activities. (SPED 729, 730, 737, 779)

Adapt intervention strategies to accommodate diverse influences on children's social behavior and learning styles. (SPED 730, 737, 738)

The importance of addressing the strengths and needs of the family, as well as those within the child. (SPED 729, 730, 737, 779, 780)

6. changes his or her approach and services to address the family's concerns, priorities, and resources.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

Assess issues within the family. (SPED 729, 730, 779, 780)

Develop an individualized family service plan. (SPED 729, 730, 779, 780)

Implement individualized family service plan to meet family needs. (SPED 729, 730, 779)

IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 729, 730, 779, 780)

Respond and interact appropriately with families from a variety of different cultural and linguistic backgrounds. (SPED 737, 779, 780)

7. assists families to build upon their own strengths and is committed to the belief that, with assistance and support, all families can resolve their own problems.

Specifically, the candidate will demonstrate knowledge and understanding of or ability to:

Work collaboratively with families and with other professionals using a team approach. (SPED 730, 737, 779)

Establish appropriate partnerships with families, including encouraging independence and collaborative goal setting. (SPED 730, 779)
Relevant models and research on family-professional relationships, including the role of the helping professional, family-professional collaboration, and strategies for empowering families. (SPED 779)

Recognize and strengthen family capabilities. (SPED 730, 779)

Establish and maintain a relationship with the family. (SPED 730, 779)

Help families use support systems. (SPED 730, 779)
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SECTION 10

Early Childhood Special Education (ECSEAA)

ECSEAA 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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Assessing a child’s strengths and needs is considered the first step in the development of an appropriate intervention program. An assessment process involves the use of multiple information sources, the participation of family members and professionals from various disciplines, and the choice of appropriate information-gathering tools and techniques. Early childhood special educators should be knowledgeable of different types of instruments and measurement strategies, and their use with children at different developmental levels and from various cultural, linguistic and socioeconomic groups. The process of area assessment used by the transdisciplinary team is emphasized. Assessment results should be professionally summarized and provide guidance for the content and the operation of the interventions.
Effective intervention and instructional strategies embed the child’s individual goals and objectives in daily and functional activities that are of interest to children and appropriate to the family’s sociocultural background. A broad range of strategies supported by research findings is emphasized, including the use of assistive technologies, to assist the child in developing a more generalized and adaptive behavioral repertoire.

The following coursework meets this standard:

- SPED 737 Infant Intervention
- SPED 738 Preschool Intervention
- SPED 779 Family Systems and Services for Young Children with Disabilities
- SPED 780 Assessment and Program Evaluation in Early Childhood Special Education
- SPED 729 Student Teaching Workshop ECSE
- SPED 730 Student Teaching ECSE

To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. plans assessments in collaboration with the family and other members of the transdisciplinary team.

Specifically, the candidate demonstrates knowledge and understanding of:

- Supporting and facilitating family/child interactions as primary contexts for learning and development. (SPED 737)

- Communicating with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 737, 779, 780)

- IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 779, 780)

2. is competent in the use of a variety of assessment techniques appropriate for young children such as observation, play-based assessment, arena assessment, family interviewing, curriculum-based assessment, and administration of selected norm-referenced assessment instruments.

Specifically, the candidate demonstrates knowledge and understanding of:

- Methods for providing individual and group assessment and intervention through a variety of formats including play, environmental routines, parent-mediated activities, and systematic instruction in relevant situations, including methods for language/communication, sensorimotor, cognitive, emotional, social and motor development. (SPED 737, 738, 780)
Various assessment activities in early childhood special education including child find, screening, diagnostic assessment, educational assessment, team assessment and monitoring progress in intervention. (SPED 780)

Techniques for identifying risk factors and behavioral indicators of specific disabilities, such as vision and hearing. (SPED 780)

Approaches and variables used to interpret developmental progress in young children with disabilities. (SPED 780)

A variety of assessment strategies to monitor child and family progress on an ongoing basis. (SPED 780)

Methods of family assessment. (SPED 779, 780)

3. **examines the characteristics of all measurement strategies and ensures that the basic requirements of reliability and validity are considered.** Required courses include

Specifically, the candidate demonstrates knowledge and understanding of:

A variety of assessment strategies to monitor child and family progress on an ongoing basis. (SPED 729, 730, 780)

Effective methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes as outlined on the IFSP/IEP. (SPED 729, 730, 780)

4. **uses information-gathering strategies that are appropriate to the culture and language of the child and his or her family.**

Specifically, the candidate demonstrates knowledge and understanding of:

The effect of language and culture on identification, placement and service delivery for children with disabilities and their families. (SPED 729, 730, 737, 779, 780)

Issues in assessment and intervention with young children with disabilities and their families who also represent diverse cultural and linguistic backgrounds. (SPED 729, 730, 737, 780)

Cultural diversity as a positive element in working with families. (SPED 729, 730, 779, 780)

Communicating with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 729, 730, 737, 779, 780)
5. modifies assessment procedures to accommodate or compensate for the impact of the child’s disability on performance.

Specifically, the candidate demonstrates knowledge and understanding of:

Limitations to administration and interpretation of assessments as applied to young children with specific disabilities, or cultural or linguistic differences. (SPED 730, 780)

Characteristics and limitations of norm-referenced standardized assessment instruments. (SPED 780)

Characteristics and appropriate uses of criterion-referenced and curriculum-referenced assessment instruments. (SPED 780)

Characteristics of and issues related to "non-traditional" assessment methods including "authentic" assessment practices (e.g., portfolio assessment), ecologically valid assessment (e.g., naturalistic observation), dynamic assessment and functional assessment. (SPED 780)

Team assessment practices appropriate to the young child (birth to age five) with special developmental needs and his/her family. (SPED 729, 730, 780)

6. demonstrates the ability to work as an integral and contributing member of a transdisciplinary team.

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

The team approach to serving young children with disabilities and their families. (SPED 737, 780)

Support services as part of the team. (SPED 729, 730, 780)

The expertise brought by professionals from various disciplines. (SPED 729, 780)

Use team assessment practices appropriate to the young child (birth to age five) with special developmental needs, and his/her family. (SPED 730, 780)

Select and utilize assessment strategies and tools appropriately, as part of a team. (SPED 730, 780)

Show respect and appreciation for team decision making approaches. (SPED 730, 737, 738, 780)

Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 730, 780)
7. communicates assessment findings verbally and in writing accurately, sensitively, an in jargon-free language.

Specifically, the candidate demonstrates ability to:

Communicate with children, families and professionals in culturally sensitive ways, demonstrating concern for the well-being of all children and families. (SPED 729, 730, 780)

Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 729, 730, 780)

8. uses assessment findings to help determine intervention strategies.

Specifically, the candidate demonstrates knowledge and understanding of or ability to:

Accurately and appropriately interpret and report assessment results as a member of a team. (SPED 729, 730, 780)

Interpret and link assessment results with needed services based on infant/toddler/preschooler needs and family concerns, priorities and perspectives. (SPED 729, 730, 780)

IFSP/IEP development in partnership with family members, incorporating both child and family goals, resources and approaches. (SPED 729, 730, 780)

Assist in the development and implementation of IFSPs. (SPED 729, 730, 780)

9. demonstrates knowledge, application, and analysis of several theoretical bases supported by research upon which early intervention and instructional techniques are developed.

Specifically, the candidate demonstrates knowledge and understanding of:

The theoretical bases of early intervention. (SPED 737, 777)

Philosophical basis for the emergence of the field of early childhood special education from special education, early childhood education, child development, and related fields. (SPED 737, 738, 777)

Theories of child development, including theories of development across domains as well as interactions between biology and environment. (SPED 737, 738, 777)

Models of early childhood special education with varying philosophical bases, including assumptions about development and learning, goals, methods, and applicability. (SPED 738)
10. demonstrates the ability to plan specifically designed teaching strategies and other interventions for children that meet the individual needs and interests appropriate to their development, sociocultural background, and experiential level.

Specifically, the candidate demonstrates the ability to:

Utilize generic teaching strategies. (SPED 737, 738, 730)

Facilitate the development of communication skills and to support families in promoting their children's communication development. (SPED 729, 730, 737, 738)

Facilitate the development of cognitive skills and to support families in promoting their children's cognitive development. (SPED 729, 730, 737, 738)

Facilitate emotional development and to support families in promoting their children's emotional development. (SPED 729, 730, 737, 738)

Facilitate social development and to support families in promoting their children's social development. (SPED 729, 730, 737, 738)

Facilitate development of motor skills and to support families in promoting their children's motor development. (SPED 729, 730, 737, 738)

Facilitate development of independence and self-help skills and to support families in promoting their children's development of independence and self-help skills. (SPED 729, 730, 737, 738)

Understand intervention with young children with disabilities and their families who also represent diverse cultural and linguistic backgrounds. (SPED 729, 730, 737, 738)

Adapt intervention strategies to accommodate diverse influences on children's social behavior and learning styles. (SPED 729, 730, 737, 738)

Facilitate developmentally appropriate learning readiness and to support families in promoting their children's learning readiness. (SPED 729, 730, 737, 738)

Use teaching strategies and environmental adaptations appropriate to specific low incidence disabilities and at risk conditions including appropriate specialists and other team members and supports families in promoting their children's development. (SPED 729, 730, 737, 738, 747)

11. demonstrates a broad repertoire of developmentally appropriate teaching strategies and adaptations.
Specifically, the candidate demonstrates knowledge and understanding of or ability to:

Facilitate developmentally appropriate learning readiness and to support families in promoting their children's learning readiness. (SPED 729, 730, 737, 738)

Scope and sequence of early childhood special education/early intervention curricula across all areas of development and learning including language/communication, sensorimotor, cognitive, emotional, social and motor. (SPED 729, 730, 737, 738)

Methods for providing individual and group intervention through a variety of formats including play, environmental routines, parent-mediated activities, and systematic instruction in relevant situations, including methods for language/communication, sensorimotor, cognitive, emotional, social and motor development. (SPED 729, 730, 737, 738)
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.

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Individualized, well-supervised field experiences in a variety of settings provide the candidate the opportunity to observe best practices and to begin integrating and applying the knowledge and skills learned in academic course work. Early childhood special educators work in a variety of settings and should have field experiences in a continuum of those settings.

By participating in field experiences, the candidate is offered the opportunity to work with typically and atypically developing children and their families in both home-based and center-based settings. Under careful supervision, the candidate integrates course content and field experiences by completing a series of activities and assignments, including child assessment, IFSP/IEP development, curriculum planning, instruction, home visits, and staffing. Problem-solving skills and self evaluation are integral components of field experiences.

The following coursework meets this standard:

SPED 729 Student Teaching Workshop ECSE - Infant
SPED 730 Student Teaching ECSE – Infant
SPED 729 Student Teaching Workshop ECSE – Preschool
SPED 730  Student Teaching ECSE – Preschool

Based on the needs of the candidate, field experience sites are determined jointly by ECSE faculty and site personnel. Students who are employed by early childhood special education settings may opt to complete field experiences at own or adjacent site. Summer experiences are available.

To meet this standard the ECSE program provides coursework that includes relevant and meaningful field experiences throughout the credential program. In addition, upon completion of required coursework, each candidate is required to complete 400 clock hours of student teaching, one semester with infants and toddlers who are at risk and/or disabled and one semester with preschoolers who are typically and atypically developing (SPED 729 and SPED 730).

To meet this standard the ECSE program provides experiences that ensure that each candidate:

1. has a variety of observations and experiences in a wide range of early childhood settings with a diversity of populations.

As candidates pursue coursework required for the early childhood special education credential, they will be required to observe in a variety of early childhood classrooms and programs. These settings will include:

- Regular preschools including child care programs
- Special day classes for preschoolers with disabilities
- Regular preschool classrooms with fully included children with disabilities
- Home-based and center-based infant/toddler programs including programs for typically developing infants and toddlers, infants and toddlers at risk, and infants and toddlers with disabilities

2. has opportunities to reflect on field experiences in relation to academic learning and practical applications.

Candidates take a student teaching workshop (2 units) during the two semesters of their student teaching. The workshop will meet bi-weekly for two hours. It will offer opportunities for reflection on the experiences candidates are having in their daily work at field sites. It will also offer opportunities for discussion of previous academic coursework as it applies to and is related to the field experience. The workshop will be a source of mutual support for students during their student teaching semesters.

3. demonstrates skill in working with families with young children with disabilities.

4. has the opportunity to work with young children individually and in group settings.
5. has the opportunity to work with children and families in center-based and home-based settings.

To meet 3, 4, and 5 credential candidates will take 12 units of student teaching (400 supervised hours) consisting of two semesters: One semester in an infant/toddler setting and one semester in a preschool setting. The infant/toddler setting will include both center-based and home-based experiences. The preschool setting will include both typically developing children and children with disabilities. Opportunities will be provided each candidate to work with general education teachers in a regular preschool program as well as with interagency team members in a community-based program.

Candidates will be required to work with families during their student teaching experience, conducting assessment for the IFSP, attending staff meetings, and other appropriate experiences.
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Early Childhood Special Education (ECSEAA)

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SUBSECTION B: COURSE DESCRIPTIONS AND LINKS TO COURSE SYLLABI

This section of the report addresses the candidate performance evaluation procedures related to the 4 Standards in Early Childhood Special Education. The information is organized in the following way for each one of the Standards:

4. Required coursework with brief descriptions
5. A table showing how the coursework is used to evaluate the candidate’s performance related to the Standards
6. Description of the candidate performance evaluation procedures relevant to the Teaching Performance Expectations (TPEs)

Courses are hyperlinked to the ECSE-URL.

Required Coursework and Course Descriptions

The table below shows the required coursework for the Preliminary Education Specialist Credential in Early Childhood Special Education.

<table>
<thead>
<tr>
<th>Category I: Common Core Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td></td>
</tr>
<tr>
<td>SPED 777 Atypical Infant Development</td>
<td>3</td>
</tr>
<tr>
<td>SPED 779 Family Systems and Services</td>
<td>3</td>
</tr>
<tr>
<td>SPED 737 Infant Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 738 Preschool Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SPED 780 Assessment and Program Evaluation in ECSE</td>
<td>3</td>
</tr>
<tr>
<td>SPED 747 Physical Disabilities and Sensory Impairments</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching Workshop – Infant</td>
<td>1</td>
</tr>
<tr>
<td>Student Teaching in Special Education – Infant</td>
<td>3 or 9</td>
</tr>
<tr>
<td>Student Teaching Workshop – Preschool</td>
<td>1</td>
</tr>
<tr>
<td>Student Teaching in Special Education – Preschool</td>
<td>3 or 9</td>
</tr>
</tbody>
</table>

Below is a brief description for each of the courses above.
SPED 777 Atypical Infant Development
Atypical infant developmental patterns with comparisons to normal development. Implications for early intervention and future educational programming.

SPED 779 Family Systems and Services
Understanding and assessing family systems and caregiver-child interactions; developing intervention programs. Family situations that generate unique needs. Learn how to effectively communicate with families of disabled children and to link families with community support networks.

SPED 737 Infant Intervention
Models for disabled infants and families, interagency coordination, program administration, and transdisciplinary team approach. Practicum experience with an atypical infant as part of seminar requirement.

SPED 738 Preschool Intervention
Curriculum and instructional models for preschool, interagency coordination, program administration, and collaboration with families.

SPED 780 Assessment and Program Evaluation in ECSE Settings
Assessment of children from birth to five years; program evaluation design. Analysis of both formal and informal assessments, translation of child and family assessment into educational plans, and overall program evaluation designs.

SPED 747 Physical Disabilities and Sensory Impairments
Focus on medical information and its implications for instruction, as well as physical management of students with sensory and physical disabilities. Management of special equipment, feeding, positioning and emergency handling procedures.

SPED 729 Student Teaching Workshop - ECSE
Reviews planning, guiding, and evaluating experiences of students eligible for early childhood special education services.

SPED 730 Student Teaching in Special Education
Student teaching field experience in special education setting as required by credential.
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SUBSECTION C: CANDIDATE PERFORMANCE EVALUATION PROCEDURES
RELEVANT TO PROGRAM STANDARDS

In addition to completing assigned readings and participating in class discussions lead by the course instructors, each candidate will demonstrate synthesis of the course materials through the following activities or projects shown in the table below.

<table>
<thead>
<tr>
<th>ECSEAA Standard 1: Characteristics of Infants, Toddlers and Preschoolers with IFSPs and IEPs</th>
<th>Course(s)</th>
<th>Evaluation of Candidate Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 mental retardation, 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.</td>
<td>SPED 777</td>
<td>Final examination based on readings, videos, and class discussions</td>
</tr>
<tr>
<td></td>
<td>SPED 777</td>
<td>Child observation paper: document the capabilities of a young child with disabilities addressing all developmental areas</td>
</tr>
<tr>
<td></td>
<td>SPED 738</td>
<td>Curriculum Critique: analyze the philosophical approach and content of an instructional program</td>
</tr>
<tr>
<td></td>
<td>SPED 747</td>
<td>Course examinations based on readings, videos, and class discussions</td>
</tr>
<tr>
<td></td>
<td>SPED 779</td>
<td>IFSP project: develop an IFSP for a family of a young child with disabilities and conduct a simulated IFSP meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECSEAA Standard 2: Role of the Family in Early Childhood Special Education</th>
<th>Course(s)</th>
<th>Evaluation of Candidate Performance</th>
</tr>
</thead>
</table>
### 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.

| SPED **779** | **IFSP project:** develop an IFSP for a family of a young child with disabilities and conduct a simulated IFSP meeting |
| SPED **780** | **Assessment project:** administer a curriculum-based assessment to a young child with special needs, summarize the assessment results including input from family members, provide recommendations for intervention, and design evaluation systems to monitor the child’s progress |
| SPED **779** | **Family collaboration project:** partner with a family to understand the family’s resources, priorities, needs, and impact of having a child with disabilities; develop and evaluate a collaboration plan to address a need identified by the family |
| SPED **737** | **Intervention program plan:** using a family-centered approach to develop a comprehensive intervention plan to address the needs of a young child |

### ECSEAA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten

<table>
<thead>
<tr>
<th>Course(s)</th>
<th>Evaluation of Candidate Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPED 780</strong></td>
<td><strong>Review of assessment tools:</strong> review and critique widely used assessments in ECSE in the areas of content, organization, administration, and technical qualities</td>
</tr>
<tr>
<td><strong>SPED 780</strong></td>
<td><strong>Assessment project:</strong> administer a curriculum-based assessment to a young child with special needs, summarize the assessment results including input from family members, provide recommendations for intervention,</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 738</td>
<td><strong>Curriculum Critique</strong>: analyze the philosophical approach and content of an instructional program</td>
</tr>
<tr>
<td>SPED 780</td>
<td><strong>Collaboration project</strong>: work with students in the Communicative Disorders program to develop a set of activity plans to assess a young child with disabilities</td>
</tr>
<tr>
<td>SPED 737</td>
<td><strong>Infant and toddler activity plans</strong>: based on the child’s needs, develop home- and center-based activity plans to embed instruction in naturally occurring routines and developmentally appropriate activities</td>
</tr>
<tr>
<td>SPED 737</td>
<td><strong>Intervention program plan</strong>: using a family-centered approach to develop a comprehensive intervention plan to address the needs of a young child</td>
</tr>
<tr>
<td>SPED 738</td>
<td><strong>Curriculum theme and lesson plan</strong>: develop a week long lesson plan for a preschool class comprised of children with and without special needs, including adaptations for children with disabilities, activities, and materials</td>
</tr>
<tr>
<td>ECSEAA Standard 4: Experience in Early Childhood Special Education Programs</td>
<td>Course(s)</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Group presentation: develop an ideal preschool program for children with and without disabilities, including environmental design, curriculum, materials, daily schedule, parent collaboration, staff involvement, and data collection</td>
<td>SPED 738</td>
</tr>
<tr>
<td>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.</td>
<td>SPED 730</td>
</tr>
</tbody>
</table>

SPED 730 Midterm and final evaluations of field experience

(NOTE: Also see Subsection D)
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Early Childhood Special Education (ECSEAA)

SUBSECTION D: CANDIDATE PERFORMANCE EVALUATION PROCEDURES
RELEVANT TO TEACHING PERFORMANCE EXPECTATIONS (TPEs)

This section discusses the procedures the program uses to evaluate the candidate’s
teaching performance. The discussion is divided into two parts: Student Teaching
Evaluations and Teaching Performance Expectations (TPEs).

Student Teaching Evaluations

Two student teaching courses (SPED 730) in two separate semesters are required. One
semester of 120 hours must be with programs serving children birth through 3 with
disabilities, and one semester of 200 hours must be with programs or schools serving
children 3 through 5 with disabilities.

The ECSE Student Teaching Handbook is made available to the candidate and the
master teacher before the student teaching experience starts. The Handbook provides
detailed information on policies and procedures, roles and responsibilities of the student
teacher, master teacher, and university supervisor, requirements, and evaluation
procedures. The evaluation procedures of the student teacher include two components:
1) evaluation of teaching performance completed at midterm and final jointly by the
cooperative teacher and university supervisor; 2) evaluation of the Intervention Portfolio
by the university supervisor.

The university supervisor observes the candidate at the student teaching site a
minimum of 3 times a semester, and the supervisor completes an observation summary
after each visit and share it with the candidate.

The candidate completes an Intervention Portfolio for each of the student teaching
experiences. The Portfolio has 11 sections, including:

- Intervention Philosophy
- Portfolio Rationale
- Letter to Families
- Site, Child, and Family Description
- Child and Family Assessment
- Child/Family Goals and Objectives
The following criteria are used to evaluate each section of the Intervention Portfolio. The candidate must receive a 4 or 5 rating on each section in order to pass the section, and he/she must pass all sections in order to receive credit for Student Teaching and receive an ECSE credential. The ratings are defined below:

1 **Missing Competence** - section is incomplete and the quality of items is unacceptable. Demonstrates little apparent awareness of either information or skills.

2 **Developing Competence** - section contains required items but the quality of the item(s) is inadequate and therefore in need of expansion and rewriting. Demonstrates inconsistency in applying knowledge and skills.

3 **Growing Competence** - section includes required items but the quality of the items requires a minimal amount of work to improve upon the section. Demonstrates an understanding of required information and the ability to apply it most of the time.

4 **Initial Competence** - section includes required items and the quality of the items meets expected standards. Student is capable of independently applying information and skills but benefits from reminders, reviews and support.

5 **Mastery Competence** – section includes required items and the quality of the items exceeds expected standards. Student is capable of independently applying information and skills without need for reminders, reviews and support.

**Teaching Performance Expectations (TPEs)**

The table below shows the evaluation procedures related to the Teaching Performance Expectations (TPEs).

<table>
<thead>
<tr>
<th>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</th>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments</td>
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</tr>
<tr>
<td>Teaching Reading-Language Arts in a Multiple Subject Assignment</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Teaching Mathematics in a Multiple Subject Assignment</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Teaching Science in a Multiple Subject Assignment</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Teaching History-Social Science in a Multiple Subject Assignment</td>
<td>Not applicable</td>
</tr>
<tr>
<td>TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments</td>
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</tr>
<tr>
<td>Teaching English-Language Arts in a Single Subject Assignment</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Teaching Mathematics in a Single Subject Assignment</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Teaching Science in a Single Subject Assignment</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Teaching History-Social Science in a Single Subject Assignment</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
### B. Assessing Student Learning

| TPE 2: Monitoring Student Learning During Instruction | SPED 780  
| | SPED 730 |
| TPE 3: Interpretation and Use of Assessments | SPED 780  
| | SPED 730 |

### C. Engaging and Supporting Students in Learning

| TPE 4: Making Content Assessable | SPED 737  
| | SPED 738  
| | SPED 730 |
| TPE 5: Student Engagement | SPED 737  
| | SPED 738  
| | SPED 730 |

### TPE 6: Developmentally Appropriate Teaching Practices

| TPE 6A: Developmentally Appropriate Practices in Grades K-3 | Not applicable |
| TPE 6B: Developmentally Appropriate Practices in Grades 4-8 | Not applicable |
| TPE 6C: Developmentally Appropriate Practices in Grades 9-12 | Not applicable |

### D. Planning Instruction and Designing Learning Experiences for Students

| TPE 8: Learning About Students | SPED 777  
| | SPED 737  
| | SPED 738  
| | SPED 780  
| | SPED 730 |
| TPE 9: Instructional Planning | SPED 780  
| | SPED 737  
| | SPED 738  
| | SPED 730 |

### E. Creating and Maintaining Effective Environments for Student Learning

| TPE 10: Instructional Planning | SPED 737  
| | SPED 738  
| | SPED 780  
| | SPED 730 |
| TPE 11: Social Environment | SPED 737  
| | SPED 738  
| | SPED 730 |

### F. Developing as a Professional Educator

| TPE 12: Professional, Legal and Ethical Obligations | SPED 730 |
| TPE 13: Professional Growth | SPED 730 |
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS
ADDED AUTHORIZATION
SECTION 11

Orthopedic Impairments Added Authorization (OIAA)

SUBSECTION A: RESPONSE TO STANDARDS

DIRECTIONS FOR READERS

Teacher candidates who hold a specialist credential in Special Education and wish to obtain an OI Added Authorization (OIAA) will meet the OI Content-Specific Standards taking 12 units of additional coursework:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 763</td>
<td>Transition Planning for Students with Disabilities</td>
<td>03</td>
</tr>
<tr>
<td>SPED 743</td>
<td>Issues in Augmentative &amp; Alternative Communication</td>
<td>03</td>
</tr>
<tr>
<td>SPED 746</td>
<td>Teaching Individuals with Physical and Other Health Impairments</td>
<td>03</td>
</tr>
<tr>
<td>SPED 747</td>
<td>Physical, Health and Sensory Disabilities: Implications and Management</td>
<td>03</td>
</tr>
</tbody>
</table>
Orthopedic Impairments Added Authorization (OIAA)

OIAA 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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: Address how candidates will be prepared to address functional limitations of students with average or above average intellectual abilities who have difficulty accessing their education due to physical limitations.

RESPONSE TO CONCERN, APRIL, 2012:

SPED 746 Teaching Students with Physical and Health Impairments

SPED 746 is a case-based course whose main focus is to prepare teacher candidates to address the functional limitations of students with physical disabilities in accessing the general curriculum and other educational opportunities. Throughout the course, the instructor presents several case studies that illustrate accommodations and modifications for students with physical disabilities, many of whom have average and above average intellectual abilities. The teacher candidates themselves prepare several curricular units that include supports such as assistive technology and augmentative communication tools specific to the learning needs of students with physical impairments with average or above average intellectual abilities. Teacher candidates share their curricular adaptations at three different points of the course, which is a valuable aspect of this course as it provides yet more examples of instructional adaptations.

PRELIMINARILY ALIGNED, AUGUST, 2012

Response to OIAA Standard 1
In depth coverage of disability characteristics and individual differences is addressed in SPED 747 (Physical, Health and Sensory Impairments: Implications and Management). Candidates are introduced to etiology and pathology of a variety of neurological, muscular, skeletal, and health anomalies encountered in infants, children, and youth with physical and health impairments requiring special education services. Assignments contribute to the knowledge base in this standard by employing case studies to link clinical aspects to student implications and education, by synthesizing information related to etiology, characteristics, and implications of a physical impairment, and through creation of a portfolio of pertinent resources related to characteristics and implications of physical and health impairments.

Further information on characteristics and implications of orthopedic impairments is presented in SPED 746 (Teaching Students with Physical and Health Impairments). In SPED 746 candidates’ knowledge of medical, and educational implications is extended by exploring trends in service delivery that reflect movement from a medical model approach to one that is based on individual student need, guided by the principle of “least restrictive environment” and the “access to general curriculum” legal mandate. Particular attention is paid to provision of services arising from therapeutic and educational implications of physical impairments in diverse educational settings. Candidates write a case study exploring a selected physical impairment, with attention to historical, medical, and educational treatment and service delivery.
Orthopedic Impairments Added Authorization (OIAA)

OIAA 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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: Please provide additional information as to how this standard will be met including other methodologies and strategies based upon assessment of the needs of the student. Describe how candidates will identify and support performance of essential skills unique to students with OI which includes: independent living skills, academics, personal independence skills, career and vocational experiences and psychosocial development.

RESPONSE TO CONCERN, APRIL, 2012:

A major goal of the added authorization is to prepare candidates to identify and support the acquisition and performance of essential skills unique to students with orthopedic impairments such as independent living skills, academics, personal independence skills, career and vocational experiences and psychosocial development. In addition to the courses listed below, which prepare the candidates to understand and address issues such as “fair testing” and “access to the general curriculum,” teacher candidates take SPED 763: Transition Planning for Students with Disabilities. This course prepares
prospective teachers to engage in a person-centered planning process that addresses the needs for independent living skills, academic skills, personal independence skills, career and vocational skills and the psychosocial development of students with orthopedic impairments. SPED 763 emphasizes a person-centered and strengths-based focus across course assignments related to assessment, program planning and instruction—including the development of a Person-Centered Plan; Student-Led IEP; creation of a Student Personal Portfolio and the creation of a Transition Plan that is developed collaboratively by all educational team members, including the student, family, existing teacher and receiving teacher/agency. Each project is individualized, builds on the strengths of the student, and centers on planning with the student. The students is mentored to have a “voice”, give input, tell stories of success and fully participate in all activities that help meet their goals.

**PRELIMINARILY ALIGNED, AUGUST, 2012**

**Response to OIAA Standard 2**

A major goal of the added authorization in orthopedic impairments is preparation of candidates to understand and to address the “access to the General Curriculum” and the “fair testing” mandates of IDEA as it relates to students with Orthopedic Impairments.

In the authorization-specific courses, extra attention is devoted to train candidates to evaluate formal assessment, adapt standardized assessment tools, and construct informal assessments, including environmental inventories, portfolio assessment and informant interviews. In SPED 746 (Teaching Individuals with Physical and Other Health Impairments), a variety of assessments are used in development of a case study of a student with orthopedic impairments, resulting in goals, objectives, and lessons that reflect a variety of instructional models and strategies. In addition, candidates complete the physical adaptation of a formal assessment tool, using spatial orientation, visual perception requirements, task and situation analysis, and other techniques. Communication and language skills of the students are a critical factor in assessment modification.

To understand the implications of limited functional speech on testing, candidates take SPED 743 (Issues in AAC). In SPED 743 candidates are exposed to the atypical communication and language development patterns of students with severe physical impairments and conduct an in depth environmental assessment of the educational and communication needs of a child with OI.

**Curricular Planning.** Specialization practice and mastery of curricular planning also occurs during authorization-specific coursework. In SPED 746 (Teaching Individuals with Physical and Other Health Impairments), based on knowledge of the unique background and learning needs of students with physical impairments, candidates derive lessons from objectives developed from the general curriculum. This
individualized instructional strategy allows the candidate to modify assignments for successful access of the student in general education curriculum. During \textit{SPED 747} (Physical, Sensory and Health Impairments: Implications and Management), training in specialized curricula related to pre-speech and feeding, mobility, self-care skills, and independent living/life management skills provide candidates with valuable skills that address the unique needs of this population. To expand their knowledge base, during \textit{SPED 746}, candidates complete a number of assignments where they have to adapt and implement a variety of general education lessons with students with physical and health impairments. These activities cover all subject matters (e.g., language, literacy, math, science, social science). Strategies for enhancing social competence, social relationships, and personal-social encounters are also addressed in \textit{SPED 746}.
Orthopedic Impairments Added Authorization (OIAA)

OIAA 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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: Please provide additional information regarding the candidates knowledge and preparation regarding mobility including utilizing safe lifting and positioning techniques.

RESPONSE TO CONCERN, APRIL, 2012:

SPED 747 Physical, Sensory and Health Impairments: Implications and Management

SPED 747 presents information on ambulatory aids that include demonstrations on safe lifting and positioning techniques. These lectures cover all ages, babies through adult age students.

PRELIMINARILY ALIGNED, AUGUST, 2012

Response to OIAA Standard 3

Candidates are introduced in SPED 747 (Physical, Sensory and Health Impairments: Implications and Management) to specialized health care needs specific to selected
physical, sensory and health impairments, procedures that are responsive to those needs, and resources/agencies that provide information related to specialized health care. Specifically, training includes understanding the process for the development and transmission of information from Individualized Health Care Plans (IHCP’s) related to school-based management of physical and health impairments (including infectious and communicable diseases, policies related to universal health care precautions, and ethical management of communicable disease). Students are also acquainted with laws, regulations, and site-based policies related to provision of specialized health care needs in diverse educational settings. Candidate activities include demonstration and simulation of physical management strategies and specialized health care procedures.
Orthopedic Impairments Added Authorization (OIAA)

OIAA 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, 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 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.

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: More Information Needed: Provide information as to how the candidate will demonstrate the knowledge, skills and abilities to address the unique experiences of students transitioning to/from hospitalization and/or who have degenerative or terminal conditions.

RESPONSE TO CONCERN, APRIL, 2012:
SPED 763 Transition planning for Students with Disabilities

SPED 763 emphasizes a person-centered and strengths-based focus that includes the development of a Person-Centered/Family-Centered Plan; creation of a Student Personal Portfolio; and a Transition Plan that is developed by and given to all team members: the student, family, existing teacher, and the receiving teacher/agency. Each project is individualized, builds on the strengths of the student, centers around planning with, not for, the student; the materials and process is student-friendly; and the student is mentored to have a voice, give input, tell their stories of success, and fully participate in all activities that help meet their goals. Specific strategies and transition planning are addressed for managing difficult issues such as: challenging behaviors, reduced...
mobility, mental illness, supporting those who are medically fragile; planning for hospitalizations; addressing degenerative conditions; and identifying resources and supports for the student and family when a terminal illness is diagnosed.

**PRELIMINARILY ALIGNED, AUGUST, 2012**

Response to OIAA Standard 4

Candidates are provided opportunities to collaboratively plan, implement and evaluate transitional life experiences for student with OU in SPED 763 (Transition Planning for Students with Disabilities). The course is designed to provide prospective teachers, regional center or rehabilitation service providers, and related professionals with the opportunity to acquire the competencies to develop and implement age-appropriate, inclusive, school and community-based programming for individuals with disabilities across all age levels. In order to prepare individuals to live and work in inclusive post-school community settings, it is our responsibility, as teachers, to provide systematic instruction related to person-centered, self-determined choices in the areas of academic instruction, vocational and career planning, independent living, and to facilitate natural support networks to ensure long-term maintenance of adult lifestyles. Likewise, it is the responsibility of adult developmental or rehabilitation service providers to augment, expand, and further develop such skills and support networks for individuals who have completed their public school education.

These skills should be based on the systematically identified preferences of individuals with disabilities and their families. In addition, for individuals with severe disabilities factors, such as long skill acquisition rate, the complexity of performance in community settings, the need for re-training and new job development, the time-consuming nature of establishing personal support networks, and shifts in personal preferences, require that community-based instruction should begin at an early age and continue as long as there is a need for intervention. However, the need for community-based instruction must be balanced against the need for inclusive schooling and diverse peer relationships at all age levels.

In this course, the focus is on fostering self-determination among individuals supported, planning for instruction in inclusive community environments, and for the post-school transition to employment and community living with on-going support, in most cases, by a regional center or rehabilitation service agency. Particular emphasis is placed on the process for and issues surrounding the following topics: addressing the logistical issues involved in teaching living and work skills in community settings; ensuring partial participation in such settings through adaptations; securing, developing, and maintaining inclusive community employment sites; effective support staff management; and, designing a comprehensive educational and transition program.

Such comprehensive programs should reflect an individual's preferences and needs in areas, such as, domestic living arrangements and accommodations, domestic living skills, use of stores and services, recreation and leisure, personal relationships and support networks, employment, and supportive academic skills. Preferences and needs in these areas should be identified both within school, the individual's neighborhood,
and extended community with care taken to balance the need and individual preference for school-based inclusion with inclusion in the larger community beyond school. Facilitating personalized social support systems and meaningful interactions with other individuals in school, community, and employment settings should be given equal priority with skill development.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS
ADDED AUTHORIZATION
SECTION 11

SUBSECTION B: COURSE DESCRIPTIONS AND LINKS TO COURSE SYLLABI

Orthopedic Impairments Added Authorization (OIAA)

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 763 Transition Planning for Students With Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 743 Issues in Augmentative and Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPED 746 Teaching Students with Physical and Health Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 747 Physical, Health, and Sensory Disabilities: Implications and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Brief Course Descriptions and Syllabi Links

Core Requirements

SPED 763: Transition Planning for Students with Disabilities
This course reviews strategies to facilitate the transition from early childhood educational and related services to services provided in K-12 schools, and facilitation of self-determined work, post-secondary education, and community living for secondary-aged students with disabilities.

SPED 743: Issues in Augmentative and Alternative Communication
This course addresses the communication needs of students with Physical and Health Impairments. The course focuses on assessment and intervention using a wide range of aided and unaided communication strategies.

SPED 746: Teaching Students with Physical and Other Health Impairments
This course explains advanced methods for assessment and instruction of students with PHI, with special emphasis on assessment modifications, specialized instruction, assistive technology, curriculum-based communication intervention, and language and literacy instruction.

**SPED 747: Physical, Health and Sensory Disabilities: Implications and Management**

This course addresses the general characteristics, causes, and treatment of major physical, health, and sensory impairments—as well as the implications for instruction and design of educational contexts. In addition the social, educational, philosophical, and legal issues related to the education of students with physical and health impairments are discussed. Finally the course reviews specialized health care procedures.
Orthopedic Impairments Added Authorization (OIAA)

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

DIRECTIONS FOR READERS

This subsection describes the candidate performance evaluation procedures relevant to each of the standards for the Added Authorization in Orthopedic Impairments and provides links to the course syllabi that include the assignment descriptions and grading tools used.

Evaluation Procedures and Evaluation Tools

Course assignments implemented in fieldwork settings are used to evaluate knowledge and skills associated with each of the credential program standards.

The table below identifies comprehensive evaluations, observational evaluations, and course assignments that address each of the program standards for the Credential Program in Physical and Health Impairments.

| Standard 1: Characteristics of Students with Orthopedic Impairments | Assignments | a. Communication Assessment (SPED 743) 
| | | b. Communication Intervention (SPED 743) 
| | | c. Assistive Technology Integration (SPED 746) 
| | | d. Curriculum-based Language Intervention (SPED 746) 
| Standard 2: Assessment, Communication, Educational Access and Adaptations for Students with Orthopedic Impairments | Assignments | a. Communication Assessment (SPED 743) 
| | | b. Communication Intervention (SPED 743) 
| | | c. Curriculum-based Language Intervention (SPED 746) 
| | | d. Assistive Technology Integration (SPED 746) 
| Standard 3: Specialized Health Care and Supports for Students with OI | Assignments | a. Midterm and Final Exams (SPED 747) 

December 15, 2011; REVISED, April, 2012 & July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012
<table>
<thead>
<tr>
<th>Standard 4: Transition and Collaborating with Families and Other Service Providers for Students with OI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments</strong></td>
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EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS
ADDED AUTHORIZATION
SECTION 11

SUBSECTION D: CANDIDATE PERFORMANCE EVALUATION PROCEDURES
RELEVANT TO TEACHING PERFORMANCE EXPECTATIONS (TPEs)

Orthopedic Impairments Added Authorization (OIAA)

INITIAL REVIEW BY CTC, March, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

DIRECTIONS FOR READERS

This subsection describes candidate performance evaluation procedures relevant to
each of the Teaching Performance Expectations (TPEs) and provides links to the syllabi
that include assignment descriptions and evaluation tools used.

Evaluation Procedures and Evaluation Tools

Course assignments implemented in fieldwork settings are used to evaluate
knowledge and skills associated with each of the TPEs.

The table below identifies course assignments that address each of the program
standards for the Added Authorization in OI.

<table>
<thead>
<tr>
<th>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</th>
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<tbody>
<tr>
<td>Assignments</td>
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<table>
<thead>
<tr>
<th>TPE 2: Monitoring Student Learning During Instruction</th>
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<tr>
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<th>TPE 3: Interpretation and Use of Assessments</th>
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<th>TPE 4: Making Content Assessable</th>
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<th>TPE 5: Student Engagement</th>
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<td>Assignments</td>
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TPE 6: Developmentally Appropriate Teaching Practices

<table>
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<tr>
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<tbody>
<tr>
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<tr>
<td>b. Curriculum-based Language Intervention (SPED 746)</td>
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TPE 7: Teaching English Learners

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<tbody>
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<tr>
<td>b. Communication Intervention (SPED 743)</td>
<td></td>
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<tr>
<td>c. Curriculum-based Language Intervention (SPED 746)</td>
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TPE 8: Learning About Students

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<tbody>
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<td>a. Communication Assessment (SPED 743)</td>
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<tr>
<td>b. Communication Intervention (SPED 743)</td>
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<tr>
<td>c. Assistive Technology Integration (SPED 746)</td>
<td></td>
</tr>
<tr>
<td>d. Curriculum-based Language Intervention (SPED 746)</td>
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TPE 9: Instructional Planning: Instructional Plan

<table>
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<tr>
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<tbody>
<tr>
<td>a. Assistive Technology Integration (SPED 746)</td>
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<tr>
<td>b. Curriculum-based Language Intervention (SPED 746)</td>
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TPE 10: Instructional Planning: Instructional Time

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TPE 11: Social Environment

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<tbody>
<tr>
<td>a. Student Personal Portfolio (SPED 763)</td>
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<td>b. Transition Plan (SPED 763)</td>
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<tr>
<td>c. Student-Led IEP Meeting (SPED 763)</td>
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<tr>
<td>d. Person-Centered Plan (SPED 763)</td>
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TPE 12: Professional, Legal, and Ethical Obligations

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<tr>
<th>Assignments</th>
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<tbody>
<tr>
<td>a. Communication Assessment (SPED 743)</td>
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<td>b. Communication Intervention (SPED 743)</td>
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<tr>
<td>c. Assistive Technology Integration (SPED 746)</td>
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<tr>
<td>d. Curriculum-based Language Intervention (SPED 746)</td>
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TPE 13: Professional Growth

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<th>Assignments</th>
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<tbody>
<tr>
<td>a. Communication Assessment (SPED 743)</td>
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<tr>
<td>b. Communication Intervention (SPED 743)</td>
<td></td>
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<tr>
<td>c. Assistive Technology Integration (SPED 746)</td>
<td></td>
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<tr>
<td>d. Curriculum-based Language Intervention (SPED 746)</td>
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</tbody>
</table>
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 12:

Clear Education Specialist

DIRECTIONS FOR READERS

This section of the program assessment provides the Department's response to the seven standards required for the Clear Education Specialist Credential that was submitted in spring, 2011 term and formally approved by COA/CTC in July, 2011.

The original narrative is presented in the section below each standard. When a reviewer raised a concern, the concern is quoted in a table after the original narrative and the Department's responses to concerns raised by COA reviewers appears in a clearly identified section right after each of these tables with reviewer concerns.

It is our understanding that since this program was recently reviewed and approved, it does not need to be reviewed again as part of this December, 2011 Program Assessment cycle.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
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CATEGORY A: PROGRAMS EXHIBIT EFFECTIVE DESIGN PRINCIPLES

Clear Education Specialist Standard 1

Program Rationale & 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 P-12 students and retains high quality teachers. The design is responsive to individual teachers’ needs, and is consistent with 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 Department of Special Education at San Francisco State University (SFSU) proposes an induction program that has the following interrelated components:

1. established formal Interagency Agreements with local participating school districts (hereafter referred to as, District) that delineate roles and responsibilities of SFSU faculty professional development providers and District support providers;

2. an initial induction seminar course that results in an Individualized Induction Plan (IIP) that identifies a curriculum, individualized student goals, accessible and grade-level materials, and a plan with associated tools for measurement of student progress, aligned with CA Standards for the Teaching Profession (CSTP) or the Child Development standards (for Early Childhood Special Education teachers) related to high priority needs of students served by the participating Education Specialist teacher;

3. field-based student assessment, identification and implementation of goals and data collection with opportunities for discussion and input from District support providers;

4. a limited number of seminar meetings distributed across a semester for the Education Specialist teachers to come to SFSU and reflect on implementation of goals through interaction with other participating Education Specialist teacher-peers, SFSU professional development providers and District support providers in structured sessions designed to analyze strengths and set new goals for continuous student improvement; and,
5. an exit induction seminar course with a limited number of seminar meetings distributed across a semester that reviews the participating Education Specialist teacher’s progress to date, their students’ progress data, sets any needed new instructional goals to add to IIPs to ensure continuous improvement, and provides an occasion for the SFSU professional development providers to evaluate whether each participating Education Specialist teacher has met the standards to be recommended for Professional Clear Education Specialist Credential.

Concerns Raised by CTC in Relation to Standard 1, 12/1/2010:

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<tr>
<th>Status</th>
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<tbody>
<tr>
<td>More Information Needed</td>
<td>Induction Standard 1: Program Rationale and Design</td>
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<td>Questions, Comments, Additional Information Needed:</td>
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<td></td>
<td>The narrative response provides documentation of “a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retains high quality teachers. The design also appears to be responsive to individual teachers' needs, is consistent with Education Code, and is relevant to the contemporary conditions of teaching and learning. However, the standard requires that the program “…provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.” While documentation of the coordination of participant support and assessment and support provider preparation was provided, documentation of admission and program evaluation elements was not found. Please provide additional information to indicate “how” these elements of this standard are met. Please also provide additional documentation regarding advisement related to the overall program, whether it is accomplished through the 740 course or in other ways.</td>
</tr>
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Program Response To Concerns Raised by CTC on 12/1/2010 in Relation to Standard 1:

Admission: The minimum criteria for admission to the Professional Clear Education Specialist Credential Program include the following: (a) valid Preliminary Education Specialist Credential; (b) verification of employment as a Special Education teacher in credential-specific program area, as document by valid CL-777.1; (c) minimum overall 3.0 GPA for previous graduate coursework; (d) official transcripts from all universities attended; (e) 2 letters of recommendation preferably from a university instructor and a school administrator; (f) goal statement that underscores commitment to individualized education and universal design for students with disabilities; and, (g) submission of online application via CSU-Mentor as well as department application with related materials.
Students who previously were admitted to SFSU and earned their Preliminary Education Specialist Credential through the Department of Special Education only need to submit proof of meeting criteria a, b, c & f, listed above. New students who earned their Preliminary Education Specialist Credential from another institution of higher education must meet all admission criteria listed above.

Applications are sorted by the College Admissions Office by program area and distributed to program area tenure-track faculty in the Department of Special Education when complete. Program area tenure-track faculty make recommendations to the College Admissions Office which coordinates admission decisions with the Dean of Graduate Studies.

**Advisement:** The primary method of advising students in the Professional Clear Education Specialist Credential Program is through the structured interactions associated with the two SPED 740 seminar classes in which the students enroll across two semesters. It should be noted that several sections of SPED 740 will be offered each semester with sections specifically designated by credential specialty area to enhance advising. For example, we anticipate separate sections for Mild-Moderate Disabilities, Early Childhood Special Education, Visual Impairments, and Moderate-Severe Disabilities and Physical Health Impairments will be combined (see Appendix C for example). In addition, program area faculty set aside four hours each week for office hours to meet with students for advising on an individual basis. For a list of faculty and current office hours see: http://www.sfsu.edu/~spedcd/fcltystff.html.

**Evaluation:** In response to NCATE's Standard 2, Assessment System and Unit Evaluation, the College of Education at San Francisco State University has developed a unified credential evaluation system. The Department of Special Education participates in this unified evaluation system which was developed by the Chair of the Department of Special Education in collaboration with program area faculty from all 30 credential programs on campus. For a detailed discussion of this evaluation system, as well as access to evaluation data, the reader is referred to our evaluation website: http://coe.sfsu.edu/ncate/.

Evaluation in response to Standard 1 for the Professional Clear Education Specialist Credential Program will involve assessment of the key assignment related to curriculum development, implementation, and evaluation for each student enrolled in each of the two SPED 740 seminars. These key assignment data will be analyzed and tabulated, using SPSS Statistics 19. The monthly Department of Special Education Program Area Coordinators Meeting will be used as a forum to discuss the evaluation data from each term and to identify areas of strengths and areas for improvements. Subsequent Coordinators Meetings will be used to elaborate plans to address areas for improvement. In addition, program area faculty involved in the various SPED 740 seminars will be asked to summarize the strengths and areas for improvement based on anecdotal insights gained during course implementation. Finally, students will be required to provide both quantitative and qualitative evaluation of each SPED 740 seminar using standard SFSU College of Education Course Evaluation forms.
In addition, candidates will be required to evaluate the progress of the students in their public or private school classrooms when implementing curricula and instructional programs developed as part of the goal setting process incorporated into the two SPED 740 seminars. Any curricular sequence or instructional program developed in SPED 740 also must include a data collection procedure to evaluate skill acquisition or learning (also see Standards 4, 5 & 6).
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
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Clear Education Specialist Standard 2

**Communication and Collaboration.** The clear credential (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 Department of Special Education at San Francisco State University (SFSU) offers Preliminary Education Specialist Credentials in the following areas: Early Childhood Special Education, Mild-Moderate Disabilities, Moderate-Severe Disabilities, Physical and Health Impairments, and Visual Impairments. In order to ensure articulation between the Preliminary and Professional Clear programs, faculty from the various Preliminary Credential Programs will have their own sections of the initial and exit induction seminar courses, **SPED 740, Induction Plan.** Students will enroll in the section that is designated for their specialty area so that their peer group and faculty support is aligned. District articulation will be accomplished through the following mechanisms:

1. Interagency Agreements (described in response to Program Standard 1) that delineate SFSU and District roles;

2. continued participation in established meetings with Beginning Teacher Support and Assessment (BTSA) staff from local Districts; and,

3. scheduling **SPED 740** seminars to facilitate participation by District Support Providers so that SFSU and District support is integrated, and to enhance joint responsibility for the process of development and implementation of IIPs by the participating Education Specialist teachers.

It is anticipated that this Preliminary-Professional Clear-District articulation plan will enhance the transition of participating Education Specialist teachers to induction as highly qualified professionals. Further, the planned collaboration between the SFSU faculty professional development providers and the District support providers will provide oversight needed to shape the skills of participating Education Specialist teachers implementing pedagogical knowledge and techniques and evaluating student progress.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 12:

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Clear Education Specialist Standard 3

Support Providers and Professional Development Providers. The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider's assigned responsibilities in the program.

Support providers will be assigned in a timely manner and will be selected from the following District sources: (a) BTSA staff; (b) Intern Program Development staff; (c) on-site teachers with Professional Clear Education Specialist Credentials; (d) off-site teachers with Professional Clear Education Specialist Credentials; (e) retired teachers; and, (f) program specialists.

All support providers will meet the following criteria: (a) minimum of five years experience as a teacher; (b) minimum of two years experience as a support provider; (c) Professional Clear Education Specialist Credential in appropriate specialty area; (d) documented evidence of formal training as support provider through District, or willingness to be trained by SFSU; (e) formal agreement to provide bi-weekly support to participating Education Specialist teachers; and, (f) employed by same District as participating Education Specialist teachers with the constraint that for low incidence support, providers may need to be recruited from County Offices of Education or Special Education Local Area Plan offices.

Support providers will be evaluated by participating Education Specialist teachers using the established SFSU supervision rating scale as a course requirement for SPED 740. Support providers receiving uniformly positive reviews will be maintained. If concerns are raised in relation to particular support providers in these evaluations, SFSU professional development faculty will address those concerns directly with the support provider in question. If concerns continue to be raised in relation to particular support providers, they will not be asked to continue in the program.

Likewise, SFSU professional development faculty will be evaluated by participating Education Specialist teachers using the established SFSU seminar rating scale as a course requirement for SPED 740. If concerns are raised in relation to a faculty member in these evaluations, the department chair, and/or the department Retention, Tenure and Promotion Committee will address those concerns directly with the faculty member in question. If concerns continue to be raised in relation to a particular faculty provider, they will be asked to seek additional training through SFSU's instructional support unit, the Center for Teaching and Faculty Development (CTFD).
Concerns Raised by CTC in Relation to Standard 3, 12/1/2010:

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<th>Status</th>
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<tr>
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<td>Induction Standard 3: Support and Professional Development Providers</td>
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<td>Questions, Comments, Additional Information Needed:</td>
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<td>The narrative response provides documentation about how the induction</td>
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<td>program selects support providers using well-defined criteria consistent</td>
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<td>with the provider’s assigned responsibilities in the program. However,</td>
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<td>the standard requires that the induction program “…selects, prepares</td>
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<td>and assigns support providers and professional development providers</td>
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<td>using well-defined criteria consistent with the provider’s assigned</td>
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<td>responsibilities in the program. Please provide additional information</td>
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<td>regarding the preparation and assignment of support providers. Please</td>
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<td>also provide additional information regarding the selection, preparation,</td>
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<td>and assignment of professional development providers. In addition, please</td>
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<td>clarify the final sentence, which states: “If concerns continue to be</td>
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<td>raised in relation to a particular faculty provider, they will not be</td>
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<td>asked to seek additional training through SFSU’s instructional support</td>
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<td>unit, the Center for Teaching and Learning (CTEL).</td>
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Program Response To Concerns Raised by CTC on 12/1/2010 in Relation to Standard 3:

Support Provider Preparation: As presented above in our response to Standard 3, support providers will be drawn from six distinct groups and must meet six criteria to be eligible. Many of these individual will have had previous training in functioning as support providers through district BTSA and Intern Programs. Therefore, the professional development faculty will need to assess the background of each support provider to determine if the individual has had adequate training or is in need of additional training. This will be done as follows: (a) when ratifying an interagency agreement with a participating school district, district will be asked to submit lists of qualified support providers from the 6 categories listed above; (b) providers will be contacted to see if they are willing to participate; (c) those interested in participating will be asked to complete a brief self-assessment form that identifies their training and experience; and, (d) based on an analysis of these data, support providers in need of additional training will be contacted and asked to participate in summer training institutes. These training institutes will be short but intense. They will be conducted by senior professional development faculty in collaboration with participating district professional development staff. If possible, participants will be provided a small stipend for attending.

Support Provider Assignment: Master lists of support providers who successfully have met the training criteria, as determined by the assessment outlined in the previous
section (or successfully participated in training sessions, as applicable), differentiated by
district and Professional Clear Education Specialist Credential specialty area, will be
generated by the Department. These lists will be distributed to the professional
development faculty assigned as instructors for **SPED 740** by specialty area. Students
will participate in the initial selection by helping the professional development faculty
instructor select qualified support providers from their respective districts. Students, in
coordination with professional development faculty instructor, will contact potential
district support providers, provide a detailed document that outlines roles and
responsibilities, and secure their agreement to participate. Once these agreements are
finalized, the professional development faculty instructor will contact the district to
coordinate the final selection of the support provider. If the support provider agrees to
provide support, they will be encouraged to participate in the **SPED 740** seminars and
to review or clarify their role and responsibilities (also see Appendix B, District
Responsibilities in **Interagency Agreement**).

**Professional Development Providers (Selection, Preparation, and Assignment):** All
full-time, tenured or tenure-track faculty assigned to the various Education Specialist
Credential specialty program areas, that is, Early Childhood Special Education, Mild-
Moderate Disabilities, Moderate-Severe Disabilities, Physical Health Impairments, and
Visual Impairments, will serve as professional development providers. All of these
faculty will participate in several training orientations scheduled during several regular
monthly faculty meetings to ensure consistency across **SPED 740** sections. Vitae of
participating faculty are available and will be forwarded to CTC on request. For a listing
of these faculty, along with background information summarizing their experience and
expertise, the reader is referred to: [http://coe.sfsu.edu/sped/faculty](http://coe.sfsu.edu/sped/faculty).

**Clarify Final Sentence:** The final sentence in the November document was incorrect.
The sentence should have read:

> If concerns continue to be raised in relation to a particular faculty provider, they
will be asked to seek additional training through SFSU's instructional support
unit, the Center for Teaching and Learning (CTEL).

This sentence was corrected in this re-submission.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:  
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Clear Education Specialist 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.

Formative assessment of participating Education Specialist teachers will occur within the context of the initial and exit SPED 740 seminar courses. These courses are based on assumptions related to formative assessment principles.

**Initial Sped 740 Seminar**  
The initial SPED 740 seminar will focus on the development of each participating Education Specialist teacher’s IIP. The course will be structured with five seminar sessions distributed across a 15 week semester so that goals, techniques and measurement plans needed to address instructional needs in teachers' respective classrooms, consistent with 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) will be developed, reviewed and finalized in the first two class sessions. Then, the participating Education Specialist teachers will have several weeks of field implementation with support provider oversight. Following this initial implementation, the participating Education Specialist teachers will return to SFSU for several seminar sessions to review progress with implementation and strategize for solutions to instructional problems or logistical issues that arise. These discussion will involve the collective participation of all enrolled participating Education Specialist teachers, the SFSU faculty professional development provider and selected District support providers. This cycle of planning, teaching and reflecting will be repeated one additional time across the semester.

**Exit Sped 740 Seminar**  
The exit SPED 740 seminar will focus on the outcomes of implementing IIPs for the students served by the participating Education Specialist teachers. Like the initial seminar, the exit course will be structured with five seminar sessions distributed across a 15 week semester so that revisions or additions to goals, techniques and measurement plans needed to address students' instructional needs in teachers' respective classrooms, consistent with 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) could be developed, implemented reviewed and improved across the semester. This seminar would follow the same cycle of implementation and review across the semester as described above for the initial SPED 740 seminar. However, this exit SPED 740 will instill the values of continuous quality improvement by building on successes and problems from the first phase of implementation started during the initial SPED 740. Finally, this exit SPED 740 class will involve an evaluation made by both the SFSU professional development faculty member and the related support providers regarding whether each participating Education Specialist teacher has met the standards to be recommended for a Professional Clear Education Specialist Credential.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
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CATEGORY B: OPPORTUNITIES FOR PARTICIPANTS TO DEMONSTRATE EFFECTIVE TEACHING

Clear Education Specialist Standard 5

**Pedagogy.** Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instruction materials in the context of their teaching assignment.

There are two foci for the Department of Special Education's Professional Clear Education Specialist Credential Program Plan: (a) to manage and to provide oversight for the process of transition from Preliminary credential course information to the implementation of knowledge-based instructional content, instructional techniques, and measurement strategies by participating Education Specialist teachers; and, (b) to instill the values of continuous quality improvement among participating Education Specialist teachers that will ensure correlated improved outcomes for the students with disabilities that they serve.

In order to achieve this we have designed this program plan to revolve around two seminar courses, as described in detail under the first four standards above, that will assist the participating Education Specialist teachers to operationalize this instructional content and these techniques, apply it in their classrooms with on-site feedback provided by support providers, and to learn how to reflect on accomplishments and identify goals for continuous improvements through collaboration with peers and mentors.

It is anticipated that the two SPED 740 seminars will provide the structure needed to accomplish this plan. These seminars will systematically require the participating Education Specialist teachers to explore multiple student assessment techniques, develop an effective repertoire of instructional programs and disability-specific adaptations across domains related to the California, p-12 academic content standards (or for Early Childhood Special Education the Child Development standards), and experiment with a variety of instructional materials and related technology, as well as material and technology adaptations that are both functional pedagogical tools, as well as intrinsically motivating for students to use, thus minimizing behavioral challenges.
Concerns Raised by CTC in Relation to Standard 5, 12/1/2010:

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<td>Questions, Comments, Additional Information Needed:</td>
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<td>The program narrative does not address curriculum frameworks, though it</td>
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<td>appears that curriculum frameworks may be addressed in SPED 740. Please</td>
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<td>provide information regarding the use of curriculum frameworks in the</td>
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<td>narrative.</td>
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Program Response To Concerns Raised by CTC on 12/1/2010 in Relation to Standard 5:

The curriculum and student goals developed by credential candidates during the two SPED 740 seminars will be based on the state content standards in language arts, math, and science. The students' assigned grade level will be the point of reference, and instructional goals will be taught using grade-level materials and activities.
EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
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Clear Education Specialist 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 learning; and students with a combination of special instructional needs.

The instructional programs, materials and technology employed in instruction will be grounded firmly in the principles of universal design. In the context of meeting this standard, teachers will communicate and collaborate with general education, as well as special education, personnel in the development of grade-level, standards-based curricula and to promote student access to general education settings. The two [SPED 740](#) seminars will reinforce a commitment among the participating Education Specialist teachers to consider universal design in all aspects of curriculum development and to build in curricular adaptations and modifications to promote the active engagement and educational progress of all students; in addition credential candidates will be required to develop curriculum and instructional plans that reflect the use of these practices. Finally, due to the diverse demographic makeup of Bay Area classrooms, universal design in particular, and instruction in general, always will include consideration of English Language Learners and related presenting problems in the areas of literacy, effective communication and an understanding and use of technical language, especially for secondary-aged students.

As such, this program plan embraces the following statement from this standard:

> 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 instruction materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level or acculturation, and prior schooling (Program Standards for the Clear [Induction] Education Specialist Credential).
Concerns Raised by CTC in Relation to Standard 6, 12/1/2010:

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Questions, Comments, Additional Information Needed:

The program narrative provides documentation of the participating teachers’ requirements to protect and support all students by designing and implementing equitable and inclusive learning environments for English learners. Please provide additional information about strategies, including universal design, that address, “academic achievement for students from all ethnic, race, socio-economic, cultural, academic,””and family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learning; and students with a combination of special instructional needs.”

Program Response To Concerns Raised by CTC on 12/1/2010 in Relation to Standard 6:

Diversity: The Bay Area has long been considered the most diverse geographic region in California in terms of ethnicity, race, socio-economic background, cultural identities, variety of family units, gender, gender identity, and sexual orientation. As such, discussing curriculum content and methods for students with disabilities with teachers in training in the Bay Area must by default include variations and nuances that reflect this diversity. Further, our tenured and tenure-track faculty who will be assigned as instructors for these SPED 740 seminars are themselves individuals from diverse national and international backgrounds, adding a personal perspective to this important issue.

Special Instructional Needs: In terms of students with advanced learning and combinations of special instructional needs, our faculty collectively represent a very large and diverse set of expertise, such as services to infants, toddlers and preschool students with disabilities, moderate and severe disabilities, multiple disabilities, positive behavior supports, a wide range of learning disabilities and differences, autism spectrum disorder, alternative and augmentative communication, child, adolescent and neurogenic speech and language disorders, transition from school to work, low vision, specialized technology, Braille, and orientation and mobility, to name a few. Routinely, faculty collaborate through courses and joint research and development to combine expertise to address special instructional needs that go across subspecialty areas. SPED 740 instructors will build on their relationship as their courses progress and instructional needs arise which require multiple expertise across subspecialty areas by drawing on this substantive faculty resource.
Concerns Raised by CTC in Relation to Standard 6, 03/03/2011:

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<td>teachers’ requirements to protect and support all students by designing</td>
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<td>and implementing equitable and inclusive learning environments for</td>
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<td>English learners. Please provide additional information about</td>
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<td>strategies, including universal design, that address, “academic</td>
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<td>achievement for students from all ethnic, race, socio-economic,</td>
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<td>cultural, academic,”...”and family background; gender, gender identity,</td>
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<td>and sexual orientation; students with disabilities and advanced</td>
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<td>learning; and students with a combination of special instructional</td>
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<td>needs.”</td>
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The Response to Concerns describes in detail the diversity of the faculty members and their expertise in a wide range of domains related to diversity. The response does not describe the strategies including universal design, that address “academic achievement for students from all ethnic, race, socio-economic, cultural, academic.”...”and family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learning; and students with a combination of special instructional needs.”. That is, how are candidates prepared to design and implement equitable and inclusive learning environments? The issue is not primarily the ways that faculty members protect and support candidates, it is the ways that candidates are prepared to protect and support P-12 students.

Program Response To Concerns Raised by CTC on 3/3/2011 in Relation to Standard 6:

All of our Preliminary Credential programs provide comprehensive, empirically valid, training in the principles of Universal Design, pedagogy related to English Language Learners, cultural accommodations as applied to family background, gender, gender identity, and sexual orientation, as well as strategies for students with multiple special instructional needs. In terms of Universal Design, in particular, as a faculty we embrace and teach the various concepts and principles identified and promoted by the U.S. Education Department and we encourage the reader to review their comprehensive summary to ensure a better understanding of our approach to this important educational need: [http://www.k8accesscenter.org/training_resources/UniversalDesign.asp](http://www.k8accesscenter.org/training_resources/UniversalDesign.asp).

As stated in the original plan submitted, November 1, 2010:

The instructional programs, materials and technology employed in instruction will be grounded firmly in the principles of universal design. In the context of meeting this standard, teachers will communicate and collaborate with general education,
as well as special education, personnel in the development of grade-level, standards-based curricula and to promote student access to general education settings. The two SPED 740 seminars will reinforce a commitment among the participating Education Specialist teachers to consider universal design in all aspects of curriculum development and to build in curricular adaptations and modifications to promote the active engagement and educational progress of all students; in addition credential candidates will be required to develop curriculum and instructional plans that reflect the use of these practices. Finally, due to the diverse demographic makeup of Bay Area classrooms, universal design in particular, and instruction in general, always will include consideration of English Language Learners and related presenting problems in the areas of literacy, effective communication and an understanding and use of technical language, especially for secondary-aged students.

Each instructional program, or curricular sequence that will be developed by candidates for implementation and evaluation with their respective students with disabilities during enrollment in the two SPED 740 seminar courses must include the following components, as applicable to the learner(s) instructional need(s): (a) goals and objectives delineated in observable language with sub-objectives identified specific to English Language Learners; (b) task analyzed instructional sequences; (c) listing of primary instructional materials with student by student universal design adaptations that ensure equal access; (d) instructional methods or pedagogy with cultural accommodations referenced for each student, as needed; (e) evaluation plan that defines response measures, measurement procedure, data analysis and data-based decision process for determining attainment of goals or necessity to initiate program revisions.

All of these components will be designed in collaboration with general education teachers. For example, in regard to UNIversal Design, in SPED 740 we use UNIversal Design as the vehicle that brings together special and general education teachers to conceive and design innovative instructional tools, practices, and lesson plans to meet the needs of all students in a general education classroom. In essence, our candidates are developing plans to bring special education services into the general education classroom, not as assistant teachers, but as co-teachers who provide resources and services above and beyond what the general education teacher is offering. For a co-teaching model to be successful, the special education teacher must bring unique skills to each classroom, focusing on core academic skills and helping students gain access to the content to be learned in the general education classroom (Kloo & Zigmond, 2008).

In our considered judgment, an appropriate framework for designing lesson plans for a diverse general education classroom and supporting co-teaching is Universal Design; that is, the idea of better supporting the needs of diverse learners by providing multiple means of representation, engagement, and expression (Rose & Meyer, 2006; Rose, Meyer, & Hitchcock, 2005). The research-based Universal Design framework compactly captures the dimensions of technological affordances that can...
extend learners engagement with challenging content. The benefit of UNIVERSAL DESIGN as a framework is that it provides a research-based taxonomy of the kinds of supports that learners may need and that teacher and technology can provide. Learners need supports for: (a) connecting multiple representation of important ideas; (b) interacting with ideas and expressing ideas in new ways; and, (c) maintaining a high-level of engagement. With regard to these three kinds of supports, UNIVERSAL DESIGN concisely summarizes a vast literature on brain function, learning, and the role of technology. For example, UNIVERSAL DESIGN suggests that providing for multiple representations of a concept not only enables deeper engagement with that concept but also enables access for a broader range of learners (McGuire, Scott, & Shaw, 2006). In **SPED 740** teachers are planning lessons for diverse learners with UNIVERSAL DESIGN embedded through videos, audio text, and diagrams, among others, as a framework to interpret content. These features are embedded in the lesson plan to enable teachers to support student access to and engagement with content across the curriculum. One of the tools we use to refresh teachers knowledge of UNIVERSAL DESIGN is the IRIS Center’s Star Legacy Module, *Universal Design for Learning: Creating a Learning Environment that Challenges and Engages all Learners*. (http://iris.peabody.vanderbilt.edu/Universal Design/chalcycle.htm).

**REFERENCES CITED IN STANDARD 6**


EDUCATION SPECIALIST PRELIMINARY TEACHING CREDENTIALS:
SECTION 12:

Clear Education Specialist

Clear Education Specialist Standard 7

Professional Development Options for Education Specialists. 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.

As described in detail in the responses to the previous standards, each participating Education Specialist teacher will develop, implement, analyze and engage in a cycle of continuous improvement related to the approved content of an IIP in order to clear their credential. As promoted by the standards, the primary focus of these IIPs will be on field-based instruction and instructionally related activities. Given the needs of students with disabilities, these instructionally related activities will involve various levels of collaboration with staff from other professions, as well as fellow teachers. Co-teaching, and school-based curriculum development projects that involve collaboration among teachers and other professionals through participation on site-based task forces, also will be encouraged.

In the development of IIPs, consideration will be given to advanced coursework, if the need presents itself as a natural outgrowth of addressing instructional goals. However, university coursework will not be routinely required, other than the two SPED 740 seminars.
Concerns Raised by CTC in Relation to Standard 7, 12/1/2010:

<table>
<thead>
<tr>
<th>Status</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Information Needed</td>
<td>Induction Standard 7: Education Specialist Induction Program Menu Questions, Comments, Additional Information Needed:</td>
</tr>
</tbody>
</table>

The narrative includes documentation that each Education Specialist teacher designs an Individualized Induction Plan for professional development and advanced study to clear their Preliminary Credential(s). Each participant also selects an 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 appear to be designed to enhance the participant’s teaching abilities for the current teaching assignment. However, the standard states that “In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, collaboration, co-teaching, professional learning community participation and school wide positive behavior support relevant to employment.” While documentation is present regarding case management, consultation and collaboration, additional information is needed regarding consultation, professional learning community participation and school-wide positive behavior support. In addition, information concerning advocacy appears to be present in the syllabus for SPED 740, but is not available in the narrative.

Program Response To Concerns Raised by CTC in Relation to Standard 7:
At the beginning of their clear credential program, each education specialist teacher will reflect on their specific needs and areas for professional development and will design a cohesive advanced professional development plan to address them. The advanced professional development plan will include not only the identified areas for improvement, but also activities for advanced professional development. These activities will be designed in collaboration with the university advisor and the district support provider to enhance the participants’ teaching abilities for their current teaching assignment. Advanced professional development activities can include (but are not limited to) 3 units of university coursework or the equivalent in-service training in the areas outlined by the clear credential state standards, such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation, school wide positive behavior support relevant to employment and others (e.g., augmentative communication).
OTHER RELATED SERVICES
CLINICAL REHABILITAIVE SERVICES CREDENTIAL
SECTION 13

Orientation and Mobility (O&M)

DIRECTIONS FOR READERS

The Program in Orientation & Mobility addresses all standards, both curricular and field-based set forth by the California Commission on Teacher Credentialing (CCTC), the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), and the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

This doc. is organized as follows: Each of the Specialty Area Standards in O&M - #1-13 are addressed in the narrative with a brief description of how the standard is met. At the end of each standard response is a list of sample competencies that candidates meet with links to course syllabi. A competency matrix that gives a comprehensive list of all program competencies and related courses is provided on the O&M website.

The reader may find that a few competencies listed in the matrix are addressed by multiple O&M methods courses. This happens when the nature of the O&M competency requires that it be linked to other content or taught at different levels (exposure vs. mastery). The content in all O&M methods courses is coordinated to support ongoing development and refinement of competencies throughout the different travel and teaching environments in which candidates learn to perform as they progress through the program.

The O&M program conducts ongoing evaluation of all aspects of its operation, curriculum, and candidate performance. A brief description of the evaluation process is provided in Subsection 3 and related materials can be found on the O&M website under “Program Evaluation.”

The reader will also find additional supporting documents on the website:

- Program advising handbook
- Course syllabi
- Internship handbook and related forms
- Faculty vitae
- Sample candidate portfolio
- Step-by-Step curriculum referenced in Standard 8 (full set of materials will be available for site visit)
- Faculty vitae and credentials
- Advisory Board minutes and list of members
- GPS Workshops – sample flier
As a note, there is one unique term that is used in the narrative and supporting documents with regard to the final field experience in which candidates participate. In keeping with terminology used in the field of O&M, student teaching is called “internship.”
OTHER RELATED SERVICES
CLINICAL REHABILITATIVE SERVICES CREDENTIAL
SECTION 13

Orientation and Mobility (O&M)

SUBSECTION A: RESPONSE TO STANDARDS

O&M 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.

INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

Knowledge of basic laws and regulations that affect O&M services
Each candidate demonstrates knowledge of basic laws and regulations that affect O&M services. Candidates in the O&M program complete a wide variety of activities that address this standard during their professional preparation. They take course work that focuses on local, state, and national legislation, regulation, and policies; the legislative process, and litigation related to education and rehabilitation of people with disabilities and specifically of people with visual impairment and blindness.

In SPED 788, candidates gain a working knowledge of the legal foundations of special education and demonstrate knowledge of the legal responsibilities of administrators and teachers and of the right of students with disabilities and their parents. Candidates participate in class discussions exploring the change process and develop the skills to be an effective change agent in schools and in the community. Candidates demonstrate understanding of the merits and responsibilities of being an ethical practitioner. Candidates also participate in structured observations in special education settings and document all findings. Sample topic areas include:
- Working with families of Individuals with Disabilities
- Legislative Mandates/Definitions and Basic Terms
- Professional relationships and collaboration
- Legal aspects of the IEP process
- IEP – writing measurable goals and objectives
- Related Services Provision on IDEA
• Universal Design
• Post Secondary Issues/Transition
• Case law and student discipline
• Responding to student behavior
• Dispute Resolution
• Failure to Provide FAPE (Section 504)
• Effective Communication Strategies and Techniques

In SPED 756 and SPED 726, candidates focus more on how basic laws and regulations (e.g., ADA, IDEA, Section 504 of the Voc-Rehab Act that apply to access in home, school, work, and community environments) affect O&M services and the implications of these laws for orientation & mobility instruction. These courses also cover laws more specific to the field of visual impairment such as white cane laws, Americans With Disabilities Act Accessibility Guidelines (ADAAG) and the Manual on Uniform Traffic Control Devices (MUTCD), state traffic laws including those regarding driving with bioptics. Readings, class discussions and small group activities using case studies highlight important principles. For example, using a case-study format, candidates discuss a scenario in which they are asked to identify laws and guidelines (including ADAAG) that would be helpful if they were consulting regarding accessibility when helping to design a new building.

Knowledge of Resources for Learners to Obtain Services, Support, Information
Each candidate demonstrates knowledge of resources for learners to obtain services, support, and/or information related to visual impairment. In addition to learning about organizations and agencies as described above, candidates are required to demonstrate knowledge of service delivery systems pertinent to both education and rehabilitation. They learn about local, state, and national resources for information (e.g., American Foundation for the Blind, state and national Clearinghouses, relevant journals in the field of visual impairment) and materials (e.g., vendors who produce canes, instructional materials, low vision aids, technology such as GPS systems and environmental sensors). Candidates also participate in numerous field experiences where they become familiar with services provided by different agencies and organizations such as O&M and living skills instruction, support groups, recreation groups, low vision evaluations, and counseling.

The San Francisco Bay Area location affords the SFSU program candidates unique opportunities to hear guest lectures on current technologies and those in development, presented by either the developers themselves or by professionals who were integrally involved in the development. In SPED 756 for example, Mike May and Jerry Kuns present on GPS systems, Joshua Miele presents on the latest technology on Talking Maps.

In addition, candidates participate in a 1-week field trip each year (funded largely by The Seeing Eye, Inc.) to visit agencies on the East Coast that provide direct services to learners who have visual impairments. These agencies include the Helen Keller National Center (HKNC) where they participate in a 2-day seminar on O&M for the deaf-
blind population and the Seeing Eye, Inc. that provides training in guide dog mobility. At the Seeing Eye, candidates participate in an intensive 2-day workshop on how to provide O&M services to guide dog users and how to refer students for services. This experience is also reinforced by a 1-day site visit and workshop provided by Guide Dogs for the Blind at their San Rafael campus.

Each candidate demonstrates knowledge of how to collaborate with related agencies to provide service and promote access. Through a review of agency and organization resources (e.g., Joint Action Committee of Organizations of and for the Visually Impaired, National Association of Parents of the Visually Impaired, AER Division 9, National Federation of the Blind, California Assn. of O&M Specialists, American Foundation for the Blind), candidates learn the mission of each and how the field of visual impairment works together to promote services and access for people with visual impairments. In SPED 756, candidates review case studies and participate in class discussions on collaborative approaches and efforts of organizations and how they can collaborate on many issues including those related to providing service and promoting access that align with basic laws and regulations affecting O&M services, [e.g., Individuals with Disabilities Education Act (IDEA), laws and regulations as they pertain to promoting behavior that is positive and self-regulatory, Rehabilitation laws, Americans with Disabilities Act (ADA), Medicare]

Candidates are also encouraged to visit local agencies and attend open meetings of professional and consumer organizations and conferences/workshops (e.g., California Council of the Blind [CCB], National Federation of the Blind [NFB], California Association of O&M Specialists [CAOMS], California Transcribers and Educators of the Blind and Visually Impaired [CTEBVI], Northern Chapter of Association for Education and Rehabilitation of the Blind and Visually Impaired [NCAER]) at which current issues are discussed.

Utilizing Professional Resources Pertinent to the O&M Profession
Each candidate demonstrates knowledge of professional resources pertinent to the O&M profession. Through research papers, assigned readings, class discussions and activities, candidates become familiar with all organizations (e.g., Academy for Certification of Vision Rehabilitation and Education Professionals {ACVREP}, Association for Education and Rehabilitation of the Blind and Visually Impaired [AER], in addition to those mentioned above). In addition to journals in special education, candidates are also required to demonstrate ongoing currency with all professional publications relevant to the field of O&M and visual impairment (e.g., Insight: Research and Practice in Visual Impairment and Blindness [Insight], Journal of Visual Impairment & Blindness [JVIB], International Journal of O&M [IJOM]).

The above experiences are also supplemented whenever possible by attendance at conferences (e.g., CAOMS, AER, CTEBVI), workshops, and meetings of the California Association of O&M specialists in which these issues are widely discussed and new techniques, advances in instruction, and new resources and technologies are presented.
Major historical events and persons responsible for the establishment of the O&M profession as it exists today.
Each candidate demonstrates knowledge of the major historical events and persons responsible for the establishment of the O&M profession as it exists today. Candidates complete didactic coursework (SPED 655 and SPED 756) that addresses the history of the fields of O&M and of the larger field of visual impairment; and current issues, philosophies, and trends in O&M. Candidates demonstrates knowledge of the major historical events and persons responsible for the establishment of the O&M profession as it exists today. In SPED 756 candidates read articles and book chapters, and view videotaped lectures from respected historical figures in the field of O&M (e.g., Everett Hill, Berdoll Wurzburger) including some who helped to establish the field in the 1940s (e.g., Russ Williams and Richard Hoover). Candidates also read material written by current leaders (e.g., William Wiener, Bruce Blasch, Dona Saurburger) who play significant contributory roles in the O&M profession as it exists today.

To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
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<tbody>
<tr>
<td>The candidate demonstrates knowledge of basic laws and regulations and how to collaborate with related agencies to provide service and promote access that align with basic laws and regulations that affect O&amp;M services, [e.g., Individuals with Disabilities Education Act (IDEA), laws and regulations as they pertain to promoting behavior that is positive and self regulatory, Rehabilitation laws, Americans with Disabilities Act (ADA), Medicare]</td>
<td>788</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the major federal and state/provincial legislation and policy affecting the preparation of personnel in O&amp;M and the provision of O&amp;M services for persons with visual impairments.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of local, state/provincial, and national resources that support the effective provision of O&amp;M programs and services.</td>
<td>756</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of national and local environmental accessibility standards.</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding about the services and philosophy of educational and rehabilitation agencies, counseling, recreation, information, and other resources as they relate to O&amp;M instruction.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the strategies and methods used to advocate with consumers for quality programs and services for persons who are blind or visually impaired.</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of the strategies and methods that are used to empower students and their families to be informed and effective consumers of special educational and rehabilitation services in O&amp;M.</td>
<td>756</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding about the</td>
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<td>Competency</td>
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<td>professional organizations relevant to the practice of O&amp;M, and knows about the services they provide.</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding about the sources of current literature pertinent to the profession of O&amp;M.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge about how to maintain professional competence and stay abreast of new information and evolving trends pertinent to the profession of O&amp;M.</td>
<td>756</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding about the history and philosophy of educational and rehabilitation practices as they relate to O&amp;M instruction.</td>
<td>756</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of the history of the profession of O&amp;M, of the people responsible for the establishment of the profession as well as ongoing and new developments in the following areas: long cane and adaptive mobility devices, dog guide programs, low vision services, ETAs, university personnel preparation programs, recruitment, and personnel development.</td>
<td>756</td>
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OTHER RELATED SERVICES
CLINICAL REHABILITATIVE SERVICES CREDENTIAL
SECTION 13

Orientation and Mobility (O&M)

O&M 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.

**INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

Knowledge of Visual Functioning
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 program candidate also demonstrates the knowledge, skills and abilities to interpret eye reports, collaborate with learners, their families and caregivers, and other professionals regarding learners’ particular etiology, including the anatomy and physiology of their visual system, prescribed correction and low vision devices, and the implications on their visual functioning as it relates to orientation and mobility, including use of low vision tools and glare control.

To address this standard, candidates in the O&M program complete coursework and demonstrate knowledge of the normal development of the human visual system including anatomy and physiology of the eye, and basic terminology related to the eye and its function.

Coursework also provides in-depth presentation of eye pathologies and their impact on visual functioning in home, school, workplace, and community environments; and the impact of multiple disabilities/medications on visual functioning.
Candidates identify the roles and functions of eye care facilities and professionals, that specialize in low vision and demonstrate a commitment to collaborate with such professionals. Candidates demonstrate skills in interpreting medical eye reports, in conducting low vision assessments specific to O&M and using this information to plan assessment and instruction of learners with varying visual conditions and functioning. This is done through class demonstrations and supervised practice, and through extended observations at low vision clinics such as the one at the California School for the Blind where candidates observe actual low vision evaluations of students. When candidates complete their internship experiences they gain additional supervised field experience in conducting O&M low vision assessments of learners of all ages.

Candidates also learn about prescribing and teaching the proper use of low vision aids. This involves participating in simulated low vision learning experiences and travel using low vision aids as well as field visits in which candidates are given the opportunity to observe travelers in the field using these aids. Candidates later apply these skills in the field during their internship as they work directly with travelers who have low vision assessing needs, recommending aids, and teaching the use of residual vision and low vision devices when traveling in varying environments.

In SPED 756, candidates receive lectures and demonstrations on several aspects of low vision uniquely related to O&M. Richard Ludt, the O&M Department Supervisor and Rasan Gray, COMS, the O&M Intern Coordinator, both from the Western Blind Rehabilitation Center (Veteran’s Administration Medical Center) present on the topics of glare assessment and management, and on the Distance Vision Recognition Assessment (DVRA). Richard Ludt is a nationally recognized leader in these areas and the developer of the DVRA. He has published on these topics in the leading journal in the field, the Journal of Visual Impairment and Blindness (Ludt, 1997; Ludt, 2002). Candidates learn how to assess the use of distance vision and sensitivity to the different types of glare and how to accurately prescribe glare remediation lenses and non-optical aids.

At the end of their didactic coursework, candidates participate in a 420 hour internship experience (divided between 2 sites) in which they work closely with field supervisors in interpreting assessment results and sharing visual functioning information (including use of low vision devices and glare control) as it relates to O&M with learners, families, professionals, and significant others.

Knowledge of Auditory Functioning
Each candidate demonstrates knowledge of the basic anatomy and physiology of the auditory system and is familiar with the components of audiological reports. Each program candidate also demonstrates the knowledge, skills and abilities to interpret audiological reports, collaborate with learners, their families and caregivers, and other professionals regarding learners’ particular type and amount of hearing loss, the anatomy and physiology of their hearing system, prescribed amplification devices, and the implications for utilizing ambient sound, traffic, auditory object perception, and communicating with the general public as each relates to orientation and mobility.
To meet this standard, each candidate demonstrates knowledge of the basic anatomy and physiology of the auditory system and is familiar with the components of audiological reports. Through coursework and performance in field experiences, candidates demonstrate the knowledge to interpret audiological reports, collaborate with learners, their families and caregivers, and other professionals regarding learners' particular type and amount of hearing loss, the anatomy and physiology of their hearing system, prescribed amplification devices, and the implications for utilizing ambient sound, traffic, auditory object perception, and communicating with the general public as each relates to orientation and mobility.

In SPED 747, an audiologist, Dr. Marcia Raggio, guest lectures to candidates about the basic anatomy and physiology of the auditory system and ensures that candidates are familiar with the components of audiological reports. Candidates learn how sound is mediated by various ear structures such as the ear canal, bone, middle and inner ear structures. In SPED 756, this foundation is expanded and candidates demonstrate understanding of the function of, how to assess, and how to instruct learners in the use of auditory information in travel including such things as auditory object perception, reflected sound, ambient sound waves, masking sounds, and sound shadows. All of these skills are developed and reinforced through both classroom activities and simulated travel experiences in varying indoor and outdoor environments.

In SPED 747, candidates demonstrate understanding of the different types of hearing loss that can occur due to impairment in each of the basic ear structures. Candidates demonstrate knowledge of the basic functions of prescribed amplification devices and general strategies for communicating with people who have hearing impairments. In SPED 756, this foundation is expanded as candidates learn and demonstrate knowledge of the implications of varying types and degrees of hearing impairments on utilizing ambient sound, traffic, auditory object perception, and communicating with the general public as each relates to orientation and mobility. Candidates practice how to use the results of audiograms to predict student potential to safely use auditory information in crossing streets of various traffic volumes, sizes, and shapes. They learn about the various types of hearing aids and how varying aids transmit and impact on sounds used in safe travel.

Coursework includes simulated travel experiences and practice assessing and instructing learners with impaired vision and hearing. Candidates also participate in a 1-week field trip to New York (funded primarily by a grant from the Seeing Eye, Inc.). Through a special arrangement with the Helen Keller National Center for Deaf-Blind Youths and Adults (HKNC), candidates participate in a 2-day seminar in which they hear from O&M specialists and deaf-blind travelers about the impacts of varying types of hearing impairments and the use of prescribed amplification systems on mobility, and also observe O&M lessons of travelers who have both vision and hearing impairments. Weather and time permitting, candidates also participate in hands-on travel experiences under conditions of impaired hearing and vision.
Knowledge of Medical Conditions
Each candidate demonstrates knowledge of basic procedures necessary to react appropriately to medical situations (e.g., insulin reaction, seizures) during O&M lessons. Each program candidate also demonstrates the knowledge, skills and abilities to interpret medical information for learners, collaborate with learners, families and caregivers, and other professionals regarding the implications and impact as it relates to orientation and mobility, and to react appropriately to medical situations (e.g., insulin reaction, seizures) during orientation and mobility instruction.

In meeting this standard each candidate demonstrates knowledge of the basic procedures necessary to react appropriately to medical situations (e.g., insulin reaction, seizures) during O&M lessons. In SPED 747, candidates receive in-depth instruction on physical, health, and sensory impairments that learners may have in addition to visual impairment.

For each condition covered, candidates learn the functioning of relevant body system(s) for each condition, etiology, symptoms, impacts on assessment, learning, and skill instruction, and common medical situations that may arise during instruction. Candidates demonstrate knowledge of related medical terminology, how to read pertinent medical reports (e.g., physician, PT, OT) and how to use these findings in planning assessment and instruction of learners. Candidates also demonstrate and understanding of how to find additional information resources on each condition, and demonstrate the use of specific strategies to modify assessment and instruction when serving learners who have health and physical impairments.

Candidates also demonstrate the knowledge and ability to perform relevant specialized emergency care when needed (e.g., response to insulin reactions, asthma attacks, heart attacks). They also demonstrate skill in performing specialized techniques of handling, positioning, and use of specialized equipment. This is done through a variety of means including weekly quizzes, exams, and participating in class role-play activities. Candidates further refine these skills during their supervised internship experience in which they work with learners who have physical, health, and other sensory impairments.

Through in-class activities and weekly assignments, candidates demonstrate knowledge and skill in all of the above areas as well as an understanding of the role of the many health and other professionals who may be involved in a learner’s education, rehabilitation, or medical care, how to share information with learners, families, caregivers, and other professionals; and how to work collaboratively on a team. When candidates complete their internship experience, they demonstrate all of the above in working with learners who have both visual impairments and concomitant health, physical, and sensory impairments.

To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies.
related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
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<tbody>
<tr>
<td>The candidate demonstrates knowledge of the normal development of the human visual system.</td>
<td>749</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge of basic terminology related to diseases and disorders of the human visual system, common eye disorders and their implications in the home, classroom, workplace, community, and in daily functioning.</td>
<td>749</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the etiology of visual impairments and the effects of these impairments on visual functioning.</td>
<td>749</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge of the impact on development, experience, and learning influenced by the cause, type, or degree of visual loss as well as the age of onset.</td>
<td>757</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge of the principles of vision development as they apply to visual efficiency training.</td>
<td>749</td>
</tr>
<tr>
<td>The candidate demonstrates methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and non-optical devices</td>
<td>749</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of optical and non-optical devices and their use and application as a supplementary mobility system; knows and understands how optical and non-optical devices are classified, their basic principles of operation, and the various ways persons with visual impairments can use these devices in travel environments.</td>
<td>749 823</td>
</tr>
<tr>
<td>The candidate identifies the roles and functions of the eye care professionals and facilities (including low vision specialists and low vision clinics) and demonstrate a commitment to professional collaboration with eye care specialists.</td>
<td>749</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge about the resources for low vision devices and care.</td>
<td>749</td>
</tr>
<tr>
<td>The candidate demonstrates the knowledge to interpret audiological reports, collaborate with learners, their families and caregivers, and other professionals regarding learners’ particular type and amount of hearing loss, the anatomy and physiology of their hearing system, prescribed amplification devices, and the implications for utilizing ambient sound, traffic, auditory object perception, and communicating with the general public as each relates to orientation and mobility</td>
<td>747 756</td>
</tr>
<tr>
<td>The candidate demonstrates a basic knowledge and understanding of hearing impairments and the impact of hearing impairments on auditory functioning and communication.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of sound measurement, classifying and quantifying hearing loss, the special auditory needs of persons with visual impairments, the use of hearing aids by persons with visual impairments, auditory training programs, and the uses of audiometric data for traffic interpretation.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates the knowledge to interpret medical information for learners, collaborate with learners, families and caregivers, and other professionals regarding the implications and impact as it relates to orientation and mobility, and to react appropriately to medical situations (e.g., insulin reaction, seizures) during orientation and mobility instruction</td>
<td>747 756</td>
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<tr>
<td>Competency</td>
<td>Course</td>
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<tr>
<td>The candidate demonstrates basic knowledge and understanding of the following health conditions and disabilities and how to respond to medical situations: alcoholism and substance abuse, AIDS, deafness, stroke or cerebral vascular accidents, traumatic brain injury, mental retardation, cerebral palsy, amputations, epilepsy, diabetes mellitus, spinal cord injury, pulmonary dysfunction, multiple sclerosis, cardiovascular disease, rheumatic disease, and mental illness.</td>
<td>756</td>
</tr>
</tbody>
</table>

References:


Using Learning Theories in the Design and Implementation of O&M Instruction
Each candidate demonstrates knowledge of basic principles of learning theories and their implications for Orientation & Mobility instruction. Candidates demonstrate the skills and abilities to design and implement orientation and mobility instruction that utilizes the basic principles of learning theory as they establish a positive climate for learning, individual learners who have vision impairments, including those who have additional disabilities.

This preparation in assessment, instructional planning, and effective instruction is woven throughout candidates' preparation. This means having knowledge of basic principles of learning theories and their implications for Orientation & Mobility instruction. Through course readings, discussions, and assignments (SPED 756), candidates receive in-depth instruction in learning theory. Candidates must demonstrate an understanding of how to design instruction using the basic principles of learning theories, including (but not limited to): classical conditioning, operant conditioning, cognitive theory, memory and information processing, guided and discovery learning. Candidates also demonstrate understanding of how to use related instructional strategies (e.g., chaining, types and schedules of reinforcement), and principles of self-efficacy and self-regulated learning.

Candidates then apply this understanding and these principles in designing and modifying lesson plans appropriate to the various learning theories. Via case studies, candidates practice identifying the learning theory/instructional strategy being demonstrated in a described instructional situation. Candidates then practice preparing and implementing related candidate planned lessons for peers in related O&M methods courses (SPED 822/823). and demonstrate the ability to plan and implement instruction according to relevant learning theories when serving learners in internship experiences.
To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidates demonstrates the skills and abilities to design and implement</td>
<td>756</td>
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<tr>
<td>orientation and mobility instruction that utilizes the basic principles of</td>
<td></td>
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<tr>
<td>learning theory as they establish a positive climate for learning, individual</td>
<td></td>
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<tr>
<td>learners who have vision impairments, including those who have additional</td>
<td></td>
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<tr>
<td>disabilities.</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of the basic principles</td>
<td>756</td>
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<tr>
<td>of learning theory, including: classical conditioning, operant conditioning,</td>
<td></td>
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<tr>
<td>cognitive theory, memory and information processing, guided and discovery</td>
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<tr>
<td>learning, and the manner in which these theories relate to O&amp;M instruction.</td>
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<tr>
<td>The candidate demonstrates the skills and abilities to plan and implement</td>
<td>756</td>
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<tr>
<td>instruction using proper methods of reinforcement and various reinforcement</td>
<td>788</td>
</tr>
<tr>
<td>schedules.</td>
<td></td>
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</tbody>
</table>
OTHER RELATED SERVICES
CLINICAL REHABILITATIVE SERVICES CREDENTIAL
SECTION 13

Orientation and Mobility (O&M)

O&M 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.

INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Knowledge of the assessment policies, procedures and tools for O&M assessment for learners who have visual impairments including those who have additional disabilities
Each candidate demonstrates the skills and abilities to develop a plan for O&M assessment that includes:
- obtaining and interpreting medical, education, and rehabilitation reports (SPED 756)
- developing an assessment plan; SPED 655, 760/792, 756
- interviewing the learner and relevant others; and SPED 726
- selecting appropriate assessment tools, materials, activities, and settings. SPED 655, 760/792

Each candidate demonstrates the skills and abilities to assess the learner’s present level of functioning in each of the following areas as they relate to O&M:
- sensory functioning and perceptual skills, including functional vision, functional hearing, as well as balance, posture and gait (SPED 655, 749, 756, 747, 760/792, 822/823);
- concept development, including body awareness and imagery, laterality, positional and spatial concepts, as well as environmental concepts and knowledge (SPED 655);
- decision making; inter- and intrapersonal skills (SPED 655, 753);
- orientation skills (SPED 655, 760/792, 822/823);
• mobility skills (SPED 655, 760/792, 822/823);
• implications of medical and physical condition (SPED 747, 756); and
• personal goals (SPED 753, 655, 760/792)

Utilizing an O&M assessment process to determine the learner’s O&M needs, make recommendations for services, mobility devices and/or systems, and additional assessments.

Each candidate demonstrates the skills and abilities to utilize an O&M assessment process to determine the learner’s O&M needs, make recommendations for services, mobility devices and/or systems (e.g., long cane, electronic travel devices), and for additional assessments. Through both didactic course work and field experiences, candidates practice evaluating and appropriately modifying formal and informal assessment instruments, developing informal instruments when appropriate (including establishing validity and reliability), and administering assessments to learners with visual impairments. Based upon assessment results, candidates complete course projects in which they write professional reports including recommendations for services, mobility devices and/or systems (e.g., long cane, electronic travel devices), and additional assessments. In field experiences, candidates also perform assessments and use the results to plan and implement instruction in O&M appropriate to learners' ages, needs, and levels of development.

Conducting ongoing assessment to monitor progress, to determine the need for change in instructional strategy or O&M program, and to determine when the skill level is sufficient for safe, efficient, graceful and independent travel.

Each candidate demonstrates the skills and abilities to conduct ongoing assessment to monitor progress, to determine the need for change in instructional strategy or O&M program, and to determine when the skill level is sufficient for safe, efficient, graceful and independent travel. Candidates build and refine the skills of developing and implementing a comprehensive ongoing O&M assessment plan covering all relevant O&M domains. Through comprehensive didactic instruction and class activities such as evaluating the performance of children presented on videotape samples, case studies, and participating in role-play assessment and instructional activities, candidates practice assessment skills, how to interpret assessment results, and using these results to plan instruction and identify the need for any additional assessment. Candidates learn how to perform ongoing assessments to monitor progress, to determine the need for change in instructional strategy or O&M program, and to determine when the skill level is sufficient for safe, efficient, graceful and independent travel.

Planning and conducting individualized comprehensive O&M assessments, synthesizing the findings in a professionally written report, and communicating results with learners, families, and members of the individualized intervention, education, transition, or rehabilitation team, as appropriate.

Candidates receive extensive instruction and practice in synthesizing the findings in professionally written reports including and communicating results with learners, families, and members of the individualized intervention, education, transition, or rehabilitation team, as appropriate. This is done both through course assignments,
including case studies, role-play, performing initial, periodic, and final assessments of a peer who is traveling under simulated visual impairment, and writing reports.

Candidates further develop and refine all of their assessment related skills by observing credentialed O&M specialists conduct assessments of learners who have visual impairments in the field. In class activities (SPED 760/792 822/823) and during their internship experiences, candidates practice designing and conducting their own assessments of learners, and writing all relevant reports (initial, progress, and final) at a professional level.

During their internship experiences candidates review assessment results and instructional plans with learners. Candidates also participate as members of transdisciplinary teams, communicating assessment information with learners, families, and members of the individualized intervention, education, transition, or rehabilitation team.

Knowledge of the roles of related professionals who provide relevant O&M assessment information.

Demonstrating 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.

In SPED 655 and SPED 749, candidates learn about and demonstrate knowledge of the roles of related professionals (e.g., OT, PT, certified vision rehabilitation therapists (CVRTs), low vision specialists, rehabilitation specialists, optometrists, special education and regular education teachers, ophthalmologists) who provide information relevant to the O&M assessment process. Candidates learn medical terminology relevant to learners who have physical, health, and other sensory impairments. They learn the meaning of medical (including PT, OT, and some SLP) findings and how such findings impact the assessment and instruction process. During their internship experience, candidates participate in team meetings, communicating with other professionals on a student’s health and learning status, O&M performance and needs.

To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
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<tbody>
<tr>
<td>The candidate demonstrates knowledge in the selection, procurement, and use of appropriate assessment procedures, tools, materials, activities, and settings to determine the unique needs and to select, design, and implement instruction in: • concept development including body awareness and image; temporal, quantitative, positional, laterality, directional, sequential, categorical, positional and spatial concepts; as well as environmental concepts and community structures • sensory awareness and use of sensory information in travel</td>
<td>655 760/792</td>
</tr>
</tbody>
</table>

December 15, 2011; REVISED, April, 2012 & July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012
<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• motor functioning and perceptual skills</td>
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<tr>
<td>• orientation to the physical learning environment</td>
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<tr>
<td>• safe and efficient movement within environments.</td>
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<tr>
<td>• decision making</td>
<td></td>
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<tr>
<td>• intrapersonal skills</td>
<td></td>
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<tr>
<td>• mobility skills</td>
<td></td>
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<tr>
<td>• implications of medical and physical conditions</td>
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<td>• personal goals</td>
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</table>

| The candidate demonstrates knowledge and understanding of the role of the rehabilitation counselor, rehabilitation teacher, special education teacher, adapted physical education teacher, occupational therapist, physical therapist, social worker, and other related professionals who may be involved in interdisciplinary, multidisciplinary, or transdisciplinary instruction and the value of active collaboration and working as a member of a team in meeting the needs of learners who have additional disabilities. | 726    |

| The candidate demonstrates the knowledge and understanding to analyze and interpret assessment reports from related professional fields, and has demonstrated the ability to utilize information in these reports in conjunction with O&M assessments. | 756    |

| The candidate demonstrates knowledge of potential accommodations and modifications of techniques, assessment and instructional approaches appropriate to meeting the individual needs of learners with additional impairments or disabilities including those who are deaf-blind. | 756    |

| The candidate demonstrates knowledge and understanding of the strategies and methods for using assessment information to maintain ongoing evaluation of student progress and implement program modifications and remediation appropriately. | 760/792 |

| The candidate demonstrates knowledge and understanding of appropriate report writing and communication about students’ O&M program, including goals assessment results, and progress, to the learner, family members and significant others, and knows how to carry out this communication in the context of client confidentiality. | 726    |
OTHER RELATED SERVICES
CLINICAL REHABILITATIVE SERVICES CREDENTIAL
SECTION 13
Orientation and Mobility (O&M)

O&M 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)].

INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

Knowledge of service delivery models for O&M programs
Providing orientation and service in itinerant, center-based, and residential service delivery settings.
Each candidate demonstrates knowledge of how to provide orientation and service in itinerant, center-based, and residential service delivery settings (SPED 756, SPED 726). Candidates are also introduced to itinerant, center-based, and residential models and options for employment including employment at schools, agencies, and private contracting (SPED 726). Throughout the program, candidates participate in observations and field experiences at each of these various settings and learn how service delivery is conducted at each setting. Towards the end of their didactic program, candidates also complete their 420 hour internship at a minimum of two settings to give a more comprehensive understanding of similarities and differences in service delivery models.

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)].

Each candidate demonstrates:
• The skills and abilities to develop O&M goals and objectives/benchmarks for individual learners based on initial, ongoing, or re-assessment information
Knowledge of how to develop family service/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)] and to project type and amount of orientation and mobility service needed to implement that plan (consultative/collaborative, direct/specialized instruction, frequency and duration of instruction).

O&M specialists provide service to learners of all ages, birth through adulthood, who have visual impairments. Candidates must therefore demonstrate 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)]. In SPED 788, candidates learn the importance and essential components of setting appropriate, measurable and reliable benchmarks and objectives.

In SPED 788 and SPED 726 candidates practice writing objectives and benchmarks that relate directly to assessment results and that incorporate all relevant variables such as learner goals, needs, and interests, learner age and functioning level, demonstration of pre-requisites abilities and knowledge, students’ learning styles, culture, and impact of other disabilities. Candidates develop comprehensive and appropriately sequenced lesson plans based on the objectives/benchmarks and other variables that further project the type (consultative/collaborative, direct/specialized instruction), lesson frequency and length, and duration of orientation and mobility service needed to implement the plan. In writing lesson plans, candidates demonstrate the ability to perform comprehensive and extensive lesson planning that involves the:

- Review and interpretation of relevant records and reports;
- Selection and preview of potential training areas (e.g., home, school, work, or community);
- Design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices);
- Provision of accurate information regarding options for mobility systems (e.g., long cane, dog guide, electronic travel devices) to learners and their families or caregivers so that learners can make informed choices regarding the most appropriate option for a given time;
- Collaboration with learners, families and caregivers, and colleagues to develop appropriate goals and behavioral objectives; and develop and sequence lessons based on learners’ abilities, needs, and goals.

Preparation in instructional planning, and effective instruction is woven throughout candidates’ preparation. In-class activities and out-of-class assignments provide candidates several opportunities to assess a peer’s travel performance (under simulated visual impairment), to develop and implement related lesson plans, and to practice writing professional assessment, progress, and final reports (SPED 760/792, 822/823). Candidates also complete case studies that provide experience planning and modifying O&M instruction based both on individual levels of development and on
combinations of multiple disabilities. This classroom experience is supplemented by observations in the field of credentialed O&M specialists teaching learners who are visually impaired (including those with multiple impairments) and later by in-depth internship teaching experiences at the end of their didactic program. During their internship experience, candidates refine their skills as they perform initial, ongoing, and final assessments of learners who have visual impairments and develop objectives/benchmarks, write daily lesson plans, and implement lessons with learners, all under the supervision of a credentialed O&M specialist.

Working with other professionals and families in regard to O&M instruction is also an inherent part of candidate preparation. Through early field experiences which largely involve observation, and through later internship experiences, candidate develop the skills to directly with learners, and with other professionals, parents, and significant others in the integration of instruction into all aspects of a learner's functioning in school, home, and community environments. This might include participating in team assessments and program planning; using a team approach to monitor and reinforce O&M skills throughout the day, as well as providing opportunities during O&M instruction to reinforce skills learned on class. In many internship settings, candidates also providing in-service instruction (e.g., in human guide skills) to professionals and family members.

To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>The candidate demonstrates knowledge and understanding of the strategies and methods used to conduct O&amp;M instruction in itinerant, school, and center based settings.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the strategies and methods used to analyze, interpret, and utilize O&amp;M assessment and reassessment information for selecting, designing, and implementing O&amp;M programs consistent with individual needs.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the strategies and methods used to assess and select environments for sequence of teaching O&amp;M skills.</td>
<td>760/792 822/823</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the relative advantages and disadvantages of the mobility systems, including the long cane, dog guide, functional vision, optical and non-optical devices, ETAs electronic devices, alternative mobility devices, and the human guide for a range of persons with blindness and visual impairments, and can communicate this information effectively to students and their families.</td>
<td>655</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the role of the rehabilitation counselor, rehabilitation teacher, special education teacher, adapted physical education teacher, occupational therapist, physical therapist, social worker, and other related professionals who may be involved in interdisciplinary, multidisciplinary, or transdisciplinary instruction and the value</td>
<td>788 726</td>
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<td>Competency</td>
<td>Course</td>
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<td>of active collaboration and working as a member of a team in meeting the needs of learners.</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding about designing O&amp;M instructional benchmarks/objectives and implementing instructional programs that are compatible with service delivery systems and available resources by considering: planning that is responsive to students’ needs and the availability of personnel, equipment, and materials; providing written schedules that reflect the O&amp;M instructor’s activities, and submitting written reports consistent with the administrative requirements of the service delivery system.</td>
<td>726</td>
</tr>
<tr>
<td>The 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 Education Program (IEP), Individualized Transition Plan (ITP), Individualized Plan for Employment (IPE)] and to project type and amount of orientation and mobility service needed to implement that plan (consultative/collaborative, direct/specialized instruction, frequency and duration of instruction).</td>
<td>788</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of appropriate communication about students' O&amp;M program, including the development of benchmarks and objectives, assessment results, and progress, to the learner, family members and significant others, and knows how to carry out this communication in the context of student confidentiality.</td>
<td>726</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the media and materials that are used to support O&amp;M instruction, (e.g., visual, tactile, and auditory maps and models, graphic aids, and tape recorded information), proficiency in designing and producing instructional materials, and knowledge of the resources for obtaining commercially available media and materials.</td>
<td>822/823</td>
</tr>
</tbody>
</table>
OTHER RELATED SERVICES
CLINICAL REHABILITATIVE SERVICES CREDENTIAL
SECTION 13

Orientation and Mobility (O&M)

O&M 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.

INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Relationship of O&M-related concepts to purposeful movement
There are several concept domains relevant to purposeful movement. At the most basic level, these include body awareness, laterality, directionality, and spatial concepts. Environmental and time-distance are also critical. As learners move out into more complex environments, both indoors and outdoors, relevant concepts such as numbering systems (for finding rooms within a public building to finding addresses), more advanced environmental concepts (e.g., traffic and intersection concepts) and community awareness (e.g., how to use community services such as post office, public transportation, stores) become critical in order to learn independent mobility outside of the familiar home, school, or workplace.

Candidates learn how these concepts relate to purposeful movement and orientation. Candidates also learn strategies for collaborating with other education professionals, integrating concept instruction provided in O&M with related instruction provided in a learner’s educational program (e.g., number concepts taught in class can be applied to building numbering systems and related orientation skills).

Meeting this standard begins at the start of a candidate’s program in SPED 655 and continues throughout the candidate’s program. Instruction emphasizes knowledge of the entire domain of O&M related concepts and resources for assessing and teaching these concepts to learners of all ages and functioning levels. Emphasis is placed on integrating concept development assessment and instruction with teaching related travel skills.

Impact of visual impairment on the development of concepts, and how learners develop concepts.
In **SPED 655, 749 and 757**, candidates learn how visual impairment impacts concept development. They learn how concept development differs between non-disabled learners, impacted by such things as the availability (or not) of incidental learning experiences. Principles of effective instruction such as teaching concepts using concrete and meaningful real-life experiences is emphasized. Strategies for adapting assessment and instruction for learners who have additional disabilities is also a critical part of candidates’ preparation.

**Demonstrating skills and abilities to teach concepts related to independent movement and orientation**

Candidates must gain competence in not only identifying O&M-related concepts for learners of all ages, but must demonstrate the ability to teach these concepts to learners who have visual impairments including those who have additional disabilities. Candidates must demonstrate the ability to analyze learner travel needs and abilities, and must be able to integrate this information into a cohesive plan of assessment and instruction for learners. This includes both familiarity with commercial assessments of O&M-related concepts (e.g., Hill Test of Selected Spatial Concepts) as well as the ability to develop teacher-made materials for both assessing and teaching concepts.

In course related activities and assignments (**SPED 655**), candidates observe a concept assessment of a child who is visually impaired and discuss the procedures, results, and how to use the results in developing an instructional plan for the student. In a related module on mapping, candidates learn how to make auditory, tactile, and low vision maps and how to incorporate accurate concepts in the map as well as how to teach spatial concepts through the use of mapping.

In later courses (e.g., **SPED 726, 756**), candidates are introduced to the use of GPS and technology and environmental sensors to teach concepts and demonstrate knowledge of route planning using various concept approaches such as route shapes, mapping skills, and use of cardinal directions. Each candidate demonstrates knowledge of technologies specific to orientation and mobility including GPS systems, relevant wayfinding technologies and environmental sensors and how to use them to teach O&M related concepts.

In field experiences, candidates also plan and implement instruction in O&M related concepts appropriate to learners' ages, needs, and levels of development. This includes working directly with learners, and also working with other professionals and parents in the integration of concept development into all aspects of a learner's functioning in school, home, and community environments.

**Teaching interpersonal skills and organizational skills and concepts related to O&M**

Each candidate demonstrates the knowledge of how to teach interpersonal skills and organizational skills and concepts related to O&M (e.g., money concepts and strategies for organizing and identifying coins and bills; social skills, public interaction, soliciting information from others, appropriate telephone manners; arranging a ride; time management).
Teaching interpersonal and organizational skills and concepts is a critically important part of O&M. Candidates learn how to both assess and teach these skills and concepts. In **SPED 753** - Living Skills Assessment and Instruction for Learners with Visual Impairments. Candidates complete observations, projects, and hear guest lecturers from professionals and consumers. They practice teaching these skills to peers (who are under simulated visual impairment) both in **SPED 753** and also during O&M methods classes (**SPED 822, 823**) in related units of study such as store travel, use of public transportation, and soliciting assistance from the public. Candidates then incorporate such instruction as appropriate with learners in their internship experience.

To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
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<tbody>
<tr>
<td>The candidate demonstrates knowledge and understanding of the role that body image, spatial, temporal, positional, directional, environmental, and all O&amp;M related concepts play in moving purposefully in the environment.</td>
<td>760/792</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the effects of visual impairment and blindness on concept development and the manner in which persons who are blind or visually impaired acquire and utilize body image, spatial, temporal, positional, directional, environmental, and other O&amp;M related concepts.</td>
<td>655</td>
</tr>
<tr>
<td>How does the program ensure that candidates demonstrate the skills and abilities to teach concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance) to learners who have visual impairments including those who have additional disabilities?</td>
<td>655</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the manner in which concept development is incorporated in conducting O&amp;M assessments, designing and implementing O&amp;M programs, and evaluating students’ progress.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the strategies and methods used to assess concept development, and to select, design, and implement instruction for concept development that is consistent with students’ O&amp;M needs.</td>
<td>655</td>
</tr>
<tr>
<td>The candidate demonstrates the knowledge of how to teach interpersonal skills and organizational skills and concepts related to O&amp;M (e.g., money concepts and strategies for organizing and identifying coins and bills; social skills, public interaction, soliciting information from others, appropriate telephone manners; arranging a ride; time management)</td>
<td>753</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the manner in which cognitive impairment and other concomitant disabilities affect the acquisition and utilization of concepts by students who are blind or visually impaired.</td>
<td>756</td>
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</tbody>
</table>
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.

INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Techniques for instructing learners in orientation strategies and skills is a major part of a candidate’s professional preparation. Program candidates complete a demanding program of didactic, practicum, and field experiences in this area.

Knowledge of orientation skills through the use of environmental features. Each candidate demonstrates the skills and abilities to develop orientation skills through the use of environmental features (e.g., sun, sounds, slopes). This is done by first learning the skills of environmental assessment, identifying obstacles, hazards, landmarks, and clues. They practice using sensory information to identify objects and specific locations of interest in an environment. This information covers all sensory systems and includes the use of visual information (light, shadows, color, shape); auditory (including the use of reflected sound and auditory space perception, masked sound and sound shadows); proprioceptive to identify slopes or changes in walking surface; and tactile information including temperature and texture.

Candidates begin In SPED 760/792 by identifying the above in an indoor, semi-familiar environment and progress through the program to repeating these skills in unfamiliar and outdoor environments. They practice orienting classmates (who are under simulated visual impairment) to new environments and teaching self-orientation and re-orientation skills in all later O&M methods classes (SPED 760/792, 822/823).
candidates practice these same skills in their field and internship experiences working with learners who have visual impairments and who are of differing ages, sensory abilities, including those who have multiple impairments.

Knowledge of spatial organizational skills using cognitive mapping and spatial updating.
Facilitating optimal development of learners’ spatial organization skills using strategies such as cognitive mapping and spatial updating.
Each candidate demonstrates the knowledge, skills and abilities to facilitate optimal development of learners’ spatial organization skills using strategies such as cognitive mapping and spatial updating. Combining learned skills of teaching O&M relevant concepts and concept development, mapping skills, and theories of orientation and spatial updating, candidates practice assessing and teaching classmates (who are under simulated visual impairment) the skills to use sensory information to determine their starting place in an environment and to then use the skills of cognitive mapping and spatial updating to maintain their orientation along a route and to recover from an inadvertent veer, how to plan alternate routes when the main route is blocked (e.g., from construction, unexpected circumstances) and how to reorient and to navigate along a new route (SPED 655, 756, 760/792, 822/823). Finally, candidates practice these same skills in their field and internship experiences as they work with learners who have visual impairments and who are of differing ages, sensory abilities, including those who have multiple impairments.

Teaching orientation skills, including the use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps.

Each candidate demonstrates the skills and abilities to teach orientation skills, including the use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps (print, tactile, auditory, digital/electronic/satellite mapping systems).

As already discussed, candidates practice and demonstrate throughout their program, the skills and abilities to teach orientation skills including the use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps. In addition to the activities described above, candidates also hear guest lectures and participate in hands-on activities using technologies such as GPS systems, Talking Signs, and Talking Maps. This latter lecture is provided directly by the technology’s inventor, Dr. Josua Miele from Smith-Kettlewell Eye Research Institute.

Knowledge of route planning using various approaches such as route shapes, mapping skills, and use of cardinal directions.
Each candidate demonstrates the skills and abilities to teach learners the skills of route planning using approaches such as route shapes, mapping skills, and compass
directions. An integral part of the O&M methods courses (SPED 822/823), especially in more advanced environments such as residential, small business, and urban areas is to have candidates practice planning lessons for their classmates who then travel under conditions of visual impairment. Before each class in which a candidate teaches a candidate-prepared lesson to a classmate, that candidate must perform a comprehensive environmental evaluation for safety (identification of hazards, obstacles), orientation information, shape, anticipated length of lesson, opportunities for skill development. The candidate prepares the lesson plan with specific skills or concepts to be taught, constructs a tactile or low vision map that uses cardinal directions, route shapes and compass directions. The candidate reviews the map with the classmate and has the classmate demonstrate awareness of route shape, ability to read the map in an organized, sequenced manner, verify understanding of route information presented on the map (or supplemented verbally) such as compass directions, time-distance information, laterality, landmarks before the lesson begins. Instructional methodology practiced by candidates also includes regular and meaningful verification of learners’ orientation throughout all O&M lessons. Finally, candidates practice these same skills in their field and internship experiences working with learners who have visual impairments and who are of differing ages, sensory abilities, including those who have multiple impairments.

Knowledge of problem solving strategies related to establishing and maintaining orientation while traveling.

Using a variety of instructional approaches to teach learners problem-solving strategies related to establishing and maintaining orientation while traveling; facilitating learners’ independence and problem-solving ability across a variety of travel situations, in familiar and unfamiliar environments.

Each candidate demonstrates the skills and abilities to use a variety of instructional approaches to teach learners problem-solving strategies related to establishing and maintaining orientation while traveling (e.g., drop offs, re-orientation, planning alternative routes, hypothesis testing). Each candidate also demonstrates the skills and abilities to facilitate learners’ independence and problem-solving ability across a variety of travel situations, in familiar and unfamiliar environments.

Candidates practice a variety of instructional approaches to teaching learners problem-solving strategies related to establishing and maintaining orientation, and to re-establishing orientation (when necessary), while traveling. Embedded in all independent travel lessons in the intermediate and advanced O&M methods courses (SPED 760/792, 822/823), candidates work with classmates (who are performing under simulated visual impairment) to instruct them in specific skills of recovery from veers such as those into driveways, parallel or perpendicular streets. They teach how to use sensory information to identify departure from the travel path and how to develop and test reasonable hypotheses about the cause and nature of the veer, and how to determine the safest and most direct route to recover one’s position on the travel route. Some lessons specifically call for a traveler to encounter a route that is blocked and for the candidate to practice teaching a traveler to identify a blocked or unsafe path, using orientation skills to determine the safest and most efficient alternate path, and to
resume travel. This may involve anything from using techniques to simply walk around the blockage to significantly modifying one’s route to walk on the other side of the street or take a different route altogether. These skills of orientation and independent problem solving are practices throughout the program in a wide variety of environments including indoor, residential, small-business, and urban environments, familiar, semi-familiar, and unfamiliar environments. Also taught along with these skills are those of properly soliciting appropriate assistance of the public for reorientation and the use of drop-off lessons in which a traveler is dropped off in a familiar or semi-familiar area and given the task of finding his or her way to a specific destination.

Finally, candidates practice these same skills in their field and internship experiences working with learners who have visual impairments and who are of differing ages, sensory abilities, including those who have multiple impairments.

Knowledge of techniques using various frames of reference that can be used to familiarize learners to novel environments.
Familiarizing learners to novel environments using techniques appropriate for persons with various frames of reference.
Each candidate demonstrates the skills and abilities to familiarize learners to novel environments using techniques appropriate for persons with various frames of reference (i.e. object-to-object, self-to-object). Familiarization and self-familiarization to new environments begins in SPED 655 and continues throughout the O&M methods courses. Candidates learn how to teach travelers basic spatial concepts (e.g., self-to-object and object-to-object) and organizational concepts (e.g., numbering and address systems), as well as time-distance usage and sensory awareness skills. Candidates also learn how to teach basic protective mobility skills (i.e. upper hand and forearm, lower hand and forearm), directional skills (i.e., trailing, traversing open spaces, parallel and perpendicular alignment), and basic cane skills such as touch, touch trailing, diagonal, diagonal trailing. They then practice orienting classmates (who are under simulated visual impairment) to small indoor spaces, then to larger indoor spaces. They progress to teaching classmates the skills of self-orientation and related travel in progressively larger and more demanding environments including outdoor environments. Finally, candidates practice these same skills in their field and internship experiences working with learners who have visual impairments and who are of differing ages, sensory abilities, including those who have multiple impairments.

Knowledge of the strategies for orienting a dog guide handler to a new environment.
Comparing and contrasting approaches for orienting dog guide handlers, versus long cane users, to new environments.
Each candidate demonstrates the skills and abilities to compare and contrast approaches for orienting dog guide handlers, versus long cane users, to new environments. Candidates learn the strategies to orient dog guide handlers to new environments through lecture and through visits to the Seeing Eye, Inc. in New Jersey.
(through a grant funded by the Seeing Eye) and to Guide Dogs for the Blind, Inc. in San Rafael, CA. These visits include watching actual clients in training with dogs, and experience walking with dog guides themselves while their vision is occluded. Candidates learn the different sensory experiences first-hand that are available to dog handlers versus those that are available to cane travelers. They learn that dogs will navigate around objects that may serve as landmarks to cane travelers; candidates also learn the importance of skills such as using sensory awareness, especially proprioceptive, and of time-distance judgments to maintain orientation. A final experience is to detail the similarities and differences in landmark and clue usage, and of sensory information and route planning (e.g., many dog users do not travel on escalators) between travel using a dog guide or a long cane.

Finally, candidates practice all of these skills in their field and internship experiences working with learners who have visual impairments and who are of differing ages, sensory abilities, including those who have multiple impairments.

To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
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<tbody>
<tr>
<td>The candidate demonstrates knowledge and understanding, skills and abilities to facilitate the development, of learners' spatial organizational skills and perception as it pertains to cognition, sensation, attention, memory, cognitive mapping, spatial updating, orientation, and the utilization of information conveyed through sensory stimulation.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of techniques used for familiarization to indoor and outdoor environments and for developing/maintaining orientation including: the use of landmarks, clues and cues, search patterns, numbering systems, and environmental features (e.g., sun, sounds, slopes).</td>
<td>655</td>
</tr>
<tr>
<td>The candidate demonstrates the skills and abilities to use a variety of instructional approaches to teach learners problem-solving strategies related to establishing and maintaining orientation while traveling (e.g., drop offs, re-orientation, planning alternative routes, hypothesis testing)</td>
<td>822/823</td>
</tr>
<tr>
<td>The candidate demonstrates the skills and abilities to facilitate learners’ independence and problem-solving ability across a variety of travel situations, in familiar and unfamiliar environments</td>
<td>760/792/822/823</td>
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<tr>
<td>The candidate demonstrates the skills and abilities to familiarize learners to novel environments using techniques appropriate for persons with various frames of reference (i.e. object-to-object, self-to-object)?</td>
<td>655</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of techniques used for familiarization to indoor and outdoor environments including: the use of landmarks, clues and cues, search patterns, and numbering systems.</td>
<td>655</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of the dog guide as a mobility system, and the methods and strategies for providing orientation assistance to a dog guide user</td>
<td>756</td>
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<td>Competency</td>
<td>Course</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of orientation and travel skills including: route planning using various approaches such as route shapes, mapping skills, and use of cardinal directions, direction taking, distance measurements and estimations, utilization of compass directions, recovery techniques, and problem solving strategies.</td>
<td>760/792 822/823</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of technology including GPS systems, wayfinding technologies (e.g., Talking Signs), and their use and application as a supplementary orientation systems, knows how devices are classified, and is knowledgeable about the basic principles of operating commercially available devices.</td>
<td>726 756</td>
</tr>
<tr>
<td>The candidate demonstrates the skills and abilities to teach orientation skills, including the use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps (print, tactile, auditory, digital/electronic/satellite mapping systems)?</td>
<td>655 756 822/823</td>
</tr>
</tbody>
</table>
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.

INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Knowledge of the mechanics of locomotion that affect efficient mobility

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). Content pertaining to the mechanics of locomotion that affect mobility (e.g., integration of reflexes, muscle tone, coordination, balance, gait patterns, posture) is integrated into several courses. Introduced in SPED 655 and elaborated upon in 756, candidates study sensorimotor development of children with visual impairments and focus on the impact of congenital blindness on the development of muscle tone, coordination balance, gait, posture, and proprioceptive/haptic awareness. The interrelationship between each of these areas of development is emphasized and the impact of delayed or incomplete development in each of these areas on safe, efficient, graceful mobility is discussed in depth. In addition, SPED 747 presents the impact of health and physical impairments (e.g., traumatic brain injury, cerebral palsy, Down syndrome, hearing impairment, amputations) on muscle tone, coordination, balance, gait, posture, and sensory function. During candidates’ field experiences, they work with learners who demonstrate many aspects of locomotor function and
dysfunction and instruct learners in modified mobility techniques to maximize physical functioning in mobility.

**Knowledge of mobility devices and/or mobility systems**

Demonstrating skills and abilities to determine appropriate mobility devices and/or systems for learners by considering advantages, disadvantages, and learners’ needs and preferences

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.
- skills and abilities to determine the appropriate mobility devices and/or systems for learners by considering advantages, disadvantages, and learners’ needs and preferences

To determine the appropriate mobility devices and/or travel systems for learners, candidates learn to consider all relevant aspects of a learner’s travel needs and abilities including current functioning level, learning style, potential impact or modifications to mobility systems of instruction needed in the presence of additional disabilities or impairments. Course content related to this process is infused in all mobility courses (SPED 655, 760/792, 822/823, 756, 726, 730) and SPED 747.

This process extends to teaching all skills including sensory awareness and function, motor function, orientation, and mobility skills including, but not limited to, human guide, long cane, dog guide, electronic devices, functional vision, and Adaptive Mobility Devices.

Teaching human guide and long cane skills are discussed in more detail later in this section. With regard to working with learners who use dog guides, this is introduced in SPED 756. Candidates then obtain additional instruction in the area of working with dog guide users through in-services provided by Guide Dogs for the Blind, Inc. in San Rafael, California. Guide Dogs for the Blind provides a special 1-day tour and workshop for our candidates. This workshop includes observing the training of dog guides, experiencing travel under simulated visual impairment using a dog guide, and observing instruction of actual clients of the agency with their dog guides. In addition, candidates participate in a 1-week field trip to the East Coast where they receive additional instruction and experience at The Seeing Eye, Inc. in methods of teaching orientation and related mobility skills to people who use dog guides. Candidates complete extensive field experiences working with learners who have visual impairments and who use a variety of O&M systems. In these field experiences, candidates gain skills in evaluating learner needs and readiness and in identifying appropriate travel systems, as well as in providing instruction.

With regard to electronic devices, candidates are provided with an overview of GPS and electronic travel devices and are provided with experience in travel (under conditions of simulated blindness) when using the devices (SPED 756, 726). To be fully prepared to
instruct learners in the use of GPS and electronic travel devices it is necessary to participate in extensive in-service programs. Such programs are continually offered by SFSU (see sample flyers from GPS Workshops offered in the last two years) and by professional organizations (e.g., CAOMS) and are available to candidates upon completion of their credential program. It is standard practice in the field of O&M to only provide such instruction at an in-service level because of its intensive nature and the necessary prerequisite of completion of university preparation program in O&M.

With regard to functional vision, as discussed in response to Standard 2, Candidates develop skills in interpreting medical eye reports, in conducting low vision assessments specific to O&M, and conducting environmental assessments with regard to impact on the environment on travel needs and abilities of learners with varying visual conditions and functioning. This is done through class demonstrations, visits and extended observations at low vision clinics, and supervised practice (in both the classroom and the field) in conducting O&M low vision assessments of learners of all ages. Candidates also participate in simulated low vision learning experiences and in travel using low vision aids. They apply these skills in the field to instructing learners in the use of residual vision and of low vision devices when traveling in varying environments. Candidates are also given field experience in applying the results of vision assessments to the evaluation of learners' O&M skills and when planning and providing O&M instruction to learners with visual impairments. They work closely with field supervisors in interpreting visual functioning information with learners, families, professionals, and significant others.

With regard to adaptive mobility devices, candidates learn the purpose, design, rationale for use, and strategies for teaching the use of adaptive mobility devices in SPED 756. Methods of constructing devices for specific traveler needs are discussed and demonstrated.

Knowledge of basic O&M skills and the rationale for teaching these skills
Demonstrating the skills and abilities to teach basic O&M skills and O&M cane skills, and the rationale for teaching these skills.
Each candidate demonstrates the skills and abilities to teach:
• basic O&M skills, including protective and human guide techniques, and the rationale for teaching these skills
• O&M cane skills, (e.g., cane use with a guide, diagonal technique, two-point touch) and the rationale for teaching these skills

Instructing learners in the skills and techniques of independent orientation & mobility (O&M) is a major part of a candidate’s professional preparation. There are over 80 individual orientation & mobility techniques, each of which can have up to 4 variations for use in differing terrains and with learners of varying ages and cognitive/physical abilities. Candidates first learn the purpose and components of individual techniques as well as their utility in different travel situations. They practice teaching skills to peers who are under simulated visual impairment. This coursework sequentially takes learners from beginning skills such as protective and human guide techniques through all cane
skills including diagonal and two-point touch techniques to taking buses and crossing major intersections. Finally, they complete 440 hours of intensive field experience teaching skills to learners with visual impairments who are of varying ages, travel needs and abilities, and cultural backgrounds.

Candidates in the program use the latest textbooks and an interactive computer program, Step-by-Step, developed at San Francisco State University to learn the components of all mobility skills, their rationales, and tips for teaching.

**Knowledge of the environmental sequence and selection for teaching orientation and mobility 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. Beginning with indoor travel, candidates learn the basics of environmental analysis and selection for teaching basic O&M skills (human guide and protective techniques) and practice teaching those skills to peers who are under simulated visual impairment. The nature of O&M instruction is to teach skills in a structured sequence that gradually moves the traveler into less controlled and more complex environments, moving from indoor to outdoor residential areas, to small business areas, to urban areas. Candidates learn to select and sequence teaching environments to provide appropriate learning opportunities and carefully chosen mobility challenges appropriate to a learner’s skill level and need to gain confidence, problem solve, and refine skills.

**Demonstrating the skills and abilities to apply appropriate sequence of street crossing instruction**

Each candidate demonstrates the skills and abilities to apply the appropriate sequence of street crossing instruction (i.e. simple to complex). A great deal of course content covers safe street crossings from beginning crossings at unsignalized intersections to those controlled by stop signs or yield signs to signalized intersections. Crossings are taught and practiced at intersections of varying size from small to extremely busy (e.g., six lanes), of varying shapes (e.g., plus, offset, skewed, “T”-shaped, atypical), traffic patterns and controls (e.g., activated, fixed time, pedestrian control buttons, accessible signals). Candidates demonstrate the ability to teach a peer (who is under simulated visual impairment) how to approach, analyze, and cross the intersections safely and efficiently. Following the completion of didactic coursework, candidates complete a 440 hour internship experience teaching learners who have visual impairments all aspects of safe and efficient street crossings.

**Demonstrating the skills and abilities to teach learners to analyze intersections in simple and complex environments**

Each candidate demonstrates the skills and abilities to teach learners to analyze intersections in simple and complex environments. Intersection analysis is a key component of making safe and efficient street crossings. Identifying all aspects of intersections (e.g., size, shape, traffic controls, traffic volume, features such as curb
ramps) is critical before a traveler steps off of a curb. San Francisco State University’s O&M program developed a systematic approach to intersection analysis that has been widely praised and is being used in many areas of the country and is being published in a curriculum by the Texas School for the Blind and will be sold nationally. In courses, candidates practice instructing peers (who are under simulated visual impairment) the methods of intersection analysis and charting the peers’ performances to document performance and plan future instruction. This approach to teaching intersection analysis is then used with actual learners when the candidates complete their final internship experience working with students in schools and agencies.

Demonstrating the ability to identify and describe traffic controls and implications for learner crossings: demonstrating the skills and abilities to teach street crossing techniques and when to apply them.

Each candidate demonstrates the ability to identify and describe traffic controls (e.g., uncontrolled, 2-way and 4-way stops, traffic signal systems, roundabouts, yields) and the implications for learner crossings. Each candidate further demonstrates the skills and abilities to teach street crossing techniques and when to apply them (e.g., determining when to begin crossing, alignment, use of pedestrian button).

Candidates learn how to teach students the methods of intersection analysis that include identification of intersection size and shape, traffic volume and patterns, and traffic controls (e.g., uncontrolled, 2-way and 4-way stops, traffic signal systems, roundabouts, yields) using non-visual information and using residual vision when available and reliable. The first practice teaching these and related skills to a peer in class. Related skills include such as the proper method to approach an intersection, align at the curb, use pedestrian buttons and respond correctly to accessible signals, determine a safe time to begin the crossing, monitor traffic while crossing to maintaining a straight line of travel, react to unexpected circumstances such as a vehicle approaching that will cross their path, correct for an inadvertent veer, and arrive safely at the destination corner. Candidates learn not only how to teach students necessary analysis skills, but also applicable mobility techniques; skills of judging traffic speed, direction, volume; crossing safely at intersections with either fixed-time or actuated traffic signals, including when and how to safely use pedestrian signals. Candidates then teach these skills to learners who have visual impairments when the candidates complete their internship under the supervision of a credentialed O&M specialist. Textbooks, the SFSU O&M Program Course Reader, and the Step-by-Step curriculum provide detailed content of this instruction.

Demonstrating the skills and abilities to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure learner safety.

Each candidate demonstrates the skills and abilities to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure learner safety. An essential aspect to teaching independent travel skills to learners with visual impairments is to ensure their safety while learning the techniques. When a learner first begins traveling, the O&M specialist must be directly
next to or behind the traveler, ready to stop their forward movement should they make an error in performing a technique during the learning process. As travelers increase their skill and reliability, the O&M specialist slowly increases supervision distance to empower the traveler and to gradually transfer responsibility for safe mobility to the traveler. This is also done to enable the traveler to solicit assistance from the public when needed (a specific skill taught to travelers and one which cannot be practiced if the public sees that the traveler is with someone). This is all done in a very slow, careful, prescribed manner depending upon the environment, the traveler’s ability to safely and consistently perform mobility techniques, and the traveler’s self-confidence.

Throughout the program, candidates practice, and must successfully demonstrate at all times, observational techniques that are appropriate to the traveler’s level of functioning, the environment, etc. This means identifying when they should be behind, beside, or in front of the traveler and what appropriate distances of supervision should be (i.e. close, intermediate, distant, and remote as defined by the field of O&M).

**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.**

Each candidate demonstrates the 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. The O&M curriculum requires candidates to practice appropriate travel skills in real environments. Throughout the course of the program, candidates experience travel and teaching in both good and adverse weather, rural travel, malls, stores and gas stations. Routes and instructional areas for classes are carefully chosen to ensure that candidates have all relevant environmental experiences before they begin their internship experiences.

**Demonstrating knowledge of the orientation and mobility skills and concepts needed to use public transportation systems; demonstrating the knowledge of how to teach learners how to access, plan, and execute simple and complex transportation systems, including buses, rail, and Para transit**

Each candidate demonstrates knowledge of the orientation and mobility skills and concepts needed to use public transportation systems. Each candidate also demonstrates the knowledge of how to teach learners how to access, plan, and execute simple and complex transportation systems, including buses, rail, and Para transit.

In **SPED 822/823** and **SPED 756**, candidates complete reading assignments, hear lectures, and participate in specific course activities involving use of public transportation. Candidates experience travel and teaching learners how to successfully take buses, streetcars, and subways. They then practice these skills further by teaching the use of public transportation to learners who have visual impairments during the candidate’s internship experiences. Methods, rationales, and protocols for using other forms of transportation (i.e. rail, Para transit, taxis) are also reviewed in detail in **SPED 822/823**.
To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
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<tbody>
<tr>
<td>The candidate demonstrates knowledge and understanding of the dog guide as a mobility system, the methods and strategies for providing orientation assistance to a dog guide user, and knows the process for making referrals to dog guide training centers.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of technology including electronic travel aids (ETAs) and their use and application as a supplementary mobility system, knows how ETAs devices are classified, and is knowledgeable about the basic principles of operating commercially available ETAs devices.</td>
<td>726, 756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the mechanics of human locomotion and the psychomotor factors influencing mobility such as sensory awareness, integration of reflexes, muscle tone, and coordination, as well as problems with balance, posture, gait, endurance, strength, flexibility, agility, and coordination.</td>
<td>822/823</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the different types of long canes, adapted canes, and adaptive mobility devices, and their strengths and limitations as travel tools considering individual travel needs and travel environments.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the relative advantages and disadvantages of the mobility systems, including the long cane, dog guide, functional vision, optical and non-optical devices, ETAs electronic devices, alternative mobility devices, and the human guide for a range of persons with blindness and visual impairments, and can communicate this information effectively to students and their families.</td>
<td>655</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of the human guide techniques and their applications including: position and grip, transferring sides, narrow passageways, reversing directions, accepting or refusing assistance, doorways, stairways, and seating.</td>
<td>655</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of basic skills (i.e. protective and directional techniques) and their applications including: upper hand and forearm, lower hand and forearm, and trailing techniques, squaring-off, taking direction, and locating dropped objects.</td>
<td>655</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the cane techniques and their applications in indoor and outdoor environments including: diagonal cane and touch technique, stair technique, touch technique modifications, including three point touch, touch and slide, touch and drag, constant contact technique, and the use of the cane for shorelining.</td>
<td>760/792</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of the techniques for using adaptive mobility devices for children and adults in indoor and outdoor environments.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the O&amp;M skills and techniques used for travel on public and private transportation including buses, rail, and paratransit.</td>
<td>822/823</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of the O&amp;M skills</td>
<td>822/823</td>
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and techniques used to travel in airports, malls, stores, and gas stations, and to negotiate public conveyor systems including elevators, escalators, people movers, and revolving doors.

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<thead>
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<th>822/823</th>
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<tbody>
<tr>
<td>The candidate demonstrates knowledge and understanding of modifications to O&amp;M skills and techniques that are needed for night travel, rural areas, and for travel in various types of adverse weather conditions.</td>
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<th>760/792 822/823</th>
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<tr>
<td>The candidate demonstrates knowledge and understanding of the importance of selecting and maintaining appropriate safety and monitoring distances between the instructor and the student as the student progresses from early learning situations when skills are introduced to advanced learning when skills are applied to environments of various types and complexities.</td>
</tr>
</tbody>
</table>
OTHER RELATED SERVICES
CLINICAL REHABILITATIVE SERVICES CREDENTIAL
SECTION 13

Orientation and Mobility (O&M)

O&M 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.

INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Knowledge of the principles of vision development as they apply to visual efficiency training.
Teaching learners the visual skills that optimize O&M performance and incorporating vision use with cane or other mobility systems
To address this standard, candidates in the O&M program complete coursework covering normal development of the human visual system including anatomy and physiology of the eye, and basic terminology related to the eye and its function (SPED 749). Coursework also provides in-depth presentation of eye pathologies and their impact on visual functioning in home, school, workplace, and community environments. Candidates develop skills in interpreting medical eye reports, in conducting low vision assessments specific to O&M, and in conducting environmental assessments with regard to the impact of the environment on travel needs and abilities of learners who have varying visual conditions and functioning.

Each candidate also demonstrates knowledge of the principles of vision development as they apply to visual efficiency training. In conjunction with classroom demonstrations in which candidates learn about functional vision and its assessment (both clinical and informal), candidates observe formal assessments of learners with visual impairments performed at the low vision clinic housed at the California School for the Blind in Fremont, CA. They furthermore participate in supervised class activities in which they
practice the techniques of informal vision assessment (e.g., eccentric viewing, scanning, tracking, tracing) and learn strategies to develop their own kit of materials for conducting informal functional vision assessments in the field (SPED 749). During their internship experience candidates are also given field experience in performing functional vision assessment of learners in the field and then applying the results of these assessments as they plan and provide O&M instruction to learners of all ages who have visual impairments.

In SPED 655 and SPED 760/792, candidates experience performing mobility skills while wearing goggles that simulate a variety of visual functioning conditions including mild-to-severe acuity losses, central, peripheral and mixed field losses, cataracts, etc. They learn and practice teaching strategies used to maximize the use of functional vision first in simple and then in increasingly complex environments, indoors and outdoors, in sunny, cloudy, and inclement weather conditions.

Teaching learners to incorporate vision use with cane or other mobility systems
In SPED 756, Rick Ludt and Rasan Gray from the Western Blind Rehabilitation Center do an in-depth presentation on the Distance Vision Recognition Assessment developed at the VA. The purpose of this validated training method is specifically to teach learners how to use their functional vision for orientation while using the cane for hazard and obstacle detection. Candidates then practice these skills with learners during their internship experience.

Knowledge of the use of low vision in maintaining safe and independent movement and orientation
Teaching learners the use of optical and non-optical low vision devices in conjunction with eye care professionals for O&M tasks
Candidates are first introduced to low vision aids in SPED 749. They learn the basic purposes and functions of the variety of available aids (e.g., monoculars, magnifiers, Noir and UV-Shield sunglasses) and how to hold, focus, use, and care for the aids. In SPED 655 and SPED 760/792, candidates participate in class activities where they experience use of low vision aids in real mobility settings, performing such tasks as using monoculars to read addresses, magnifiers to read labels on store items, and the effect of optical and non-optical aids on glare control and photophobia. As mentioned before, Rick Ludt and Rasan Gray do presentations each year on glare and methods of glare remediation and control in mobility. Candidates then participate in extensive in-class activities where they practice teaching the use of these aids to peers who are under simulated visual impairment. Candidates then apply these skills in the field during their internship experience as they assess and instruct learners regarding the use of residual vision and of low vision devices while traveling in varying environments.

Knowledge of the uses of remaining senses (other than vision) in maintaining safe and independent movement and orientation and strategies for enhancing learners’ sensory skills.
In SPED 655 and SPED 747 candidates are first introduced to the sensory systems and their basic functions. Through class demonstrations and supervised in-class activities,
they learn how to assess sensory awareness, plan and implement lessons to improve it in learners who have visual impairments. In SPED 756, candidates study the sensory systems (auditory, tactile, olfactory, vestibular, proprioceptive, and kinesthetic) in much more detail. Within each system, the related functions are considered with regard to their role in safe and effective mobility and what problems can occur when learners do not have optimal sensory awareness.

Strategies for modifying materials and instruction in the presence of impaired sensory functioning are emphasized. For all sensory systems, candidates learn the difference between poor development of sensory awareness through lack of experience vs. that caused by neurological impairment. They learn activities to facilitate sensory awareness in the former case and the role of physical and occupational therapists as resources for assessing and facilitating sensory functioning when neurological impairments are the cause. Candidates are encouraged to consult and collaborate with such professionals in dealing with all non-visual sensory difficulties in students.

Demonstrating the skills and abilities to teach learners to use tactile information for O&M-related tasks
In SPED 747 candidates study the tactile sensory system in detail, including the 6 types of sensory information conveyed by touch: deep, light, two-point, vibration, pain, and temperature and its function (e.g., light touch conveys texture information; two-point touch is used in reading Braille). Candidates learn and practice specific methods for assessing each type of tactile sensation and learn how its development can be affected by neurological impairments or by the lack of visual functioning in the early years of childhood.

In SPED 756, this foundation is expanded as candidates study the related functions of each type of tactile sensation with regard to its role in safe and effective mobility and what problems (e.g., difficulty identifying objects, reading maps, interpreting subtle surface changes transmitted through the cane and reading Braille) can occur when learners do not have optimal tactile awareness.

Teaching learners to interpret kinesthetic and proprioceptive information to maximize O&M skills during movement/travel.
In SPED 747 candidates are given a basic understanding of proprioception and kinesthesia, the interrelationship and function of these senses, and how they develop. Candidates learn how the development of proprioception and kinesthesia can be affected by various neurological impairments or by the lack of visual functioning in the early years of childhood.

In SPED 756 candidates study the interrelationship of proprioception and kinesthesia with the poor development of muscle tone and related mobility problems including poor posture, immature development of gait patterns, and poor dynamic balance. These problems can, in turn, contribute to difficulties in straight line travel and safe street crossings. These problems can also contribute to the poor development of coordination and difficulty in making accurate time-distance estimates, accurate turns, and
recognizing/using slopes for orientation. Candidates learn strategies for teaching O&M skills that rely on proprioceptive and kinesthetic awareness as well as methods (e.g., elements of Proprioceptive Neuromuscular Facilitation) for facilitating improved awareness in learners.

Teaching learners the auditory skills to maximize effective movement/travel.
In SPED 747 candidates learn the basic anatomy and functioning of the auditory system. SPED 756 expands greatly on this foundation, teaching candidates how to assess auditory skills with regard to O&M, and how to instruct learners in sound identification, localization, and tracking as well as in the use of reflected sound, sound shadows, and sound pressure waves for orientation and mobility, and awareness of the impact of sound masking on travel. Candidates further learn to do such things as assess and teach the use of auditory information, including the Doppler Effect, to track the movement of vehicles and to align for street crossings and to determine the optimum time to begin a crossing, to maintain a straight line of travel along a path or when crossing streets, how to recover from inadvertent veers, how to position oneself in a hallway to minimize contact with walls, and to identify intersecting hallways auditorily.

Candidates apply all skills in sensory assessment and facilitation, and in modifying instruction, in the field during their internship experience as they assess and instruct learners regarding the use of other sensory information while traveling in varying environments.

To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate demonstrates knowledge and understanding of the basic development, anatomy, physiology, perceptual processes, and training of each sensory system (visual, auditory, vestibular, kinesthetic, touch, olfactory, proprioceptive) and the interrelationships of these systems.</td>
<td>655</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the manner in which sensory information affects safety and access in travel environments.</td>
<td>760/792</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the common pathologies associated with each sensory system and the implications for orientation and mobility.</td>
<td>747</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge of the principles of vision development as they apply to visual efficiency training.</td>
<td>749</td>
</tr>
<tr>
<td>The candidate demonstrates the skills and abilities to assess and teach learners visual efficiency skills that optimize O&amp;M performance (e.g., eccentric viewing, scanning, tracking, tracing) and incorporating vision use with cane or other mobility systems.</td>
<td>822/823</td>
</tr>
<tr>
<td>The candidate demonstrates the skills and abilities to teach learners the use of optical and non-optical low vision devices in conjunction with eye care professionals for O&amp;M tasks.</td>
<td>822/823</td>
</tr>
<tr>
<td>The candidate demonstrates an understanding of the unique non-visual sensory</td>
<td>655</td>
</tr>
<tr>
<td>Competency</td>
<td>Course</td>
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<td>---------------------------------------------------------------------------</td>
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<tr>
<td>development and processes in learners who are blind and visually impaired.</td>
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<tr>
<td>The candidate demonstrates the skills and abilities to teach learners to use tactile information for O&amp;M-related tasks</td>
<td>760/792</td>
</tr>
<tr>
<td>The candidate demonstrates the skills and abilities to teach learners to interpret kinesthetic and proprioceptive information to maximize O&amp;M skills during movement/travel (e.g., using time-distance estimates, making accurate turns, recognizing/using slopes)</td>
<td>760/792</td>
</tr>
<tr>
<td>The candidate demonstrates the skills and abilities to teach learners the auditory skills to maximize effective movement/travel, (e.g., use of sounds to align/position self, echolocation, Doppler Effect)</td>
<td>760/792 822/823</td>
</tr>
</tbody>
</table>
OTHER RELATED SERVICES
CLINICAL REHABILITATIVE SERVICES CREDENTIAL
SECTION 13

Orientation and Mobility (O&M)

O&M 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.

**INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

Knowledge of the implications of additional disabilities upon O&M instruction and potential accommodations and modifications

Demonstrating knowledge of how to develop and implement orientation and mobility programs for learners with additional disabilities.

To address this standard, candidates in the O&M program complete a comprehensive didactic program that studies normal development in each domain (e.g., psychosocial, sensorimotor, cognitive) and how development is affected by visual impairment and by concomitant disabilities (**SPED 757, SPED 822**). In **SPED 747**, candidates learn about all significant physical, health, and sensory impairments in detail. Through lecture, video, in-class activities and guest speakers, candidates learn the causes, symptoms, impacts upon learning O&M, how to address medical emergencies, and how to modify assessment and instruction as it relates specifically to each condition.

Each candidate demonstrates knowledge of how to develop and implement orientation and mobility programs for learners with additional disabilities that reflect a learner’s unique constellation of needs, including:

**Using alternative communication systems and modes**

In **SPED 747**, candidates are introduced to communication difficulties as a component of other disabilities such traumatic brain injury. Candidates are given an overview of common methods and systems for facilitating communication such as using communication boards, rephrasing information, and using picture books and gestural language. Emphasis is placed on transdisciplinary teaming in collaborating with other professionals such as speech language pathologists and AT/AAC specialists.
In **SPED 756**, candidates learn about methods of communication with learners who are deaf-blind. They learn about the different forms of communication such as finger spelling, survival communication signs, finger Braille, using written and Braille notes and devices such as the Tellatouch, and how to work with sign language interpreters. When candidates participate in the field trip to New York, visiting the Helen Keller National Center, they observe O&M specialists working with interpreters as the specialists instruct learners who are deaf-blind. Candidates also observe O&M specialists communicating directly with learners using a variety of systems, and hear directly from deaf-blind learners themselves about the entire process of learn mobility and the role of communication in the process.

**Structuring and modifying environments for safe, efficient access and to create meaningful spaces**
Building on content presented earlier in **SPED 655** and other prerequisite coursework, candidates enrolled in **SPED 756** develop their skills in environmental assessment and the implementation of strategies for structuring and modifying environments to provide safe, efficient access, and to create meaningful spaces for students to learn orientation and mobility.

In **SPED 756**, candidates also complete specific units of study on modifying assessment and instruction to meet the special needs of learners who have other impairments (e.g., physical and health impairments, cognitive disabilities, hearing impairments, traumatic brain injury) concomitant with vision loss.

**Using adapted teaching strategies: building on the strengths and preferences of learners; collaborating with families and caregivers, and other professionals**
Throughout the O&M program (**SPED 756, 822/823**) candidates learn and demonstrate strategies, accommodations, and modifications that might be effective for teaching age-appropriate O&M to learners who have a variety of disabilities. For example, candidates learn how to pace instruction according to learner needs, how to present instruction in meaningful ways with regard to a student's learning style, psychosocial considerations, and that builds on the strengths and preferences of learners with additional disabilities. Candidates also learn how to adapt and modify equipment and instruction for learners with specific sensory, motor, or health impairments. This can including everything from teaching travelers how to travel using alternative mobility devices, how to use a long-cane from a wheelchair or how to use a crutch as a long cane to how to choose learning environments that do not expose travelers who have startle responses or extreme hypertonia (i.e. from TBI or cerebral palsy) to unnecessary loud noises or other situations that may cause increased coordination and learning difficulties.

Each candidate also demonstrates the skills and abilities to collaborate with families and caregivers, and other professionals as part of a comprehensive approach to developing and implementing an effective, individualized and meaningful orientation and mobility program. Working collaboratively with families, caregivers, and professionals to develop...
and implement an effective individualized and meaningful O&M program is, in fact, inherent in providing quality service and is emphasized in all coursework.

This classroom experience is supplemented first by observations in the field of credentialed O&M specialists teaching learners of all ages, levels of development, and from a variety of cultural backgrounds who have multiple impairments, and later by in-depth internship teaching experiences at the end of their didactic program.

**Knowledge of the value of active collaboration and working as member of a team**

Demonstrating the knowledge of how to role-release and work effectively as a member of a comprehensive team

Each candidate demonstrates the knowledge of how to role-release and work effectively as a member of a comprehensive team meeting the needs of learners who have additional disabilities, with the skills and abilities to share information, model teaching strategies, monitor effectiveness of collaborative service delivery, and problem-solve as a team member (SPED 788, 730, 726). Such abilities are an inherent part of candidate preparation.

Candidates also complete coursework (SPED 726) that focuses on awareness of orientation & mobility service delivery systems; role-release and team approaches to effective service delivery; and administrative issues such as determining appropriate program benchmarks and objectives, personnel needs, equipment and material needs, and program documentation and evaluation. As part of their preparation, candidates visit a variety of service delivery settings and observe O&M specialists in the field who are functioning as members of teams and demonstrating principles of role-release, and transdisciplinary problem-solving and service. In their final internship experiences, candidates further participate in team assessments, program planning, and instruction.

In SPED 756, candidates also practice preparing and delivering in-services and training programs for O&M volunteers and paraprofessionals; family members, and significant others. Several internship sites then assist candidates to refine these skills by having them observe, or present in-services and training sessions to staff, families, or other school/agency personnel.

**Demonstrating the skills and abilities to implement positive behavioral supports**

Each candidate demonstrates the skills and abilities to implement positive behavioral supports for learners who are visually impaired and who present complex social, behavioral and emotional needs. In SPED 756 and SPED 788, candidates are introduced to positive behavioral supports. The need for positive behavioral support is presented as more than just behavior management, but as a means of helping a learner develop a sense of self-efficacy while developing rapport with learners. Candidates are taught that every behavior is actually a form of communication and that it is important to consider behavior in terms of the communication being attempted. Candidates learn to introduce alternate behaviors or means of completing tasks while ensuring a successful atmosphere for learner performance. Charting as a means of data collection for
assessment, planning, instruction, and for communicating results to other team members is presented. During field and internship experiences candidates may observe the implementation of positive behavioral supports with learners and practice implementing them with learners as needed. Candidates also share these experiences classmates during the internship seminar, SPED 726.

To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
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<tbody>
<tr>
<td>The candidate demonstrates knowledge of how to develop and implement</td>
<td>756</td>
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<tr>
<td>orientation and mobility programs for learners with additional disabilities</td>
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<tr>
<td>that reflect a learner’s unique constellation of needs, incl.:</td>
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<tr>
<td>- Uses of alternative communication systems and modes;</td>
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<td>- Structuring and modifying environments for safe, efficient access and to</td>
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<td>create meaningful spaces;</td>
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<td>- Using adapted teaching strategies, including pace of instruction;</td>
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<tr>
<td>- Adapting and modifying orientation and mobility techniques and devices</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of the typical and</td>
<td>822/823</td>
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<tr>
<td>atypical sensorimotor development patterns of children and youth who are</td>
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<td>blind or visually impaired.</td>
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<td>The candidate demonstrates knowledge and understanding of the role of the</td>
<td>726</td>
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<tr>
<td>rehabilitation counselor, rehabilitation teacher, special education teacher,</td>
<td>788</td>
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<tr>
<td>adapted physical education teacher, occupational therapist, physical</td>
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<tr>
<td>therapist, social worker, and other related professionals who may be</td>
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<tr>
<td>involved in interdisciplinary, multidisciplinary, or transdisciplinary</td>
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<td>instruction and the value of active collaboration, role release, and</td>
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<td>working as a member of a team in meeting the needs of learners who have</td>
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<td>additional disabilities.</td>
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<tr>
<td>The candidate demonstrates basic knowledge and understanding of the</td>
<td>756</td>
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<tr>
<td>following health conditions and disabilities: alcoholism and substance</td>
<td>747</td>
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<tr>
<td>abuse, AIDS, deafness, stroke or cerebral vascular accidents, traumatic</td>
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<td>brain injury, mental retardation, cerebral palsy, amputations, epilepsy,</td>
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<td>diabetes mellitus, spinal cord injury, pulmonary dysfunction, multiple</td>
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<td>sclerosis, cardiovascular disease, rheumatic disease, and mental illness.</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of the effects of</td>
<td>756</td>
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<tr>
<td>additional impairments, including sensory, sensorimotor and physical</td>
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<tr>
<td>impairments, mobility impairments not related to blindness, cognitive</td>
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<tr>
<td>impairments, learning disabilities, diabetes, organic brain damage, and</td>
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<td>challenging behaviors on the orientation process and on mobility.</td>
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<tr>
<td>The candidate demonstrates the skills and abilities to build on the</td>
<td>726</td>
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<tr>
<td>strengths and preferences of learners with additional disabilities,</td>
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<tr>
<td>collaborate with families and caregivers, and other professionals as part</td>
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<td>of a comprehensive approach to developing and implementing an effective,</td>
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<tr>
<td>individualized and meaningful orientation and mobility program.</td>
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<td>The candidate demonstrates knowledge and understanding of modifications to</td>
<td>756</td>
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<tr>
<td>O&amp;M skills and techniques that are appropriate for students with unique</td>
<td></td>
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<tr>
<td>individual needs.</td>
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<td>Competency</td>
<td>Course</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of the unique</td>
<td>756</td>
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<tr>
<td>assessment and instructional needs of learners with multiple impairments,</td>
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<tr>
<td>and learners who are deaf-blind.</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding of the instructional</td>
<td>756</td>
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<tr>
<td>strategies and methods used, including the use of specialized communication</td>
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<tr>
<td>systems, modes, devices and adapted mobility systems and devices, for teaching</td>
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<tr>
<td>students with multiple impairments and students who are deaf-blind.</td>
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<tr>
<td>The candidate demonstrates knowledge and understanding about the use of</td>
<td>822/823</td>
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<tr>
<td>ambulatory aids such as support canes, walkers, crutches, and wheelchairs</td>
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<tr>
<td>and the manner in which these devices are used by persons who are blind or</td>
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<tr>
<td>visually impaired.</td>
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<tr>
<td>The candidate demonstrates the skills and abilities to implement positive</td>
<td>756</td>
</tr>
<tr>
<td>behavioral supports for learners who are visually impaired and who present</td>
<td></td>
</tr>
<tr>
<td>complex social, behavioral and emotional needs.</td>
<td>788</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the methods and</td>
<td>756</td>
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<tr>
<td>strategies used to adapt concept development instruction for students with</td>
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<tr>
<td>cognitive impairments and other concomitant disabilities.</td>
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</tbody>
</table>
O&M 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.

**INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

Knowledge of Pertinent Aspects of ADA, white cane laws, IDEA, and Section 504 of the Voc-Rehab Act that apply to access in home, school, work, and community 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.

As discussed in Standard 1, program candidates learn about pertinent aspects of each these laws as they relate to O&M in SPED 788 and SPED 756. Through class discussions and small group activities candidates demonstrate their knowledge in this area.
Ability to Analyze Travel Environments
Each candidate demonstrates the skills and abilities to analyze travel environments to identify and overcome potential physical barriers to access for learners in home, school, work, or community environments.

Beginning in **SPED 655**, candidates learn the most elementary aspects of environmental analysis by identifying hazards, obstacles, landmarks (both primary and secondary), and cues in an environment. They apply this analysis with respect to unique traveler needs and abilities. In successive O&M courses (**SPED 760/792, 822/823, and 756**), candidates learn to conduct more complex environmental analyses focusing on everything from sensory information available, traffic patterns and controls, intersection analysis, compliance or variance from Americans With Disabilities Act Accessibility Guidelines (ADAAG regulations), and learn the principles of universal design. Each candidate demonstrates knowledge of the environmental sequence and selection for teaching orientation and mobility skills, including indoor travel, residential, business and urban travel including rural areas, airports, malls, stores, and gas stations.

In **SPED 756**, candidates complete an in-depth study of environmental access and related technology. Through in-class activities and guest lectures candidates see demonstrations and learn first-hand about technologies such as Talking Signs, accessible pedestrian signals, and GPS systems for people who are visually impaired. In **SPED 822/823**, candidates practice the principles of environmental analysis and selection as they prepare and implement Candidate-planned lessons with peers in class. Candidates later perform environmental assessments for their work with learners during the internship experience and, when appropriate, conduct home environmental assessments with their O&M site supervisor. This can include recommending appropriate lighting to facilitate the use of low vision and assisting learners and their families to be aware of and to minimize barriers and hazards in the home, school, and work environment.

Knowledge of how to work collaboratively with appropriate agencies regarding environmental access, barriers, and remedies
Each candidate demonstrates the knowledge of how to work collaboratively with appropriate agencies regarding barriers to access, guideline regarding environmental access and remedies, such as warning strips, accessible signage.

In **SPED 756**, candidates learn about current research, issues in the field of O&M, and the work of committees and organizations involved in issues of accessibility. Through assigned readings, guest lectures, and class discussions, candidates learn techniques of advocating with their students for such things as the installation of accessible signals when and where appropriate, and of working with traffic engineers to address safety and access issues. Candidates are also encouraged to join AER and to participate on committees such as the Division Nine (O&M Division) Environmental Access committee. Candidates are also encouraged to attend open meetings of professional and consumer organizations and conferences/workshops (e.g., CCB, NFB, CAOMS, CTEVH, AER)
where they are given the opportunity to hear presentation and talk with professionals about collaborative efforts in this area.

To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 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</td>
<td>788</td>
</tr>
<tr>
<td></td>
<td>726</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of national and local environmental accessibility standards.</td>
<td>726</td>
</tr>
<tr>
<td>The candidate demonstrates the skills and abilities to analyze travel environments to identify and overcome potential physical barriers to access for learners in home, school, work, or community environments</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the strategies and methods used to assess environments for accessibility and safety.</td>
<td>760/792</td>
</tr>
<tr>
<td></td>
<td>822/823</td>
</tr>
<tr>
<td>The candidate demonstrates the ability to analyze, select and utilize appropriate instructional environments within the home, school, and community for introducing, developing, and reinforcing O&amp;M skills and techniques.</td>
<td>760/792</td>
</tr>
<tr>
<td></td>
<td>822/823</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the environmental demands that effect the mobility of visually impaired students with physical and sensorimotor impairments as well as the factors to consider when evaluating these students' travel environments.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates the knowledge of how to work collaboratively with appropriate agencies regarding barriers to access, guideline regarding environmental access and remedies, such as warning strips, accessible signage</td>
<td>756</td>
</tr>
</tbody>
</table>
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.

INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: Preliminarily Aligned

Knowledge of Factors to Consider in Minimizing the Psychosocial Impact of Vision Loss on Learners, Families, or Caregivers; Strategies to Assist Learners During the Process of Adjustment to Visual Impairment

In SPED 753 and SPED 756, candidates complete assigned readings and engage in in-depth discussion on psychosocial issues such as adjustment to vision loss, self-concept, and locus of control, and how these issues can affect motivation and learning. Additional topics such as the interactive effect of a learner’s level of self-esteem and self-efficacy on success in O&M, and the social environment and attitudes toward visual impairment, are also considered. This discussion is supplemented by guest lectures from people with congenital and acquired visual impairments.

Throughout the program, candidates consider the impact of psychosocial factors related to visual impairment on learner development, self-efficacy, and skill development as the candidates practice conducting assessments, setting benchmarks and objectives, and teaching. Through role-play, candidates learn and demonstrate strategies in communication to assist learners during the process of adjustment to visual impairment. They also demonstrate understanding of strategies to teach learners how to be positive self-advocates for their needs in school, work, and community settings. Candidates also demonstrate knowledge of resources and information for both learners and families (e.g., counseling, support groups, consumer groups) and how to share this information in a respectful, positive manner.

Candidates are encouraged to visit local agencies that hold family and client support groups; candidates attend open meetings of professional and consumer organizations and conferences/workshops (e.g., CCB, NFB, CAOMS, CTEVH, AER) that focus on
advocacy and related topics. These visits take place as part of field observation assignments in several courses (e.g., SPED 655, SPED 756).

In field experiences, candidates work closely with O&M and other professionals, and with families, applying knowledge and skills related to psychological, sociological, and vocational issues in O&M instruction.

To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate demonstrates knowledge and understanding of the psycho-social consequences of congenital and adventitious blindness.</td>
<td>753</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the adjustment process that may accompany visual impairment and concomitant disabilities.</td>
<td>753</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the impact that motivation, fear, anxiety, self-concept, self-efficacy, and social interactions have on the educational and rehabilitative processes.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the strategies and methods used to assess psycho-social needs related to O&amp;M instruction.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge of the resources that are available to assist students deal with psycho-social problems that affect O&amp;M learning or performance.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding of the available coping strategies and community resources that may be used by the student and the instructor for resolving issues related to physical losses, trauma, and death.</td>
<td>756</td>
</tr>
<tr>
<td>The candidate demonstrates knowledge and understanding about the impact of vision loss on the family and the strategies available to include family members, caregivers, and support systems as encouragers of independence.</td>
<td>756</td>
</tr>
</tbody>
</table>
OTHER RELATED SERVICES
CLINICAL REHABILITATIVE SERVICES CREDENTIAL
SECTION 13

Orientation and Mobility (O&M)

O&M 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 Credentialed Orientation Mobility Specialist.

**INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:**

**STATUS: Preliminarily Aligned**

**Completion of 350 Hours of Supervised Practice and Record Keeping**

Upon successful completion of prerequisite coursework candidates complete a 420 hour internship serving learners of all ages and levels of development, and from a variety of cultural backgrounds. This internship experience is divided between two sites, one working with learners aged 0-22 years, and the other with adults aged 18 years and above. Candidates are closely supervised at each site by a credentialed O&M specialist. Candidates begin this experience with observation and co-teaching and later assume total responsibility (with field-site supervision) for assessment and instruction of learners. This experience is designed to provide candidates with a comprehensive supervised experience performing all possible essential job elements of an O&M specialist working in this setting. In addition to direct service, candidates perform related indirect services including making related phone calls, attending staff and related meetings, observations of related services (e.g., low vision clinic, manual skills, living skills instruction) all record keeping and report writing. Managing an on-time schedule and demonstrating professionalism and responsibility in all job-related activities is absolutely required (Internship Handbook)

Each site is selected for its use of best practices, the diversity of learners it serves, and meets standards set forth by AER. AER is the international organization that reviews and approves O&M programs in the US and Canada. Only graduates who attend an AER approved program are eligible to apply for national certification in O&M from the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP). These standards, as listed in the AER University Review Standards, include:

- Candidates must attain a minimum of 350 hours of clinical experience.
• In addition to direct teaching, clinical placements should include observations, assessment, supervision meetings, administrative tasks, consultation, and other activities appropriate to the placement.
• Teaching and assessment must make up at least 280 and of the 350 hours of clinical experience (SFSU candidates exceed this experience, completing 420 hours divided equally each of two sites).
• The clinical experience must provide a reasonable amount of diversity in settings, skills, and types of consumers.

These standards and candidate performance are assessed through ongoing communication with the candidate and onsite supervisor and verified using candidate logs of hours and activities, portfolios, site supervisor's evaluation of candidates, candidate evaluations of sites, and AER and ACVREP competency checklists upon which Standard 13 is based. These competencies are listed in the Competency Matrix, under "Standard 13."

Prior to recommending each candidate for an O&M services credential, The university internship supervisor (Faith Dunham-Sims) and program coordinator (Dr. Sandra Rosen) determine, on the basis of thoroughly documented evidence, that each candidate has demonstrated satisfactory performance on the full range of knowledge, skills and abilities authorized by the credential in a school setting. This includes performance both in didactic and field experiences. If, for any reason, a candidate does not demonstrate the skills and ability to perform successfully in the internship experience, program faculty and supervisors meet with the candidate, discuss issues and concerns and mutually agree on a remediation plan that is implemented immediately. The candidate’s progress is monitored very closely and if, at the end of the experience, the candidate does not successfully meet standards for performance, it is recommended that the candidate repeat the experience. Only when a candidate satisfactorily demonstrates all knowledge, skills, and abilities in all coursework and field experiences is he or she recommended for a credential.

The O&M Program Internship Handbook contains samples of evaluation forms, standards, expectations of candidates, site supervisors and university faculty.

Conduct consistent with the Code of Ethics for Orientation & Mobility Specialists, Finding and Accessing Resources
SPED_726 is taken concurrently with SPED_730 (O&M Internship). In this class candidates discuss experiences at their internship sites. Course content also includes topics such as:
• Employment and interview skills
• ACVREP Certification (history, purpose, and process)
• O&M Code of Ethics
• Developing and organizing O and M programs
• O& M around the world
• Stress and coping strategies
• Inservices and Public Education
• Review of Record Keeping and Paperwork,
• Accessing resources

Through readings, class discussions, and related quizzes and assignments, candidates demonstrate knowledge of important information, principles, and skills in each of these areas. In particular, candidates must demonstrate an thorough understanding of the Code of Ethics for O&M Specialists. In SPED 726 they participate in a small group activity where the candidates read code of ethics scenarios and identify what part of the code of ethics applies to the situation. Candidates further sign an agreement promising to adhere to it in order to receive ACVREP national certification.

Candidates also develop a Professional Portfolio. Throughout the program, candidates are instructed to collect samples of their work, letters of recommendation, certificates and other materials. These materials are organized into a professional portfolio as a SPED 726 course requirement. These portfolios are designed for three purposes:

• Provide the candidate with a method of documenting skills, achievement, and professional growth
• Document a candidate’s professional preparation and provide samples of his or written work to potential employers
• Document that the candidate meets ACVREP certification and CCTC credential standards. Candidates are encouraged to keep their portfolio up-to-date for renewing their credential/certification in the future.

To meet this standard, the O&M program provides experiences that ensure that each candidate meets strict competencies. A complete listing of candidate competencies related to this standard is provided on the website. Sample competencies are listed below.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>In conjunction with the university program, the candidate will successfully complete 420 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 Credentialed Orientation &amp; Mobility Specialist.</td>
<td>730 726</td>
</tr>
<tr>
<td>The candidate demonstrates proficiency in establishing rapport and interacting with students.</td>
<td>730</td>
</tr>
<tr>
<td>The candidate demonstrates proficiency in evaluating students utilizing appropriate assessment tools, methods, and settings for developing instructional programs.</td>
<td>730</td>
</tr>
<tr>
<td>The candidate demonstrates proficiency in writing behaviorally stated goals and objectives based on evaluation findings that are realistic and appropriately sequenced.</td>
<td>730</td>
</tr>
<tr>
<td>The candidate demonstrates skills in planning, conducting, and evaluating lessons according to the individual's learning style, stage of development, age, or other unique personal attributes that affect learning.</td>
<td>730</td>
</tr>
<tr>
<td>The candidate demonstrates proficiency in providing timely, accurate, and</td>
<td>730</td>
</tr>
</tbody>
</table>
effective feedback to a student regarding progress within a lesson and within a program.

<table>
<thead>
<tr>
<th>The candidate demonstrates proficiency in consulting with the client, family, and other appropriate personnel regarding the student's O&amp;M program, while respecting agreed upon parameters of confidentiality.</th>
<th>730</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate demonstrates proficiency in modifying or adapting instruction in situations or environments that may affect an O&amp;M lesson, such as adverse weather, fatigue, emotional upset, unexpected noise, construction, etc.</td>
<td>730</td>
</tr>
<tr>
<td>The candidate demonstrates proficiency in teaching the following in: human guide technique, protective techniques, direction taking, retrieving dropped objects, trailing, execution of turns, self-familiarization.</td>
<td>730</td>
</tr>
<tr>
<td>The candidate demonstrates proficiency in teaching cane techniques in appropriate travel environments, such as: diagonal cane technique, touch, touch and slide, touch and drag, three point touch, and continuous contact technique, techniques for ascending and descending stairs, storage of the cane, cane techniques for object negotiation, entry and exit through doors, and manipulation of the cane when travelling with a human guide.</td>
<td>730</td>
</tr>
<tr>
<td>The candidate demonstrates proficiency in teaching appropriate skills and procedures for independent travel in the following areas: Indoor, residential, business, rural, and special areas (e.g., malls, campuses).</td>
<td>730</td>
</tr>
</tbody>
</table>
OTHER RELATED SERVICES
CLINICAL REHABILITATIVE SERVICES CREDENTIAL
SECTION 13

Orientation and Mobility (O&M)

SUBSECTION B: CREDENTIAL COURSE DESCRIPTIONS
AND LINKS TO COURSE SYLLABI

INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:
STATUS: Preliminarily Aligned

DIRECTIONS FOR READERS

The table below lists the courses that comprise the Clinical Rehabilitative Services Credential in Orientation & Mobility. Following the table are brief course descriptions with links to the syllabi for each course.

<table>
<thead>
<tr>
<th>Category 1: Core Requirements</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 788 Law, Ethics, and Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPED 747 Physical, Health, and Sensory Disabilities: Implications and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 2: O&amp;M Core Courses</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 655 Basic Orientation and Mobility Techniques for the Visually Impaired</td>
<td>3</td>
</tr>
<tr>
<td>SPED 749 Medical, Educational, and Rehabilitative Implications of Visual Impairment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 753 Living Skills Assessment and Instruction for Learners with Visual Impairments</td>
<td>3</td>
</tr>
<tr>
<td>SPED 756 Seminar: Intermediate and Advanced Orientation and Mobility</td>
<td>3</td>
</tr>
<tr>
<td>SPED 757 Visual Impairment: Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>SPED 760/792 Methods in Orientation and Mobility I and II</td>
<td>3</td>
</tr>
<tr>
<td>SPED 822/823 Methods in Orientation &amp; Mobility: III and IV</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 3: Internship</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 726 Student Teaching Workshop: Education of Students with Visual Impairment</td>
<td>3</td>
</tr>
<tr>
<td>SPED 730 Student Teaching</td>
<td>9</td>
</tr>
</tbody>
</table>

Brief Course Descriptions and Syllabi Links

Category 1: Core Courses

December 15, 2011; REVISED, April, 2012 & July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012
SPED 788: Law, Ethics, and Instructional Planning  Legal foundations and requirements for providing public educational services to students with disabilities, including collaboration with parents and professionals, individualized education and family support plans, technology and universal design, response to intervention, and issues related to post-secondary transition.


Category 2: Orientation & Mobility Core Courses

SPED 655: Basic Orientation and Mobility Techniques for the Visually Impaired  Basic mobility techniques. Development of spatial and environmental concepts and sensorimotor skills in young learners with visual impairment. Practical application of O&M related concepts to travel in home, school, and community environments. Related research in O&M and visual impairment.

SPED 749: Medical, Educational, and Rehabilitative Implications of Visual Impairment  Understanding the structure and function of the eye, common eye diseases and their implications for functioning and learning, overview of typical and atypical visual development, ophthalmological and clinical low vision examinations, reading an eye report, general understanding of optics and low vision optical devices, assessment of vision functioning by educators and rehabilitation specialists for children and adults including those with multiple impairments, writing functional vision assessment reports, use of low vision optical devices, training strategies and environmental adaptations for persons with low vision including those with multiple impairments, team approaches to working with individuals with low vision, research related to visual impairment.

SPED 753: Living Skills Assessment and Instruction for Learners with Visual Impairments  Methods and instructional strategies for teaching specialized functional skills to individuals with visual impairments including: self help skills, personal management skills, social skills, and skills for academic and social inclusion. Design and implement functional and age appropriate instructional programs for learners of all cognitive abilities.

SPED 756: Seminar: Intermediate and Advanced Orientation and Mobility  This course addresses the following topic areas in the field of Orientation and mobility: historical issues and trends; professional philosophies and ethics; current research; issues and needs with respect to age, socio- cultural factors, and/or the presence of additional disabilities. Additional course content includes assessment and program design; service delivery systems; mobility systems; environmental access and emergent technologies; resources for the establishment, administration, and supervision of O&M programs.
SPED 757: Visual Impairment: Special Populations
Impact of visual impairment on growth and development. Impact of multiple disabilities on learning and development of learners with visual impairment. Transdisciplinary approach to serving learners 0-22 yrs. who have multiple impairments. Related research in disability.

SPED 760/792: Methods in Orientation and Mobility, I and II
SPED 760: Methods in Orientation and Mobility I
Introduction to use of the long cane. Orientation and mobility in indoor and simple residential outdoor environments. Application of O&M concepts to travel in home, school, and community environments. Related research in O&M and visual impairment. Taken concurrently with SPED 792.

SPED 792: Methods in Orientation and Mobility II
Age-related changes in O&M. Assessment and individualized instructional methods in O&M. Environmental analysis. Current research in O&M. Taken concurrently with SPED 760.

SPED 822/823: Methods in Orientation & Mobility, III and IV
SPED 822: Methods in Orientation & Mobility III

SPED 823: Methods in Orientation and Mobility IV
Independent travel in residential areas, light business areas, and downtown urban areas. Diverse mobility systems and functions, and indications for their use in varying travel environments and by learners of diverse ages and travel needs. Related research in O&M and visual impairment. Taken concurrently with SPED 822.

Category 3: Courses Related to Field Experiences

SPED 726: Student Teaching Workshop: Education of Students with Visual Impairment
Education workshop for student teachers. Reviews planning, guiding and evaluating experiences of students who have visual impairments.

SPED 730: Student Teaching Fieldwork
Practicum/field experience under the supervision of a credentialed/ACVREP certified O&M specialist; placement in a school or agency setting serving people who have visual impairments.
OTHER RELATED SERVICES
CLINICAL REHABILITATIVE SERVICES CREDENTIAL
SECTION 13

Orientation and Mobility (O&M)

SUBSECTION C: PROGRAM EVALUATION

A principal aspect of this program’s data-based evaluation plan is the evaluation design and work plan that delineates activities and data sources. The former provides the overall framework for the evaluation process; it outlines the parts of the program to be evaluated, the evaluation questions to be asked, and the type of information sought to describe the program’s performance in the specified areas. Through this process, evaluation questions are broken down so that specific variables can be isolated, and a standard for measuring these variables can be determined. The emphasis in the proposed evaluation design is on the use of objective performance measures that clearly relate to intended outcomes of the program and that will produce reliable quantitative and qualitative data. The design of the evaluation instruments, collecting both quantified and nominal data, and using Likert scales allow objective, quantifiable, and descriptive information to be obtained and analyzed. The evaluation work plan specifies the instruments to be used, to whom they will be administered, and how the data are to be analyzed and reported. The performance data are then used for both formative and summative purposes.

Evaluation Methods

1. **Standard university records:** Program faculty monitor candidate performance throughout the program in order to provide support and counseling as needed, to guide candidates to additional learning opportunities that might be of benefit, and to ensure that all candidates develop the skills necessary to be highly qualified O&M specialists. In addition to ongoing feedback and correspondence between the candidate and faculty or advisor, the program uses the following means of documenting candidate progress: transcripts indicating performance in courses and the courses completed, student portfolios, and evaluations of performance in field and internship experiences written by site supervisors (these latter forms are found under “Internship” on the web page).

2. **Course Evaluations:** Participants will evaluate each course, field activity, and the support of the university and faculty at the conclusion of each semester.

3. **Field Site Questionnaires/Evaluations:** Program faculty, in cooperation with school/agency administrators, conduct annual evaluation of field experience/internship sites to ensure that each site continues to provide adequate supervision to trainees,
model state-of-the-art services and teaching practices, materials and technology, and that each offers sufficient opportunities for candidates to gain experience and refine skills in serving people from diverse cultures and who have disabilities in addition to visual impairment.

This survey also serves as a means by which program faculty can identify new field experience/internship sites and helps address any needs of site personnel for in-service, consultation, or professional development. This survey also provides regularly updated information on numbers and types of visually impaired children and adolescents, young adults, adults, and elderly people with visual impairments, including those with multiple disabilities or from diverse cultures, being served in the target areas. Program faculty use this information to target internship placement efforts.

4. **Consultation and In-service Evaluation**: This program evaluates the effectiveness of all in-services, workshops, and consulting that is done for field site development or professional updating for O&M specialists.

5. **Program Graduate/Employer Questionnaires**: The program conducts an annual survey of recent graduates and their employers to ensure that graduates are filling vacant positions in the United States, and that graduates are meeting the needs of visually impaired learners.

6. **ACVREP Exam**: All graduates are encouraged to take the national certification exam from ACVREP. Information on the passing rate of SFSU graduates is provided annually by ACVREP. While not yet available, ACVREP has stated their future intent to provide additional passing information organized by content domains to help universities identify areas of weakness. SFSU will use this and all other information to identify strategies for ongoing improvement.

Copies of the evaluation data are reviewed with members of the **O&M Program Advisory Board** who are asked to make recommendations for improvement or change. All recommendations are implemented to the degree possible in annual program planning and development.
OTHER RELATED SERVICES
SPEECH-LANGUAGE PATHOLOGY SERVICES CREDENTIAL (SLPSC)
SECTION 14

INITIAL REVIEW BY CTC, July, 2012; PRELIMINARY REPORT OF FINDINGS:

STATUS: MORE INFORMATION NEEDED

RESPONSE TO CONCERN, JULY, 2012: The preliminary feedback requested more information for each Standard. In addition, the preliminary feedback requested that this section be re-submitted using the Standards Crosswalk from November 10, 2012. As a result, this entire section of the Program Assessment that focuses on the SLPSC is new, and, as such, the new text is not highlighted.
PRELIMINARILY ALIGNED, AUGUST, 2012

DIRECTIONS TO READER

In this document, the reader will find evidence that each Specialty Program Standard for the SLPSC is met in the design and implementation of the Master of Science Degree in Communicative Disorders (CD) at San Francisco State University (SFSU). In November, 2010, CTC adopted the CTC-ASHA Alignment Matrix, stating, “An institution that is offering a Speech-Language Pathology Services preparation program which is accredited by the American Speech-Language-Hearing Association (ASHA) may elect to use ASHA’s standards for California accreditation activities. In addition to meeting ASHA’s standards, each California SLP program must indicate where the underlined concepts are addressed in the approved SLP program.” The CTC-ASHA Alignment Matrix is provided with courses, assignments and/or assessments that indicate where underlined concepts are addressed in the SFSU Communicative Disorders Program leading to the preliminary credential for the SLPSC. Both the Program Design Standards 1-8 and SLPSC Program Standards 1-8 are addressed in the Matrix. Following the CTC-ASHA Alignment Matrix, this section of the Program Assessment Report provides detailed narrative documentation of the of the M.S. Degree in Communicative Disorders at SFSU to address the CTC SLPSC Program Standards in three subsections.

Subsection A: Each standard is addressed with descriptive evidence of coursework and assignments. Standards 1 and 3 were considered fully addressed by ASHA standards and only brief description of curriculum requirements is provided. All other standards, including 2, 4, 5, 6, 7 and 8 are more fully described with supplemental information provided to address underlined concepts required by CTC (2009). A summary table is provided to demonstrate alignment of SLSC Standards to the MS in CD at SFSU.

December 15, 2011; REVISED, April, 2012 & July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012
Subsection B: Brief course descriptions are provided with links to course syllabi.

Subsection C: Formative and assessment procedures are described to determine that each candidate in the CD Program meets the SLPSC Standards. In addition, summative assessment for candidates is more fully described regarding Standard 8, in Subsection A.

Master of Science in Communicative Disorders, Program Overview

The American Speech-Language and Hearing Association reaccredited the Master of Science degree program in the Communicative Disorders Program within the Department of Special Education at San Francisco State University from 2009-2017.

The CD Program curriculum includes all academic and clinical experiences necessary for American Speech and Hearing Association (ASHA) certification in speech-language pathology, State of California Speech-Language Pathology Services Credential, and the State of California license to practice speech-language pathology. Students are required to complete all academic courses. The practice of speech-language pathology in the state of California requires a license issued by the Speech-Language Pathology and Audiology Examining Committee Medical Board of California. Exempted settings are public schools and federal facilities. The academic and clinical requirements for the state license are similar to those of ASHA requirements in speech-language pathology. Prior to entry in the M.S. program in CD, students are required to complete a bachelor’s degree in CD or the equivalent, totaling 36 semester units of prerequisite coursework. At the graduate level, ten academic courses totaling 30 units are required for the Master of Science degree in speech-language pathology. Clinical practica requirements range from 21 to 28 units, based on the number of experiences necessary for the student to obtain the 375 clinical clock hours, plus 25 observation hours required for ASHA certification and California state licensure.

Students enrolled in the M.S. Program in CD who are intending to practice speech-language pathology in the public schools are required to complete the Speech-Language-Pathology Services Credential (SLPSC). As stated by the California Council on Teacher Credentialing, “the Speech-Language Pathology Services Credential authorizes the holder to conduct Language, Speech, and Hearing Assessments and provide Educational Services, provide specific learning disability area services related to speech and language, and special education services to individuals with language and speech impairments across the special education disability areas, to students from birth through age 22 in services across the continuum of program options available.”
**OTHER RELATED SERVICES**

**SPEECH-LANGUAGE PATHOLOGY SERVICES CREDENTIAL (SLPSC*)**

**SECTION 14**

**SUBSECTION A: RESPONSE TO STANDARDS**

*As stated by CTC (2010). (See ASHA Standards Alignment Matrix) “An institution that is offering a Speech-Language Pathology Services preparation program which is accredited by the American Speech-Language-Hearing Association (ASHA) may elect to use ASHA’s standards for California accreditation activities. In addition to meeting ASHA’s standards, each California SLP program must indicate where the underlined concepts are addressed in the approved SLP program.” In the following section, each of the SLPSC Specialty Program Standards is addressed sequentially, in accordance with CTC adoption of ASHA standards and/or further addressed when underlined content indicates the need for further accreditation evidence.

**ASHA Standards Alignment Matrix with Demonstrating Indicators for Meeting CTC Program Standards for the SLPSC**

<table>
<thead>
<tr>
<th>ASHA Accredited Programs Must Show Where in the SLP Program the Underlined Concepts are Addressed</th>
<th>Course/Assignment/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-Based Practice:</td>
<td></td>
</tr>
<tr>
<td><strong>SPED 788</strong>: Law, Ethics, and Instructional Planning—Key Assignment/Assessment: Teacher Interview</td>
<td></td>
</tr>
<tr>
<td><strong>CD 701</strong>: Language Differences and Disorders in Children—Key Assignment/Assessment: Final Exam</td>
<td></td>
</tr>
<tr>
<td><strong>CD 707</strong>: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Therapy Technique Review Paper</td>
<td></td>
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<tr>
<td>Service Delivery Options:</td>
<td></td>
</tr>
<tr>
<td><strong>SPED 788</strong>: Law, Ethics, and Instructional Planning—Key Assignment/Assessment: Teacher Interview</td>
<td></td>
</tr>
<tr>
<td><strong>CD 701</strong>: Language Differences and Disorders in Children—Key Assignment/Assessment: Final Exam</td>
<td></td>
</tr>
<tr>
<td><strong>CD 707</strong>: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Curriculum-Based Project</td>
<td></td>
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<tr>
<td>Instructional and Fieldwork Sequence:</td>
<td></td>
</tr>
<tr>
<td><strong>CD 725</strong>: Student Teaching Workshop --Key Assignment/Assessment: Oral Presentation of Case</td>
<td></td>
</tr>
<tr>
<td>ASHA Accredited Programs Must Show Where in the SLP Program the Underlined Concepts are Addressed</td>
<td>Course/Assignment/Assessment</td>
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<tr>
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<tr>
<td></td>
<td>Course, assignments and/or assessments are indicated where the underlined concepts are addressed in the SFSU CD Program</td>
</tr>
<tr>
<td>Study</td>
<td>CD 715: Clinical/Rehabilitative Experience in Schools—Key Assignment/Assessment: Clinical Evaluation</td>
</tr>
<tr>
<td>For further documentation, see Program Assessment/Program Design Standards, Volume 1, p. 44 at: <a href="http://gcoe.sfsu.edu/sped/accreditation">http://gcoe.sfsu.edu/sped/accreditation</a></td>
<td></td>
</tr>
</tbody>
</table>

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, 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.

|  | State and Federal Mandates for assessment, IFSPs, IEPs and instruction: |
|  | CD 768: Advanced Clinical Skills—Key Assignment/Assessment: Case Study Report |
|  | CD 725: Student Teaching Workshop -- Key Assignment/Assessment: Oral Presentation of Case Study |
|  | CD 706: Counseling in Communicative Disorders—Key Assignment/Assessment: Counseling Interview |
|  | SPED 788: Law, Ethics, and Instructional Planning—Key Assignment/Assessment: Teacher Interview |
| Safe Educational Environments: | |
|  | CD 768: Advanced Clinical Skills—Key Assignment/Assessment: Case Study Report |
|  | CD 725: Student Teaching Workshop -- Key Assignment/Assessment: Oral Presentation of Case Study |
|  | SPED 788: Law, Ethics, and Instructional Planning—Key Assignment/Assessment: Teacher Interview |
| For further documentation, see Program Assessment/Program Design Standards, Volume 1, p. 65 at: http://gcoe.sfsu.edu/sped/accreditation |

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 gender identity/expression: |

|  | Gender Identity/Expression: |
|  | SPED 788: Law, Ethics, and Instructional Planning—Key Assignment/Assessment: Teacher Interview |
|  | CD 701: Language Differences and Disorders in Children—Key Assignment/Assessment: Final Exam |
ASHA Accredited Programs Must Show Where in the SLP Program the Underlined Concepts are Addressed

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<thead>
<tr>
<th>Course/Assignment/Assessment</th>
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</table>
| **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. | **CD 668**: Language Acquisition and Development—Key Assignment/Assessment: Language Sample  
**CD 660**: Communication Disorders—Key Assignment/Assessment: Midterm and Final Exam Average  
**Pedagogical Theories, Development of Academic Language:**  
**SPED 788**: Law, Ethics, and Instructional Planning—Key Assignment/Assessment: Teacher Interview  
**CD 707**: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Curriculum-Based Project  
*For further documentation, see Program Assessment/Program Design Standards, Volume 1, p. 70 at: [http://gcoe.sfsu.edu/sped/accreditation](http://gcoe.sfsu.edu/sped/accreditation)* |

**4: Effective Communication and Collaborative Partnerships** The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, 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.

| Course/Assignment/Assessment | Trans disciplinary Teams.......:  
**SPED 788**: Law, Ethics, and Instructional Planning—Key Assignment/Assessment: Teacher Interview  
**CD 701**: Language Differences and Disorders in Children—Key Assignment/Assessment: Final Exam  
**CD 707**: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Curriculum-Based Project  
**CD 768**: Advanced Clinical Skills—Key Assignment/Assessment: Case Study Report  
Communicate Effectively…..:  
**CD 706**: Counseling in Communicative Disorders—Key Assignment/Assessment: Counseling Interview  
**CD 768**: Advanced Clinical Skills—Key Assignment/Assessment: Case Study Report  
**CD 725**: Student Teaching Workshop --Key Assignment/Assessment: Oral Presentation of Case Study  
**CD 715**: Clinical/Rehabilitative Experience in Schools—Key Assignment/Assessment: Clinical Evaluation  
*For further documentation, see Program Assessment/Program Design Standards, Volume 1,* |
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</table>
| 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. | Progress Monitoring/Decision-Making re: eligibility for services:  
**CD 707**: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Systematic Language Analysis Project  
**CD 725**: Student Teaching Workshop --Key Assignment/Assessment: Oral Presentation of Case Study  
**CD 715**: Clinical/Rehabilitative Experience in Schools—Key Assignment/Assessment: Clinical Evaluation  
**CD 712**: Seminar in Therapy for Aural Disabilities—Key Assignment: Case Study  
**CD 768**: Advanced Clinical Skills—Key Assignment/Assessment: Case Study Report  
**CD 711**: Seminar in Therapy for Functional Communicative Disorders—Key Assignment/Assessment: Final Therapy Report  
**CD 713**: Seminar in Therapy for Organic Communicative Disorders—Key Assignment/Assessment: Final Therapy Report  
**CD 882**: Internship II in CD-- Key Assignment: Clinical Evaluation  
Assessments to Evaluate Students’ Needs.....:  
**CD 656**: Diagnosis of Communication Disorders—Key Assignment/Assessment: Midterm and Final Exam Average  
**CD 663/SPED 743**: Augmentative and Alternative Communication—Key Assignment/Assessment: Case-Study Portfolio  
**CD 708**: Seminar in Neurogenic Disorders of Language—Key Assignment/Assessment: Final Exam  
**CD 709**: Seminar in Motor Speech Disorders-- Key Assignment/Assessment: Midterm and Final Exam Average  
**CD 710**: Seminar in Dysphagia-- Key Assignment/Assessment: Midterm and Final Exam Average  
**CD 756**: Advanced Diagnosis in Communicative Disorders-- Key Assignment/Assessment: Midterm and Final Exam Average |
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<td>Course, assignments and/or assessments are indicated where the underlined concepts are addressed in the SFSU CD Program</td>
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<tr>
<td><strong>CD 884:</strong> Advanced Clinical Practicum in Diagnosis in Communicative Disorders—Key Assignment/Assessment:--Clinical Evaluation</td>
<td>Knowledge of Statewide Assessments and Local, State and Federal Accountability Systems:</td>
</tr>
<tr>
<td><strong>SPED 788:</strong> Law, Ethics, and Instructional Planning—Key Assignment: Teacher Interview</td>
<td><strong>CD 701:</strong> Language Differences and Disorders in Children—Key Assignment/Assessment: Final Exam</td>
</tr>
<tr>
<td><strong>CD 707:</strong> Advanced Seminar in Language Disorders in Children—Key Assignment: Final Curriculum-Based Project</td>
<td>For further documentation, see Program Assessment/Program Design Standards, Volume 1, p. 83 at: <a href="http://gcoe.sfsu.edu/sped/accreditation">http://gcoe.sfsu.edu/sped/accreditation</a></td>
</tr>
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</table>

**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.

| Computer-Based Technology in the Instructional Setting: |
| **SPED 788:** Law, Ethics, and Instructional Planning—Key Assignment: Teacher Interview |
| **CD 663/SPED 743:** Augmentative and Alternative Communication—Key Assignment/Assessment: Case-Study Portfolio |
| For further documentation, see Program Assessment/Program Design Standards, Volume 1, p. 89 at: [http://gcoe.sfsu.edu/sped/accreditation](http://gcoe.sfsu.edu/sped/accreditation) |

**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.

<p>| Plan, Implement and Evaluate Transitions: |
| <strong>SPED 788:</strong> Law, Ethics, and Instructional Planning—Key Assignment: Teacher Interview |
| <strong>CD 656:</strong> Diagnosis of Communication Disorders—Key Assignment/Assessment: Midterm and Final Exam Average |
| <strong>CD 756:</strong> Advanced Diagnosis in Communicative Disorders--Key Assignment/Assessment: Midterm and Final Exam Average |
| <strong>CD 768:</strong> Advanced Clinical Skills—Key Assignment/Assessment: Case Study Report |</p>
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<td>For further documentation, see Program Assessment/Program Design Standards, Volume 1, p. 91 at: <a href="http://gcoe.sfsu.edu/sped/accreditation">http://gcoe.sfsu.edu/sped/accreditation</a></td>
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</tbody>
</table>
| 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. | IFSP/IEP Process  
**SPED 788**: Law, Ethics, and Instructional Planning—Key Assignment: Teacher Interview  
**CD 701**: Language Differences and Disorders in Children—Key Assignment/Assessment: Final Exam  
**CD 707**: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Curriculum-Based Project  
For further documentation, see Program Assessment/Program Design Standards, Volume 1, p. 92 at: [http://gcoe.sfsu.edu/sped/accreditation](http://gcoe.sfsu.edu/sped/accreditation) |
| SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms  
Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms. In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and the production of swallowing. Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing. | Fully Addressed by the ASHA Standards  
No additional information needs to be submitted |
| SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition  
Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the 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: | 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:  
**CD 658**: Communication Development and Disorders—Key Assignment/Assessment: Language Sample  
**CD 668**: Language Acquisition and Development—Key Assignment/Assessment: Language Sample  
**CD 701**: Language Differences and Disorders in Children—Key Assignment/Assessment: Final Exam  
**CD 707**: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Exam |
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<th>Course/Assignment/Assessment</th>
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<tr>
<td>understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.</td>
<td>Curriculum-Based Project</td>
</tr>
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</table>

**SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders**

Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

**SLP Standard 4: Assessment of Speech and Language Disorders**

Each candidate demonstrates competency in the collection of relevant information regarding individuals’ past and present status and family and health history. Candidates exhibit proficiency in a school setting 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 in a school setting 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.

<table>
<thead>
<tr>
<th>Exhibit Proficiency in a School Setting to Screen and Evaluate Students:</th>
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<tbody>
<tr>
<td><strong>CD 656</strong>: Diagnosis of Communication Disorders—Key Assignment/Assessment: Midterm and Final Exam Average</td>
</tr>
<tr>
<td><strong>CD 707</strong>: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Curriculum-Based Project</td>
</tr>
<tr>
<td><strong>CD 725</strong>: Student Teaching Workshop --Key Assignment/Assessment: Oral Presentation of Case Study</td>
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<tr>
<td><strong>CD 756</strong>: Advanced Diagnosis in Communicative Disorders—Key Assignment/Assessment: Midterm and Final Exam Average</td>
</tr>
<tr>
<td><strong>CD 768</strong>: Advanced Clinical Skills—Key Assignment/Assessment: Case Study Report</td>
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<tr>
<td>Exhibits Expertise in School Setting to Administer Least Biased Assessment:</td>
</tr>
<tr>
<td><strong>CD 707</strong>: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Curriculum-Based Project</td>
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<tr>
<td><strong>CD 715</strong>: Clinical/Rehabilitative Experience in Schools—Key Assignment/Assessment: Clinical Evaluation</td>
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<tr>
<td><strong>CD 725</strong>: Student Teaching Workshop --Key Assignment/Assessment: Oral Presentation of Case Study</td>
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<td>ASHA Accredited Programs Must Show Where in the SLP Program the Underlined Concepts are Addressed</td>
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<tr>
<td><strong>CD 756</strong>: Advanced Diagnosis in Communicative Disorders—Key Assignment/Assessment: Midterm and Final Exam Average</td>
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<tr>
<td><strong>CD 768</strong>: Advanced Clinical Skills—Key Assignment/Assessment: Case Study Report</td>
</tr>
<tr>
<td>Demonstrates Proficiency with Interpreters/Translators:</td>
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<tr>
<td><strong>CD 707</strong>: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Curriculum-Based Project</td>
</tr>
<tr>
<td><strong>CD 711</strong>: Seminar in Therapy for Functional Communicative Disorders—Key Assignment/Assessment: Final Therapy Report</td>
</tr>
<tr>
<td><strong>CD 713</strong>: Seminar in Therapy for Organic Communicative Disorders—Key Assignment/Assessment: Final Therapy Report</td>
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<td><strong>CD 756</strong>: Advanced Diagnosis in Communicative Disorders—Key Assignment/Assessment: Midterm and Final Exam Average</td>
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<td><strong>CD 768</strong>: Advanced Clinical Skills—Key Assignment/Assessment: Case Study Report</td>
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<tr>
<td><strong>CD 880</strong>: Advanced Communication Therapy—Key Assignment/Assessment: Clinical Evaluation</td>
</tr>
<tr>
<td><strong>CD 884</strong>: Advanced Clinical Practicum in Diagnosis in Communicative Disorders—Key Assignment/Assessment: Clinical Evaluation</td>
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**SLP Standard 5: Management of Speech and Language Disorders**

Each candidate exhibits comprehension of methods *in a school setting* 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.

**Exhibits comprehension of methods *in a school setting* of preventing communication disorders:**

| **CD 701**: Language Differences and Disorders in Children—Key Assignment/Assessment: Final Exam |
| **CD 707**: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Exam |
### ASHA Accredited Programs Must Show Where in the SLP Program the Underlined Concepts are Addressed

Disorders. Candidates use a variety of school-based service delivery models, which may include but are not limited to: pullout, push-in, group, classroom consultation and/or collaboration, and co-teaching. Candidates will have opportunities to use curriculum materials commonly used in a school’s core curriculum in the service delivery modes employed. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students in school settings. 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.

### Course/Assignment/Assessment

Course, assignments and/or assessments are indicated where the underlined concepts are addressed in the SFSU CD Program.

- **Therapy Technique Review Paper**
- **CD 725:** Student Teaching Workshop -- Key Assignment/Assessment: Oral Presentation of Case Study
- **CD 715:** Clinical/Rehabilitative Experience in Schools—Key Assignment/Assessment: Clinical Evaluation
- **Effective behavioral intervention strategies and effectively monitor the progress of students in school settings.**
- **CD 701:** Language Differences and Disorders in Children—Key Assignment/Assessment: Final Exam
- **CD 707:** Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Therapy Technique Review Paper
- **CD 768:** Advanced Clinical Skills—Key Assignment/Assessment: Case Study Report
- **CD 725:** Student Teaching Workshop -- Key Assignment/Assessment: Oral Presentation of Case Study
- **CD 715:** Clinical/Rehabilitative Experience in Schools—Key Assignment/Assessment: Clinical Evaluation
- **CD 711:** Seminar in Therapy for Functional Communicative Disorders—Key Assignment/Assessment: Final Therapy Report
- **CD 713:** Seminar in Therapy for Organic Communicative Disorders—Key Assignment/
- **CD 880:** Advanced Communication Therapy—Key Assignment/Assessment: Clinical Evaluation
- **CD 884:** Advanced Clinical Practicum in Diagnosis in Communicative Disorders-- Key Assignment/Assessment: Clinical Evaluation

### SLP Standard 6: School Field Experience

Each candidate will complete sufficient field experiences in the schools to demonstrate the knowledge, skills and abilities described in SLP Standards 1 through 5. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, field experiences in schools:

- **SPED 788:** Law, Ethics, and Instructional Planning—Key Assignment/Assessment: Teacher Interview
- **CD 701:** Language Differences and Disorders in Children—Key Assignment/Assessment: Final
and diverse populations that may range in age from birth to twenty-two. Candidates will participate and demonstrate proficiency in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and 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).

**Course/Assignment/Assessment**

Course, assignments and/or assessments are indicated where the underlined concepts are addressed in the SFSU CD Program

**Exam**

**CD 705**: Seminar in Aural Rehabilitation—Key Assignment/Assessment: Final Exam

**CD 707**: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Curriculum-Based Project

**CD 725**: Student Teaching Workshop --Key Assignment/Assessment: Oral Presentation of Case Study

**CD 715**: Clinical/Rehabilitative Experience in Schools—Key Assignment/Assessment: Clinical Evaluation

**Experiences with Individuals with Communicative Disorder Across Ages Birth to Age 22 years:**

**CD 725**: Student Teaching Workshop --Key Assignment/Assessment: Oral Presentation of Case Study

**CD 715**: Clinical/Rehabilitative Experience in Schools—Key Assignment/Assessment: Clinical Evaluation

**CD 711**: Seminar in Therapy for Functional Communicative Disorders—Key Assignment/Assessment: Final Therapy Report

**CD 713**: Seminar in Therapy for Organic Communicative Disorders—Key Assignment/

**CD 880**: Advanced Communication Therapy—Key Assignment/Assessment: Clinical Evaluation

**SLP Standard 7: Consultation and Collaboration**

Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel as part of a school field experience. 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 pullout intervention, instruction of small groups in the classroom, and teaching classroom lessons.

**Consultation and/or collaboration with teachers:**

**CD 706**: Counseling in Communicative Disorders—Key Assignment/Assessment: Counseling Interview

**CD 768**: Advanced Clinical Skills—Key Assignment/Assessment: Case Study Report

**CD 711**: Seminar in Therapy for Functional Communicative Disorders—Key Assignment/Assessment: Final Therapy Report

**CD 712**: Seminar in Therapy for Aural Disabilities—Key Assignment: Case Study

**CD 713**: Seminar in Therapy for Organic
### ASHA Accredited Programs Must Show Where in the SLP Program the Underlined Concepts are Addressed

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<td>Communicative Disorders—— Key Assignment/Assessment: Final Therapy Report</td>
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<td><strong>CD 880</strong>: Advanced Communication Therapy—Key Assignment/Assessment: Clinical Evaluation</td>
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<td><strong>CD 725</strong>: Student Teaching Workshop --Key Assignment/Assessment: Oral Presentation of Case Study</td>
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<td><strong>CD 715</strong>: Clinical/Rehabilitative Experience in Schools—Key Assignment/Assessment: Clinical Evaluation</td>
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<tr>
<td>Consult with Teachers re the IEP Process:</td>
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<td><strong>CD 712</strong>: Seminar in Therapy for Aural Disabilities—Key Assignment: Case Study</td>
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### SLP Standard 8: Assessment of Candidate Performance

Prior to recommending each candidate for a SLP services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting. 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.

Performance on the full range of knowledge and skills authorized by the credential in a school setting:

- **CD 701**: Language Differences and Disorders in Children—Key Assignment/Assessment: Final Exam
- **CD 707**: Advanced Seminar in Language Disorders in Children—Key Assignment/Assessment: Final Curriculum-Based Project
- **CD 711**: Seminar in Therapy for Functional Communicative Disorders— Key Assignment/Assessment: Final Therapy Report
- **CD 713**: Seminar in Therapy for Organic Communicative Disorders— Key
### ASHA Accredited Programs Must Show Where in the SLP Program the Underlined Concepts are Addressed

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<td>Assignment/Assessment: Final Therapy Report</td>
<td><strong>Speech, Language, Hearing, and Swallowing Mechanisms.</strong> 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.</td>
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<tr>
<td><strong>CD 712:</strong> Seminar in Therapy for Aural Disabilities—Key Assignment: Case Study</td>
<td>SLPSC Program Standard 1: Alignment of CTC and ASHA Standards</td>
</tr>
<tr>
<td><strong>CD 768:</strong> Advanced Clinical Skills—Key Assignment/Assessment: Case Study Report</td>
<td>CTC considered this standard was fully addressed by ASHA 2005 standards. CTC does not require further information to be submitted, beyond the method that ASHA employs to address the breadth of the curriculum to establish foundation knowledge of speech, language, hearing and swallowing mechanisms.</td>
</tr>
<tr>
<td><strong>CD 880:</strong> Advanced Communication Therapy—Key Assignment/Assessment: Clinical Evaluation</td>
<td>ASHA Standards: Knowledge and Skills</td>
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<td>CTC considered this standard was fully addressed by ASHA 2005 standards. CTC does not require further information to be submitted, beyond the method that ASHA employs to address the breadth of the curriculum to establish foundation knowledge of speech, language, hearing and swallowing mechanisms.</td>
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<tr>
<td><strong>CD 882:</strong> Internship II in CD-- Key Assignment: Clinical Evaluation</td>
<td><strong>ASHA Standards: Knowledge and Skills</strong></td>
</tr>
<tr>
<td><strong>CD 884:</strong> Advanced Clinical Practicum in Diagnosis in Communicative Disorders— Key Assignment/Assessment: Clinical Evaluation.</td>
<td><strong>December 15, 2011; REVISED, April, 2012 &amp; July, 2012; Resubmitted, July 17, 2012; Final Resubmission w/o Highlighting, Sept. 05, 2012</strong></td>
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</table>
The SFSU CD Program follows standards provided by ASHA, in accordance with the 2005 certification standards for knowledge and skills for speech-language pathology candidates (http://www.asha.org/Certification/slp_standards/). SLPSC Program Standard 1 is directly aligned with ASHA Standards III-A and III-B, which address the bases of human communication mechanisms and processes involved in speech, language, hearing and swallowing. The required curriculum in the SFSU CD Program is designed to meet the knowledge and skill requirements for these standards through introductory and advanced coursework. Prior to entering the CD graduate program, students are required to complete a minimum of 12 courses or 36 semester units in prerequisite coursework as part of their undergraduate, general education background that includes one course in each of four areas: biological sciences, physical sciences, math and social sciences. In addition, the SFSU CD Program requires all entering majors complete at least one linguistics course regarding language structure.

Foundation knowledge regarding the bases of human communication structures, mechanisms, functions and processes are addressed in a series of courses taken as a sequence in the first semester that include CD 660, which introduces human communication disorders in an overview course. In the same semester, students are required to complete CD 651, providing a foundation in anatomy and physiology of speech production; CD 652, introducing the structure of hearing, acoustics and the properties of sound; and CD 668, establishing knowledge of the typical processes of language development.

In the following semester, students complete CD 661, addressing the neurological bases of human communication and CD 664, the phonetic representation of English. From this foundation in the first two semesters of coursework, students are then prepared for more advanced analysis in subsequent semesters focused on speech production and articulation in CD 659; perception and hearing as part of aural rehabilitation in CD 705; and swallowing processes in CD 710.
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SLPSC Program 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.

**SLPSC Program Standard 2: Alignment of CTC and ASHA Standards**

This standard was considered addressed by ASHA 2005 standards. In addition, CTC required further information to be submitted, specifically regarding the underlined concepts of the SLPSC Program Standard specifically regarding the development of language and literacy skills as related to the core school curriculum. This information is provided below.

**ASHA Standards: Knowledge and Skills**

SLPSC Program Standard 2 is aligned with ASHA Standards III-B and III-C, which address the developmental correlates and disorders of human communication in nine areas of communication disorders including: articulation, fluency, voice/resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects and communication modalities. Curriculum provided within the SFSU CD Program to meet SLPSC Program Standard 2, based on ASHA Standards III-B and III-C, includes a sequence of courses addressing human communication development and disorders. Reference to the ASHA Standards is found at: [http://www.asha.org/Certification/slp_standards/](http://www.asha.org/Certification/slp_standards/).

Students first master foundation knowledge of human communication development in three of the first semester courses. **CD 668** serves as the foundation course to explore the stages of language development in early life through the developmental years, up to the early adult years. **CD 658** follows this first language development course and shifts to focus on language disorders, enabling students to contrast typical and atypical
development of language across the developmental stages of childhood, adolescence and adult years. In the introductory course, CD 660, students also gain knowledge of typical and atypical development related to a range of speech, language and hearing disorders. Further, in the second semester, students complete CD 661 in order to understand neural development and the adaptability of the brain across life stages. Also in the second semester, CD 654 provides an introduction to Audiometry and students gain hands on experience to administer hearing screening and to contrast typical and atypical hearing profiles.

In the second year of the program (third and fourth semesters), the emphasis of each course shifts to communication disorders, with greater focus on atypical development in the diagnosis of communicative disorders in CD 656; articulation, phonological disorders, and dialectical differences in CD 659; and voice and fluency disorders in CD 653. However, even with the primary learning outcomes in the area of atypical communication development, each of the second year courses also review and refer to typical speech, language and hearing development.

In the third and fourth year of the program, students gain knowledge and skill to identify, assess and intervene in communicative disorders including clinical methods across disorders (CD 768); language disorders with young children (CD 701); language and learning challenges in school-age children (CD 707); language disorders with adolescents and adults (CD 708); and swallowing disorders (CD 710). Each of the language development and disorder courses, from the introductory to advanced levels, including CD 668, 658, 701, and 707 include content that examines language differences in comparison to disorders. The complex relationships between second language acquisition, dialectical differences, cultural influences and cultural competence in speech-language pathology services are explored throughout the curriculum. Finally, CD 706 guides students to master counseling skills that foster collaboration with families and professionals.

Supplemental Information

Underlined concepts in SLPSC Standard 2 address literacy, phonological awareness, and speech and language skills to access the core curriculum. These concepts are directly and explicitly addressed in several courses from introductory knowledge to advanced level of application. CD 668 provides a foundation of developmental knowledge regarding emergent literacy and the relationship between oral speech and language development and early school literacy. In the following semester, students are prepared to examine stages of literacy and intervention strategies for children at-risk of communicative disorders and later learning challenges in the school years in CD 658. Advanced coursework in language disorders among young children (CD 701) and in school-age children (CD 707), the stages of phonological awareness, developing literacy and intervention strategies are mastered. Further, CD 707 requires field work in school settings to analyze classroom expectations for speech and language skills to support learning in the context of the core curriculum. Students complete designed with
research-based strategies to support language and literacy relative to the core curriculum standards required in the classroom.
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SLPSC Program 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.

SLPSC Program Standard 3: Alignment of CTC and ASHA Standards

This standard was considered fully addressed by CTC, specifically because ASHA 2005 standards are comprehensive in relation to this SLPSC Program Standard. CTC does not require further information to be submitted, beyond the method that ASHA employs to address the breadth of the curriculum to establish foundation knowledge of speech, language, hearing and swallowing mechanisms.

ASHA Standards: Knowledge and Skills

SLPSC Program Standard 3 is aligned with ASHA Standard III-C, which address the communicative disorders in nine areas including: articulation, fluency, voice/resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects and communication modalities. Curriculum provided within the SFSU CD Program to meet SLPSC Program Standard 2, based on ASHA Standard III-C, includes a sequence of courses addressing human communication disorders. Reference to the ASHA Standards is found at: (http://www.asha.org/Certification/slp_standards/).

The SFSU CD curriculum provides a structured sequence of foundation knowledge that increasingly becomes more advanced as students progress through the CD Program. In the first semester, students develop knowledge of a range of human communication disorders in the introductory course, CD 660. Within the same semester, students establish foundation knowledge of anatomy and physiology of the speech mechanism in CD 651; build knowledge of language development in CD 668; and master fundamentals of hearing processes in the introduction to audiology in CD 652.

In the second semester, students advance from basic knowledge of hearing processes to screening for hearing disorders and interpreting profiles through examining audiograms of individuals with hearing loss and related auditory disorders in CD 654. Also in the second semester, students progress from knowledge of the bases of typical
language development to master knowledge of language disorders across the developmental stages of childhood through adolescence in CD 658.

At the completion of the first year of coursework, students are prepared to master concepts of articulation and phonological disorders in CD 659; and differential diagnosis of speech and language disorders in children in CD 656 in the second year of the program. In the second half of the second year, students complete CD 653, which reviews more advanced concepts specific to voice and fluency disorders and builds on the basic knowledge gained in the first year of the program. Also in the second ½ of the second year, students also complete CD 663 or SPED 743, gaining knowledge of Augmentative and Alternative Communication (AAC) and a range of related communication modalities.

In the third year, students are prepared to gain deeper knowledge of communication disorders that includes language differences and disorders in CD 701; language learning disorders in CD 707; aural rehabilitation for hearing and related auditory disorders in CD 705; neurogenic language disorders in teens and adults; motor speech disorders in CD 709; and swallowing disorders in CD 710. Also in the third year of graduate work, students complete course work to enable more advanced diagnostic skills in CD 756; counseling families and students in CD 706; and clinical methods to enter intervention practice in CD 768.
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SLPSC Program 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 a school setting 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 in a school setting, 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.

SLPSC Program Standard 4: Alignment of CTC and ASHA Standards

This standard was considered addressed by ASHA 2005 standards. In addition, CTC required further information to be submitted, specifically regarding the underlined concepts of the SLPSC Program Standard specifically including competency in school settings and services for students of culturally and linguistically diverse backgrounds. This information is provided below.

ASHA Standards: Knowledge and Skills

SLPSC Program Standard 4 is aligned with ASHA Standards III-D, III-E, III-F, III-H, and IV-G, which address prevention, intervention and supervised field experiences in nine areas of communication disorders including: articulation, fluency, voice/resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects and communication modalities. Curriculum provided within the SFSU CD Program to meet SLPSC Program Standard 4, based on ASHA Standards, listed above, includes a sequence of courses, practica, and internships that result in knowledge and skills for the candidate. Reference to the ASHA Standards is found at: (http://www.asha.org/Certification/slp_standards/).

As already described, candidates progress through the CD program in a sequence that requires demonstration of foundation and advanced knowledge in the first two years
and applied practice in the final two years of Master’s degree program. SLPAC Standard 4 addresses the practicum and internship aspects of the program, which candidates begin in their third year of the program, following completion of foundation courses. Particular courses are important to prepare for practical experience, and these include courses with hands-on components in the first and second years of study, including: **CD 654**, focused on audiology and hearing screening; **CD 656**: requiring students to master diagnostic practices; and **CD 663/SPED 743** addressing AAC and communication modalities.

**Supplemental Information: Academic Preparation**

In the final two years of the program, graduate students in CD complete advanced courses that focus on school-based SLP services. In particular, **CD 707** addresses school-age students with learning and language challenges, requiring candidates to plan screening and assessment programs in school settings, including a major focus on designing assessments with children with cultural and linguistically diverse backgrounds. Experiences include least biased assessment methods and effective use of interpreters/translators to determine language needs of children who are English Language Learners. Further, in **CD 725**, the student teaching seminar, candidates interpret assessment results and exam school policies and procedures regarding practices to serve children with language differences versus disorders related to bilingual development. Additional coursework in **CD 768**, focused on clinical methods and **CD 756**, advanced diagnostic processes with acquired language disorders requires candidates to demonstrate knowledge and skill to design and to interpret screening and assessment processes that account for cultural and linguistically diverse profiles of each individual.

**Supplemental Information: Clinical and Internship Experiences**

Also completed in the final two years of the graduate program, on-campus practicums with children and adults (**CD 880, 711 and 713**); school internship (**CD 715**); and adult internships (**CD 884**) require candidates to administer, interpret and to develop intervention plans based on assessments conducted with individuals of culturally and linguistically diverse backgrounds.
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SLPSC Program Standard 5

Management of Speech and Language Disorders. Each candidate exhibits comprehension of methods in a school setting of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of school-based service delivery models, which may include but are not limited to: pullout, push-in, group, classroom consultation and/or collaboration, and co-teaching. Candidates will have opportunities to use curriculum materials commonly used in a school’s core curriculum in the service delivery modes employed. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/ socioeconomically diverse populations, including the use of interpreters/ translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students in school settings. 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.

SLPSC Program Standard 5: Alignment of CTC and ASHA Standards

This standard was considered addressed by ASHA 2005 standards. In addition, CTC required further information to be submitted, specifically regarding the underlined concepts of the SLPSC Program Standard specifically regarding SLP services in school settings including behavioral intervention and progress monitoring. This information is provided below.

ASHA Standards: Knowledge and Skills

SLPSC Program Standard 5 is aligned with ASHA Standards III-D, IV-C, IV-D, IV-F and IV-G, which address prevention, intervention and supervised field experiences in nine areas of communication disorders including: articulation, fluency, voice/resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects and communication modalities with individuals of culturally, linguistically, and socioeconomically diverse backgrounds. Curriculum provided within the SFSU CD Program to meet SLPSC Program Standard 5, based on ASHA Standards, listed above includes a sequence of courses, practica, and internships that result in knowledge and skills for the candidate. Reference to the ASHA Standards is found at: (http://www.asha.org/Certification/slp_standards/).
In the more advanced stages of the CD Program, beginning in the second year and through the third year, candidates develop knowledge of speech and language disorders and research-based intervention approaches to support children and adults with a range of needs that include but are not restricted to: voice and fluency disorders (CD 653), articulation and phonology disorders (659), communication modalities including AAC (CD 663/SPED 743); language disorders among culturally and linguistically diverse populations (701); receptive and expressive language disorders related to literacy (CD 707); hearing disorders (CD 705); traumatic brain injury (CD 708); motor speech disorders (CD 709); and swallowing disorders (CD 710). Through deepening knowledge of the variables that contribute to these prevalent communication disorders, candidates then develop skills to plan intervention that supports individuals to participate and learn within the context of the core school curriculum. Research skills to identify evidence-based practice in SLP services in school settings are infused throughout the above courses and particularly addressed in the research methods course, ISED 797.

**Supplemental Information: Academic Preparation**

Supplemental course work that builds on the content knowledge gained in communicative disorders includes school-based methods to implement prevention and intervention programs for students served in special education programs. Candidates gain understanding of the legal and policy requirements for SLP services in school settings in SPED 788 and CD 707. Knowledge and skill to support students with behavioral challenges are addressed in several courses including CD 701, 707, and 768. Students are required develop intervention plans that include behavioral management in school settings in CD 725, the student teaching seminar. Further methods of evaluation and design of progress monitoring are also addressed in CD 725.

**Supplemental Information: Clinical and Internship Experiences**

In the final two years of graduate study, candidates demonstrate progressive mastery of clinical intervention in on-campus practicums settings with children and adults (CD 880, 711 and 713); school internship settings (CD 715); and adult internships (CD 884). Successive clinical and internship experiences prepare students to implement school-based SLP services that include implementation of collaboration with teachers and parents; and a range of pullout, push-in, classroom consultation and co-teaching methods of service delivery. Further, behavioral intervention and progress monitoring are demonstrated and evaluated to determine that the candidate’s competence level is appropriate for entry into the profession.
School Field Experience. Each candidate will complete sufficient field experiences in the schools to demonstrate the knowledge, skills and abilities described in SLP Standards 1 through 5. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate and demonstrate proficiency in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and 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).

SLPSC Program Standard 6: Alignment of CTC and ASHA Standards

This standard was considered addressed by ASHA 2005 standards. In addition, CTC required further information to be submitted, specifically regarding the underlined concepts of the SLPSC Program Standard specifically regarding field-based experiences in schools with students that may range from birth to age 22 years. This information is provided below.

ASHA Standards: Knowledge and Skills
SLPSC Program Standard 6 is aligned with ASHA Standard IV-B and IV-G, which address supervised field experiences in nine areas of communication disorders including: articulation, fluency, voice/resonance, receptive/expressive language, hearing, swallowing, cognitive aspects, social aspects and communication modalities. Curriculum provided within the SFSU CD Program to meet SLPSC Program Standard 6, based on ASHA Standards, listed above, includes a sequence of practica, and internships that result in knowledge and skills for the candidate. Reference to the ASHA Standards is found at: (http://www.asha.org/Certification/slp_standards/).

Following completion of the first three years of course work in the CD program, candidates are prepared to enter fieldwork. Completion of foundation courses including diagnostic methods (CD 656) and language disorders (CD 658), in particular, prepare the candidate to begin field work in on-campus clinical training and off-campus internships to demonstrate knowledge and skills of SLP services with students with communicative disorders, from birth to 22 years of age.

Supplemental Information: Academic Preparation
In addition to foundation knowledge of communicative disorders, candidates master advanced knowledge of language differences and disorders in culturally diverse populations (CD 701); literacy and language development (CD 707); aural rehabilitation (CD 705); school-based service delivery models (CD 725); and IFSP/IEP processes and professional responsibilities (SPED 788) prior to field work in school settings.

**Supplemental Information: Clinical and Internship Experiences**

In the final two years of graduate study, candidates demonstrate the progressive development of clinical competence through completion of on-campus practicums settings with children and adults (CD 880, 711 and 713). Following on-campus clinical training, candidates are prepared to complete field work to implement the role of the school-based SLP in CD 715, an entire semester assuming responsibility for the entire caseload, under guidance of a Master Clinician in school settings that may include students from birth through age 22 years.
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SLPSC Program Standard 7

**Consultation and Collaboration.** Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel as part of a school field experience. 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 pullout intervention, instruction of small groups in the classroom, and teaching classroom lessons.

SLPSC Program Standard 7: Alignment of CTC and ASHA Standards

This standard was considered addressed by ASHA 2005 standards. In addition, CTC required further information to be submitted, specifically regarding the underlined concepts of the SLPSC Program Standard regarding school-based collaboration and the IEP process. This information is provided below.

**ASHA Standards: Knowledge and Skills**

SLPSC Program Standard 7 is aligned with ASHA Standard IV-B and IV-G, which address supervised field experiences and effective collaborative skills to serve individuals with a variety of communicative disorders. Curriculum provided within the SFSU CD Program to meet SLPSC Program Standard 7, based on ASHA Standards, listed above, includes a sequence of practica and internships that result in knowledge and skills for the candidate. Reference to the ASHA Standards is found at: [http://www.asha.org/Certification/slp_standards/](http://www.asha.org/Certification/slp_standards/).

Consultation and collaboration are the focus of several foundation courses in the CD Program. In the first two years, candidates complete course work that includes collaborative projects with students within each classes and often with students in another discipline. Such courses include CD 658, which requires a collaborative language assessment, CD 659, which requires collaborative teams in articulation and phonology transcription, and CD 663/SPED 743 which requires collaborative development of AAC systems in teams.

Supplemental Information: Academic Preparation

In addition to collaborative work in foundation courses, candidates demonstrate understanding, knowledge and skill to plan and to implement collaboration in CD 706, focused on counseling with students and families; CD 768, requiring collaborative
intervention planning with peers; and CD 725 and 712, including collaborative consultation with teachers and related services professionals.

Supplemental Information: Clinical and Internship Experiences
In the final two years of graduate study, candidates demonstrate the progressive development of clinical competence through completion of on-campus practicums settings with children and adults (CD 880, 711 and 713). Following on-campus clinical training, candidates are prepared to complete fieldwork to implement consultation and collaboration with teachers, related personnel and families in participation and leadership in the IFSP/IEP process. Through the completion of the school internship (CD 715), the adult internship (CD 882), and advanced diagnostic clinic (CD 884), the candidate demonstrates consultation and collaboration in multiple settings to support students with communicative disorders to communicate and to learn in classroom settings.
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SLPSC Program Standard 8

**Assessment of Candidate Performance.** Prior to recommending each candidate for a SLP services credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting. 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.

SLPSC Program Standard 8: Alignment of CTC and ASHA Standards

This standard was considered addressed by ASHA 2005 standards. In addition, CTC required further information to be submitted, specifically regarding the underlined concepts of the SLPSC Program Standard specifically related to evidence of the demonstration of the breadth of SLP knowledge and skills in school settings. This information is provided below.

**ASHA Standards: Knowledge and Skills**

SLPSC Program Standard 8 is aligned with ASHA Standards III-G, III-H, IV-A, IV-E, V-A, V-B and V-C, which address professionalism, formative and summative assessment of the candidate’s knowledge and skills through a sequence of coursework and practice in the full range of knowledge and skills required for entry into the profession. Assessment of the candidate throughout and at the completion of the program is supervised and documented to meet SLPSC Program Standard 8, based on ASHA Standards, listed above. Reference to the ASHA Standards is found at: [http://www.asha.org/Certification/slp_standards/](http://www.asha.org/Certification/slp_standards/).

Formative and summative assessments are conducted throughout the candidate’s progress through the CD Program. Each academic and clinical course includes ongoing evaluation, midterm and final assessments to determine satisfactory master of knowledge and skills required by ASHA and CTC for entry into the profession of as an SLP.

Supplemental Information: Academic Preparation

In addition to formative and summative assessment through the candidate’s progress through the graduate program, particular benchmarks serve as documentation of
mastery of required knowledge and skill. Particular courses require completion of milestones in the program that include child-focused case studies in CD 701, school-based intervention studies in CD 707, and clinical writing in CD 768. Further, students must demonstrate research analysis skills to link research to practice in ISED 797 and evidence-based intervention in school settings in CD 712 and 725. Evaluation of student performance in each of the above courses and benchmark projects are critical to completion of the degree and SLPSC requirements, as they are included in each candidate’s ePortfolio.

Supplemental Information: Clinical and Internship Experiences

Throughout clinical training that begins in the final two years of graduate study, candidates are evaluated regarding mastery of clinical competencies, beginning with on-campus practicums settings with children and adults (CD 880, 711 and 713). Following on-campus clinical training, candidates complete fieldwork in schools (CD 715), hospitals (CD 882), and advance diagnostic clinic (CD 884). In each of these settings, consultation with the SFSU faculty supervisor, Master Clinician and student form the basis for documentation of formative and summative evaluation. In the school setting, particularly, candidates are coached to assume all duties of the SLP in the schools. Evaluation is conducted through daily consultation with the Master Clinician, midterm and final assessment with the student, Master Clinician, and SFSU supervisor and student. Verification of mastery represents consensus of all parties, with final approval provided by the CD Program Director.

Summary: SFSU CD Courses, Clinical Practica and Internship Required to Address SLPSC Specialty Program Standards

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<tr>
<th>SLPSC Specialty Specific Program Standards</th>
<th>SFSU CD M.S. Courses</th>
<th>SFSU CD M.S. Clinical &amp; Internship Experiences</th>
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<tr>
<td>1 Speech, Language, Hearing, and Swallowing Mechanisms</td>
<td>CD 660, 651, 652, 659, 661, 664, 668, 705, 710</td>
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</tr>
<tr>
<td>2 Child Development and Speech, Language, and Hearing Acquisition</td>
<td>CD 660, 661, 668, 653, 654, 656, 658, 659, 701, 706, 707, 708, 710, 768</td>
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<tr>
<td>4 Assessment of Speech and Language Disorders</td>
<td>CD 654, 656, 663/743, 707, 725, 756, 768</td>
<td>CD 711, 713, 880, 715, 884</td>
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<td>5 Management of Speech and Language Disorders</td>
<td>CD 653, 659, 701, 705, 707, 708, 709, 710, 712, 725, 768, 663/SPED 743, CD 768, ISED 797, SPED 788</td>
<td>CD 711, 713, 880, 715</td>
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<tr>
<td>SLPSC Specialty Specific Program Standards</td>
<td>SFSU CD M.S. Courses</td>
<td>SFSU CD M.S. Clinical &amp; Internship Experiences</td>
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<tr>
<td>6 School Field Experience</td>
<td>CD 656, 658, 701, 707, 712, 725, SPED 788</td>
<td>CD 711, 713, 880, 715</td>
</tr>
<tr>
<td>7 Consultation and Collaboration</td>
<td>CD 658, 659, 663/SPED 743, 706, 725, 712, 768</td>
<td>CD 880, 711, 713, 715, 882, 884</td>
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<tr>
<td>8 Assessment of Candidate Performance</td>
<td>CD 701, 707, 768, 712, 725, ISED 797</td>
<td>CD 880, 711, 713, 715, 882, 884</td>
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SUBSECTION B: MS CD COURSE DESCRIPTIONS
AND LINKS TO SYLLABI

<table>
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<th>COURSE NUMBER</th>
<th>TITLE</th>
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<tr>
<td>CD 664</td>
<td>Clinical Phonetics</td>
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<tr>
<td></td>
<td>Speech sounds of American English and the development of phonology. IPA transcription experience applied with regard to human diversity.</td>
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<tr>
<td>CD651</td>
<td>Anatomy and Physiology of the Speech Mechanism</td>
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<td></td>
<td>Normal structures and functioning of respiration, phonation, resonation and articulation</td>
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<td>CD652</td>
<td>Audiology</td>
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<td>Structure and function of the ear; study of sound as related to hearing mechanism; causes, implication, and techniques of determination of hearing impairment.</td>
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<tr>
<td>CD653</td>
<td>Fluency and Voice Disorders</td>
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<tr>
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<td>The causes of stuttering; current theories and therapies relative to stuttering in children and adults. Habilitation and rehabilitation of children and adults with organic and non-organic voice disorders. Previously offered as CD705 and CD709.</td>
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<tr>
<td>CD654</td>
<td>Audiometry</td>
<td>3</td>
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<tr>
<td></td>
<td>Pure-tone and bone conduction hearing testing. Masking, immittance testing, electrophysiological testing, pediatric audiology, speech Audiometry and public school hearing/conversation program.</td>
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<tr>
<td>CD656</td>
<td>Diagnosis of Communicative Disorders</td>
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<td></td>
<td>Diagnosis of communicative disorders. Observation, language sample analysis, and distinctive feature analysis.</td>
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<tr>
<td>CD658</td>
<td>Communication Development and Disorders</td>
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<tr>
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<td>Language acquisition, disorders and their causes in school-age children. Application of diagnostic and intervention techniques.</td>
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<tr>
<td>CD659</td>
<td>Articulatory and Phonological Disorders</td>
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</tr>
<tr>
<td></td>
<td>Disordered articulation; accent/dialectal differences; normal phonological processes; phonological disorders and distinctive features. Practicum for diagnosis and therapy for articulation, phonological, and accent problems.</td>
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</tr>
<tr>
<td>CD660</td>
<td>Communicative Disorders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Voice disorders, adult neurogenic disorders, stuttering, cerebral palsy, and craniofacial anomalies. Etiology, pathology, diagnosis, and intervention techniques.</td>
<td></td>
</tr>
<tr>
<td>CD661</td>
<td>Neurolinguistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Seminar in cortical and sub-cortical components of language processing with attention to current research on the central nervous system and its application to speech, language and</td>
<td></td>
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<tr>
<td>COURSE NUMBER</td>
<td>TITLE</td>
<td>UNITS</td>
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</tr>
<tr>
<td>CD663</td>
<td>Augmentative and Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction and applied experiences with Augmentative and Alternative Communication (AAC), including low- and high-tech systems. Assessment, team collaboration, funding, and use of AAC within the context of designing systems that meet the functional communication needs of individuals.</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>SPED 743 Augmentative and Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction and applied experiences with Augmentative and Alternative Communication (AAC), including low- and high-tech systems. Assessment, team collaboration, funding, and use of AAC within the context of designing systems that meet the functional communication needs of individuals.</td>
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</tr>
<tr>
<td>CD668</td>
<td>Language Acquisition and Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Exploration of the acquisition patterns of normal speech, language, and pragmatic behaviors. Theories of language development, phonology, morphology, syntax, and semantics. Language analysis with typically developing children.</td>
<td></td>
</tr>
<tr>
<td>CD701</td>
<td>Language Differences and Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Language disorders and differences in children. Verbal, written, signed, and other symbolic disorders; oral communication. Etiology, diagnosis, and assessment of differences and disorders; intervention strategies.</td>
<td></td>
</tr>
<tr>
<td>CD705</td>
<td>Seminar in Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Psychological, educational, and sociological implications of hearing loss. Aural rehabilitation: including speech reading, auditory training, amplification and speech conservation and/or improvement. Previously offered as CD653.</td>
<td></td>
</tr>
<tr>
<td>CD706</td>
<td>Counseling in Communicative Disorders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Counseling of communicatively disordered individuals and their families. Theories and methods as they apply to the unique disorder. Experimental opportunities for analyzing individual counseling processes.</td>
<td></td>
</tr>
<tr>
<td>CD707</td>
<td>Advanced Seminar in Language Disorders Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Assessment, intervention and organizational procedures for use with classes that include children of various ages with language disorders.</td>
<td></td>
</tr>
<tr>
<td>CD708</td>
<td>Seminar in Neurogenic Disorders of Language</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Assessment and rehabilitation of adults who have neurogenic disorders of language. Aphasia, right hemisphere dysfunction, and traumatic head injury and dementia.</td>
<td></td>
</tr>
<tr>
<td>CD709</td>
<td>Seminar in Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Assessment and rehabilitation of adults and children with motor speech disorders, i.e., apraxia and the dysarthrias. Previously offered as CD710.</td>
<td></td>
</tr>
<tr>
<td>CD710</td>
<td>Seminar in Dysphagia</td>
<td>3</td>
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<tr>
<td>COURSE NUMBER</td>
<td>TITLE</td>
<td>UNITS</td>
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<tr>
<td>---------------</td>
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</tr>
<tr>
<td>Assessment and rehabilitation of adults and children who have dysphagia.</td>
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<tr>
<td>CD711</td>
<td>Seminar in Therapy for Functional CD</td>
<td>1</td>
</tr>
<tr>
<td>Concurrent enrollment in 880. Communication therapy with functional speech and language disorders; articulation, delayed speech, and stuttering. May be repeated for a total of 3 units.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD712</td>
<td>Seminar in Therapy for Aural Disabilities in CD</td>
<td>1</td>
</tr>
<tr>
<td>Concurrent enrollment in 715 or 880. Communication therapy with aural disability.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD713</td>
<td>Seminar in Therapy for Organic CD</td>
<td>1</td>
</tr>
<tr>
<td>Concurrent enrollment in 880. Therapy with speech and language disorders resulting from central nervous system and/or other organic function. May be repeated for a total of 3 units.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD715</td>
<td>Clinical/Rehabilitative Experience in the Schools</td>
<td>5-8</td>
</tr>
<tr>
<td>Concurrent with 725. Clinical/rehabilitative experience with language, speech, and/or hearing handicapped children in school settings. Open only to credential candidates who have completed prerequisites.</td>
<td></td>
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</tr>
<tr>
<td>CD725</td>
<td>Student Teaching Workshop: Communicatively Handicapped</td>
<td>1</td>
</tr>
<tr>
<td>CD756</td>
<td>Advanced Diag. Communicative Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Selection of assessments applicable to the diagnosis of communicative disorders. Proficiency in assessment tools and interpretation of results.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD768</td>
<td>Advanced Clinical Skills</td>
<td>3</td>
</tr>
<tr>
<td>Analysis of fundamental, transitional, and complex skills that have been shown to positively effect treatment outcomes in the practice of speech-language therapy.</td>
<td></td>
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</tr>
<tr>
<td>CD880</td>
<td>Advanced Communication Therapy</td>
<td>2</td>
</tr>
<tr>
<td>Supervised clinical methods and practice in communication rehabilitation. May be repeated for a total of 10 units.</td>
<td></td>
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<tr>
<td>CD882</td>
<td>Internship II in CD</td>
<td>3-6</td>
</tr>
<tr>
<td>Practicum in hospital or agency setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD884</td>
<td>Advanced Diagnosis in CD</td>
<td>3</td>
</tr>
<tr>
<td>Supervised clinical diagnosis of communicative disorders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISED797</td>
<td>Seminar in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>Identification and analysis of research problems; methodology; techniques including sufficient familiarity with descriptive statistics to interpret writing; application of findings to field problems.</td>
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</tr>
<tr>
<td>SPED 788</td>
<td>Law, Ethics &amp; Instructional Planning</td>
<td>3</td>
</tr>
<tr>
<td>This course examines the legal foundations and requirements for providing public educational services to students with disabilities, including collaboration with parents and professionals, individualized education and family support plans, technology and universal design, response to</td>
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</tr>
</tbody>
</table>
### COURSE NUMBER | TITLE | UNITS
---|---|---
| | intervention, and issues related to post-secondary transition (Addresses Program Standard: 2, Professional, Legal & Ethical Pract.; 4, Communication & Collaboration; 6, Ed. & Assist. Tech.; 8, IEP/IFSP & Transition). |
Assessment of Candidate

The MS degree in Communicative Disorders follows university policy, requiring graduate students to maintain an average grade point average of 3.0 across all graduate level coursework. In addition to the minimum standard of the GPA, MS and SLPSC candidates are evaluated through summative and formative evaluation methods related to Standard 1. Each of these methods is described below.

**NCATE Evaluation System and Key Assignments**

The Communicative Disorders Program in the Department of Special Education is included in the NCATE Evaluation System for the Graduate College of Education at SFSU. As stated in previous sections of this report, “The Graduate College of Education at San Francisco State University developed a summative evaluation system that assesses candidate performance in all campus credential courses offered across 43 credentials, managed by three colleges that meets both COA/CTC Program Standard 16 and National Council for Accreditation of Teacher Education (NCATE) Standard 2 for evaluation. For a detailed discussion see the SFSU Report submitted to NCATE for their Joint COA/CTC re-visit in 2009 ([http://coe.sfsu.edu/docs/ncate/documents/Reports/SFSU_IR_Focused_Visit_Nov_09.pdf](http://coe.sfsu.edu/docs/ncate/documents/Reports/SFSU_IR_Focused_Visit_Nov_09.pdf)). Also, all information related to this credential evaluation system can be found at: [http://coe.sfsu.edu/ncate/](http://coe.sfsu.edu/ncate/).”

In compliance with the NCATE Evaluation System within the Graduate College of Education, the CD Program participates in all of the summative and formative components of the system. Of particular note is the determination of key assignments within each of the CD courses, submitted as part of the summative evaluation. Each of the key assignments selected in the CD courses represents an aggregate of skills for each candidate that include demonstration of knowledge, skills and dispositions that are critical student learning outcomes for each course. Each M.S. candidate who is also pursuing requirements for the SLPSC are assessed in the designated Key Assignment for each course. Instructors report the resulting scores for each student and these are then submitted to the aggregate data base at the department and college levels. The following table summarizes NCATE Key Assignments for CD coursework required to meet the SLPSC Specialty Standards.

**Summary of NCATE Key Assignments: Summative Assessments**

(Links are provided to selected assignments)
Admission to the CD Graduate Program

Evaluation of candidates for the MS CD Degree and SLPSC begins with application and admission to the CD Program. Candidates must apply and submit materials by December 15 for the following fall semester in two formats: online with CSU Mentor and a hard-copy to the College of Education Credentials Office. Applicants’ files are evaluated by the CD Faculty based on entry criteria for the university, which include a minimum GPA of 3.0, completeness of the application, and demonstration of **Written English Proficiency** through passing one of four designated standardized tests, including the GRE Analytical Writing Test, GMAT Analytic Writing Test, the TOEFL, the IELTS, Pearson Test of English or the CSET Writing Skills Test. CD Program criteria are further applied and include rating in five major areas: academic performance, writing skills, oral communication, clinical potential, recommendations by others, and experience in culturally diverse settings. In recent years, over 400 applicants were

<table>
<thead>
<tr>
<th>SFSU CD M.S. Courses</th>
<th>NCATE KEY Assignments</th>
<th>SLPSC Specialty Specific Program Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>651</td>
<td>Exam Average: Midterm &amp; Final</td>
<td>1, 3</td>
</tr>
<tr>
<td>652</td>
<td>Final Exam</td>
<td>1, 3</td>
</tr>
<tr>
<td>653</td>
<td>Final Exam</td>
<td>2, 3, 5</td>
</tr>
<tr>
<td>654</td>
<td>Final Exam</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>658</td>
<td><strong>Language Sample</strong></td>
<td>2, 3, 6, 7</td>
</tr>
<tr>
<td>656</td>
<td>Exam Average: Midterm &amp; Final</td>
<td>2, 3, 4, 6</td>
</tr>
<tr>
<td>659</td>
<td><strong>Final Project: Phonological Analysis and Intervention Plan</strong></td>
<td>1, 2, 3, 4, 7</td>
</tr>
<tr>
<td>660</td>
<td>Exam Average: Midterm &amp; Final</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>661</td>
<td>Exam Average: Midterm &amp; Final</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>663</td>
<td><strong>Service-Learning Portfolio: AAC System</strong></td>
<td>4, 5, 7</td>
</tr>
<tr>
<td>664</td>
<td>Final Exam</td>
<td>1</td>
</tr>
<tr>
<td>668</td>
<td><strong>Language Sample</strong></td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>701</td>
<td>Final Exam</td>
<td>2, 3, 5, 6, 8</td>
</tr>
<tr>
<td>705</td>
<td>Final Exam</td>
<td>3, 5</td>
</tr>
<tr>
<td>706</td>
<td><strong>Counseling Interview</strong></td>
<td>2, 3, 7</td>
</tr>
<tr>
<td>707</td>
<td><strong>Final Project</strong></td>
<td>2, 3, 4, 5, 6, 8</td>
</tr>
<tr>
<td>708</td>
<td>Final Exam</td>
<td>2, 3, 5</td>
</tr>
<tr>
<td>709</td>
<td>Exam Average: Midterm &amp; Final</td>
<td>3, 5</td>
</tr>
<tr>
<td>710</td>
<td>Exam Average: Midterm &amp; Final</td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td>711/713</td>
<td>Final Therapy Report</td>
<td>4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>712</td>
<td><strong>Case Study</strong></td>
<td>5, 6, 7, 8</td>
</tr>
<tr>
<td>715</td>
<td>Clinical Evaluation</td>
<td>4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>725</td>
<td>Oral Presentation: Case Study</td>
<td>4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>756</td>
<td>Exam Average: Midterm &amp; Final</td>
<td>4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>768</td>
<td><strong>Case Study Report</strong></td>
<td>2, 4, 5, 7, 8</td>
</tr>
<tr>
<td>880</td>
<td>Clinical Evaluation</td>
<td>4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>882</td>
<td>Clinical Evaluation</td>
<td>7, 8</td>
</tr>
<tr>
<td>884</td>
<td>Clinical Evaluation</td>
<td>7, 8</td>
</tr>
</tbody>
</table>
received, and an average of 10% are admitted annually. This attests to the rigor of the admissions process to the CD Program.

Individual Advising

Upon admission to the CD Program, candidates are required to complete academic advising at a minimum of once per semester. In addition, mandatory orientation sessions are held for CD Graduate students at the beginning of fall and spring semesters to review requirements and evaluation standards to progress in the program. Individual and group advising sessions are held with each graduate student to review progress in the program and to make adjustments as needed for individual students in course load; and the sequence of clinical and intern assignments. Each full-time tenure-track CD faculty member is responsible to advise graduate students, as advising is shared based on whomever is available. The shared model of advising ensures the greatest availability of advising to students, as coverage is coordinated so that one full-time faculty member is available during much of the week.

ePortfolio

ASHA Standards require graduate programs to conduct both formative and summative assessments, which are comprehensive evaluations of learning outcomes throughout a student's course of study and a culminating evaluation at the end of his/her program, including demonstration of mastery through a portfolio of graduate work. The graduation portfolio has been an important formative and summative assessment tool in the Communicative Disorders (CD) Program at San Francisco State University (SFSU) and has recently transitioned with an electronic format, or ePortfolio. Each graduate student is required to complete a well-organized portfolio as a final graduation requirement, in addition to other requirements. The ePortfolio is expected to demonstrate professional development, showcase their use of best practices, and articulate their professional philosophy. A portfolio shows a sample of the breadth and depth of a person's work. It is a visual resource for the presentation of a professional self in an engaging and accessible way. It allows students to define and highlight their own learning outcomes in ways that are meaningful to them and that are consistent with learner-centered education. Examples of ePortfolio guidelines and products are available at: http://cddemo.efollowworld.com/contents.

Faculty Review: Formative Student Evaluation

As required by accrediting institutions, foremost of which are ASHA, CTC, and NCATE, the SFSU maintains a regular formative evaluation to support student success in the graduate program. The system implemented is named the Learning Outcomes Verification System, and is designed to identify students who are not meeting minimum grade criteria of B or better in graduate coursework at the mid-point and end of each semester. All CD instructors participate in the LOVs process, reporting students of concern to the full-time, tenure-track faculty team who then develop remediation plans based on students’ individual needs. Remediation plans vary from counseling
with instructors to develop a study plan; linking the student with a peer tutor; regular meetings with the instructor; or in severe cases, determination of the need to drop the course or major with consultation of the advisor, student and instructor.

ASHA Knowledge and Skills Form

The ASHA Knowledge and Skills Form, also known as the KASA, provides a formative and summative evaluation tool to determine each student’s progress and completion of the M.S. and SLPSC Requirements. All ASHA and CTC requirements are included in one form for each student to track his/her progress through the program. Following successful completion of each graduate course, with a passing grade of C or better (keeping in mind that the overall GPA must be maintained at 3.0), students mark each completed requirement on their KASA form. These forms are completed and reviewed with CD Program faculty advisors during regular student advising each semester and at the completion of the graduate program, prior to approval by the CD Program Director.

Clinical Practicum Evaluation

Candidates for the MS CD Degree and the SLPSC complete a successive series of clinical practica and internship experiences in order to obtain required clock hours for certification by ASHA, credentialing by CTC, and licensing by the state of California as a Speech-Language Pathologist. Beginning with completion of three on-campus clinical practicum experiences (CD 880 + 711) and one adult practicum (CD 880 + 713), students accumulate approximately 75 of the required total hours for ASHA, CTC, and SLPALB (Speech Language Pathology and Audiology Licensing Board). Clinical skills in these beginning clinical experiences are supervised in a 1 instructor: 4 student ratio, provided ongoing mentoring and formative assessment. Summative assessment is conducted with the Clinical Evaluation, based on ASHA Knowledge and Skills for clinical intervention.

School Internship Evaluation

The SFSU CD Program has established internship agreements with many schools around the SF Bay Area. Following completion of the on-campus clinical experiences, candidates are placed with a Master Clinician, an ASHA certified and CA licensed SLP, for up to 4 days per week in the school setting. The school internship requires that the candidate gradually assume all roles and responsibilities for the SLP caseload in the school, with the guidance of the Master Clinician. Summative assessment is conducted by the Master Clinician with the Clinical Evaluation, based on ASHA Knowledge and Skills for clinical intervention. In addition, an assigned SFSU Supervisor visits the school site 1-2 times during the semester to determine the candidate’s progress toward mastery of the clinical skills within the context of the school environment. Following the SFSU supervision visit, a meeting is conducted between the candidate, Master Clinician and SFSU supervisor to determine the candidate’s strengths, any weaknesses, and areas of concern for further development. Plans are developed for follow-up, as needed.
The results of the meeting are documented in the Supervision Site-Visit Summary, and copies provided to the candidate, Master Clinician, SFSU Supervisor and CD Faculty School Internship Coordinator.

Adult Internship Evaluation

The SFSU CD Program has established internship agreements with many hospitals, skilled nursing facilities, rehabilitation centers, and adult day programs around the SF Bay Area. Following completion of the on-campus clinical experiences, candidates are placed with a SLP Mentor in an adult program, an ASHA certified and CA licensed SLP, for up to 4 days per week in the adult program setting. The adult internship requires that the candidate gradually assume all roles and responsibilities for the SLP caseload in the adult program, with the guidance of the SLP Mentor. Summative assessment is conducted by the SLP Mentor with the Clinical Evaluation, based on ASHA Knowledge and Skills for clinical intervention. In addition, an assigned SFSU Supervisor visits the adult program site 1-2 times during the semester to determine the candidate’s progress toward mastery of the clinical skills within the context of the adult program environment. Following the SFSU supervision visit, a meeting is conducted between the candidate, SLP Mentor and SFSU supervisor to determine the candidate’s strengths, any weaknesses, and areas of concern for further development. Plans are developed for follow-up, as needed. The results of the meeting are documented in the Supervision Site-Visit Summary, and copies provided to the candidate, SLP Mentor, SFSU Supervisor and CD Program Coordinator.

Credential Approved Program Document

Candidates are to complete the Credential Approved Program (CAP) form as part of the application for student teaching, which is due one semester prior to the semester candidates intend to student teach. CAP forms are reviewed and signed by the candidate’s advisor. The CAP document is the university’s approved document needed for the candidate’s name to be forwarded to CCTC by the university. (see: http://gcoe.sfsu.edu/sped/accreditation/preliminary-teaching-standards)

M.S. Culminating Experience

CD Graduate students have three options to complete the MS Culminating Experience: (a) written comprehensive exam plus adult internship, (b) Master’s thesis plus adult internship, or (c) Field study plus adult internship prior to graduation. Candidates who plan to complete a Master’s Thesis or Field Study must submit a Proposal for Culminating Experience, requiring review by a committee of CD faculty members to evaluate and approve the study. Following completion of any of the three options selected, a report of completion is submitted to indicate that the candidate has demonstrated satisfactory performance of the culminating experience.

Praxis Exam for Certification and Licensure
In addition to the MS Culminating Experience, the candidate is required to take and pass the Praxis Exam in Speech-Language Pathology prior to graduation, in order to enter the field for the first year of employment as an SLP. The development of this exam is commissioned by ASHA and facilitated by the Educational Testing Service (ETS). It is a requirement for ASHA certification and California Licensing. A minimum score of 600 is required for passing. The first year of employment is referred to as the Clinical Fellowship Year as per ASHA requirements and the Required Professional Experience, as per the CA Licensing requirements.