

CTC Special Education Credentialing Reforms

CSHA Robert Powell 31 Aug. 2008
CSHA Board meeting Sept. 26/27 Discussions

CTC reforms of special education credentialing include a proposal for a new “**Communication Development Special Ed Teacher**” Credential. (*Watch for additional CTC staff details as to authorizations and training standards anticipated in September?*)

Draft Special Education “CD” Teacher Standards (*see the most recent draft 8/20/08 below*)

While initial CTC work groups recommended a “pre-intervention RtI type language/literacy” credential that would additionally collaborate with SLPs for children with IEPs and speech/language needs, July CTC design team discussions expanded that concept to more of the old SLP/Special Day Class teacher focusing on access to the core curriculum. This proposed new credential to be labeled as a Special Ed Teacher Communication Development Specialist. Roles to include academic assessment (screening and referral for diagnostic assessments?) and could include being the teacher of record for those with language disorders. Training standards and competencies are proposed to include CSET (CA Subject Exam for Teachers) requirements* and additional language development coursework.

*CTC CSET (CDE regs Title 5 section 80413) : <http://www.ctc.ca.gov/credentials/leaflets/cl674m.pdf>

**CTC CSET/LOTE: <http://www.ctc.ca.gov/credentials/leaflets/cl674m.pdf>

Draft Special Education Standards dated 8/5/08 (*includes all S.E. credential standards*)

[Draft standards/authorization for Education Specialist Teaching Credentials & Services Credentials](#) [MS Word]

CTC staff presentation at CSHA’s ‘08 Convention on proposed new credentialing options for services to students with speech-language needs:

[*Changes in Credentials to Provide Services to California Students with Speech-Language Needs*](#)

Education Specialist: Communication Development

Draft 8/20/08 from CTC staff

Education Specialist: Communication Development

CD Standard 1: Characteristics of Students with Communication (Disabilities or Development Needs?)

Candidates have knowledge of students identified per the categories of IDEA with Communication Development needs including but not limited to the following areas:

language development, social communication, school readiness skills, literacy development, academic competencies across the curriculum in listening, speaking, reading, writing and who demonstrate lack of communication and language literacy skills to access and have meaningful benefit from academic instruction.

Program Planning Prompts: (to follow)

CD Standard 2: Language Development

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

Below appears the Language Development standard from SLP’s. Is there something from this standard that should be in CD?

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.

Program Planning Prompts: (to follow)

CD Standard 3: Assessment and Evaluation of Language Skills (Communication Disabilities?)

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

Below appears the language from the SLP credential regarding assessment. Is there anything from this standard that should be in CD?

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 screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.

Program Planning Prompts: (to follow)

CD Standard 4: Academic Assessment and Instruction

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

Program Planning Prompts: (to follow)

CD Standard 5: Planning and Implementing Curriculum and Instruction

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

Program Planning Prompts:

CD Standard 6: Literacy Instruction

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

Program Planning Prompts: (to follow)

CD Standard 7: Social and Communication Skills

Each candidate identifies and utilizes the most appropriate technique/s for individual and group communication and plan activities to actively engage students with limited communication abilities in classroom and social activities appropriate to the age level of the student. Each candidate collaborates with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve meaningful social relationships. This includes assessment of verbal and non-verbal communication abilities and needs, identification of effective intervention techniques, social skill instruction and creating opportunities for interaction in a variety of educational environments. Candidates have skills in creating instructional and behavior support partnerships with parents/families/teachers/ employers.

Program Planning Prompts: (to follow)

CD Standard 8: Behavior Based Teaching Strategies

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

Program Planning Prompts: