

Standards of Quality/Effectiveness for the Education Specialist Credential Program

Core Standards for All Specialists and Services Credentials	Evidence Examples
<p>Standard 10: Professional, Legal, and Ethical Practices</p> <p>Each candidate demonstrates knowledge of the ethical standards, professional practice, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct</p>	
<p>Standard 11: Educational Policy and Perspectives</p> <p>Each candidate develops a professional perspective by examining educational policies and existing and emerging practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society</p>	
<p>Standard 12: Educating Diverse Learners with Disabilities</p> <p>Each candidate develops an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and aspiration of individual learners. The candidate demonstrates understanding of communication development and communication differences and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.</p>	
<p>Standard 13: Special Education Field Experience</p> <p>The program provides a sequence of field experiences involving a broad spectrum of interactions with diverse populations. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of special educators, including interactions with parents. Each candidate assumes other responsibilities of full-time teachers and service providers, and has at least one extended field experience, including student teaching, in a public school.</p>	
<p>Standard 15: Managing Learning Environments</p> <p>Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.</p>	
<p>Standard 16: Effective Communication & Collaborative Partnerships</p> <p>Each candidate demonstrates the ability to collaborate and communicate effectively with: 1) individuals with disabilities, 2) school administrators, general and special education teachers, specialists, paraprofessionals, and 3) community agency and related services personnel. The candidate works in partnership to design, implement, and evaluate integrated services that reflect transitional stages across the life span for all learners.</p>	

<p>Standard 17: Assessment, Curriculum, and Instruction</p> <p>Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implements instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.</p>	
<p>Core Standards for All Education Specialist Teaching Credential Programs</p>	
<p>Standard 19: Knowledge and Skills of Assessment in General Education</p> <p>Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements for the purpose of making ongoing instructional improvements.</p>	
<p>Standard 20: Curriculum and Instructional Skills in General Education</p> <p>Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to students who are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests, and learning styles in a variety of educational environments.</p>	
<p>Standard 21: General Education Field Experience</p> <p>Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that provide multiple opportunities to interrelate theories and practices in general education settings.</p>	
<p>Standards for the Education Specialist Credential in Physical & Health Impairments - Level I</p>	
<p>Standard 22: Population Characteristics of Physical and Health Impairments</p> <p>The candidate will demonstrate knowledge of disability characteristics and individual differences that characterize students with physical and health impairments.</p>	
<p>Standard 23: Historical and Legal Foundations of Physical and Health Impairments</p> <p>The candidate will demonstrate knowledge of the historical and contemporary practices of managing physical and health impairments including major legal, medical, educational, and philosophical models of treatment and social responsibilities.</p>	

<p>Standard 24: Developmental Issues in Learning</p> <p>Each candidate will demonstrate knowledge of and ability to implement instructional programs throughout the various stages and sequences of child growth and development, birth to 22 years, that are compatible with each student's identified needs and individual characteristics, including cultural, racial, linguistic, ethnic, gender, socioeconomic, cognitive, mobility, and behavioral differences.</p>	
<p>Standard 25: Instruction</p> <p>Each candidate demonstrates knowledge of each student's unique health, mobility, and cognitive needs that influence the development of specific instructional strategies required in the general education curriculum and in specialized curricula areas including independent living skills, career and vocational experiences, mobility and travel, communication skills and the development of social competence.</p>	
<p>Standard 26: Planning and Teaching Techniques</p> <p>Each candidate demonstrates the ability to prepare for students with physical and health impairments an IEP, IFSP, and ITP that includes: annual goals, short term objectives, instructional strategies and activities, and use of such high and low technology materials as may be individually required, assessment plans that are well defined and coordinated with each other and that reflect cross cultural and linguistic understanding, and equal access to the general education curriculum and student population.</p>	
<p>Standard 27: Instructional Service Delivery Models</p> <p>Each candidate demonstrates the ability to provide optimal learning experiences for students with physical and health impairments in a wide variety of educational placement options, included but not limited to the home, educational settings in hospitals and treatment centers, and segregated and integrated public school facilities.</p>	
<p>Standard 28: Student Communication Skills</p> <p>Each candidate demonstrates the ability to assess the verbal and non-verbal skills/abilities of students with physical and health impairments, identify the most appropriate technique 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</p>	
<p>Standard 29: Specialized Health Care</p> <p>Each candidate demonstrates knowledge of and the ability to access specialized health care techniques, regulations, and procedures that are required by students with physical and health impairments.</p>	