

Education Specialist Mild/Moderate Disabilities Program Standards

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

Standard	Candidate Competency	Course Title and Number												
		EDUC 500: Literacy and Learning	EDUC 544: The Law and Special Education	EDUC 548: Mental Health and Wellness	EDUC 562: Inclusive Pedagogy: Mathematics	EDUC 563: Inclusive Pedagogy: Intervention	EDUC 564: ELD & Issues of Diversity in Special Education	EDUC 566: Creating Positive Systems of Support through Assessment	EDUC 571: Collaboration for Inclusive Schools	EDUC 587: Fieldwork I	EDUC 588: Fieldwork II	EDUC 590/592: Student Teaching M/M	EDUC 667: Educational, Assistive, and Augmentative Technology for In-Classrooms	
Program Design Standards														
2	Candidates know the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.			A		P	P			I				
	Candidates demonstrate ethical standards, teaching, and evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.			A		P	P	P		I				
3	Candidates understand and accept differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.					P	P	A		I				

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	Candidates are knowledgeable of and able to apply pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.		<u>I</u> <u>A</u>				<u>P</u>	<u>P</u>								
	Candidates demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.		<u>P</u>				<u>P</u>	<u>A</u>								
4	Candidates communicate, collaborate and consult effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP.			<u>P</u>		<u>P</u>	<u>P</u>		<u>A</u>	<u>I</u>						
	Candidates are able to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs.				<u>P</u>	<u>P</u>	<u>P</u>	<u>A</u>	<u>I</u>							
	Candidates communicate 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.			<u>A</u>		<u>P</u>	<u>P</u>	<u>P</u>		<u>I</u>						
5	Candidates understand and use multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services.		<u>P</u>			<u>P</u>	<u>P</u>	<u>P</u>	<u>A</u>	<u>I</u>						
	Candidates demonstrate knowledge and skill needed to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.		<u>P</u>			<u>P</u>	<u>P</u>	<u>P</u>	<u>A</u>	<u>I</u>						

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	Candidates use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements.		I			P	P	P	A							
	Candidates demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.		I			P	P	P	A							
6	Candidates acquire the ability to use computer-based technology to facilitate the teaching and learning process.		P			P	P	P		I				A		
	Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting.		P			P	P	P		I				A		
	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.		P			P	P	P		I				A		
7	Candidates are able to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan.			A						P						
	Candidates collaborate with personnel from other educational and community agencies to plan for successful transitions by students.			A						P						
	Candidates demonstrate the knowledge and ability to teach students appropriate self-determination and expression skills.			A						P						

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8	Candidates 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.			<u>A</u>		<u>P</u>	<u>P</u>	<u>P</u>	<u>P</u>	<u>P</u>						
Preliminary Teaching Standards																
9	Candidates are able to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.		<u>A</u>				<u>P</u>	<u>P</u>								
	Candidates are able to meet the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.		<u>P</u>				<u>P</u>	<u>A</u>								
10	Candidates have knowledge of linguistic development, first and second language acquisition, positive and negative language transfers, and how home language literacy connects to second language development.		<u>P</u>					<u>A</u>								
	Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students' language acquisition.		<u>P</u>					<u>A</u>								
	Candidates possess skills for managing and organizing a classroom with first- and second-language learners.		<u>P</u>		<u>P</u>	<u>P</u>	<u>A</u>									

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	Candidates possess skills to collaborate with specialists and paraprofessionals.			<u>A</u>			<u>P</u>			<u>I</u>						
	Candidates understand the importance of students' family and cultural backgrounds, and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.		<u>P</u>	<u>A</u>			<u>P</u>			<u>I</u>						
	Candidates are knowledgeable of state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.		<u>P</u>	<u>I</u>				<u>A</u>								
	Candidates are able to implement an instructional program that facilitates the two goals mandated by California to acquire academic English and accelerate grade-level academic achievement, by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in academic English.		<u>I</u>				<u>P</u>	<u>A</u>								
	Candidates know the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement.		<u>I</u>				<u>P</u>	<u>A</u>								
	Candidates understand the local and school organizational structures and resources designed to meet the diverse needs of English learners (e.g. typologies, home language literacy, level of English proficiency, cultural backgrounds).		<u>I</u>				<u>P</u>	<u>A</u>								
	Candidates know how to differentiate instruction based upon their students' primary language and proficiency levels in English, and considering the students' culture, level of acculturation, and prior schooling.		<u>I</u>				<u>P</u>	<u>A</u>								

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	Candidates demonstrate how to write IEP goals and objectives that are linguistically appropriate for English Learners.							<u>I/P</u>	<u>A</u>							
	Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.		<u>P</u>					<u>A</u>								
	Candidates are able to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).		<u>I/P</u>					<u>A</u>								
	Candidates are able to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to central academic content and providing opportunities for language development.		<u>I/P</u>				<u>P</u>	<u>A</u>								
11	Candidates demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning.				<u>A</u>					<u>I</u>						
	Candidates demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning.				<u>A</u>					<u>I</u>						
	Candidates demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.				<u>A</u>					<u>I</u>						

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	Candidates demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student’s chronological age, developmental differences, and disability-specific needs.				P		A			I						
12	Candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.						P		A	I						
	Candidates understand laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.			I			P		A							
13	Candidates demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans.		P				A			I						
	Candidates demonstrate understanding and application of strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments.		P				A			I						
	Candidates demonstrate ability to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.		P				A			I						
14	Candidates know how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional, cultural and social well-being.						P		A	I						

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	Candidates understand the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety.			<u>A</u>						<u>I</u>						
	Candidates understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.				<u>P</u>					<u>I</u>				<u>A</u>		
	Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.			<u>A</u>						<u>I</u>				<u>P</u>		
	Candidates understand the effects of family involvement on teaching, learning, and academic achievement, including an understanding of cultural differences in home-school relationships.			<u>A</u>						<u>I</u>				<u>P</u>		
	Candidates understand when and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language and other services.			<u>A</u>					<u>I/P</u>							
	Candidates understand how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.				<u>I</u>				<u>A</u>					<u>P</u>		
	Candidates know common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school.			<u>I</u>	<u>A</u>				<u>P</u>							
	Candidates know effective strategies for encouraging the healthy nutrition of children and youth.				<u>A</u>				<u>I/P</u>							

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	Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.				<u>A</u>					<u>I/P</u>						
Mild/Moderate Disabilities (M/M) Standards																
1	Candidates 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.					<u>P</u>	<u>A</u>			<u>I</u>						
2	Candidates 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.		<u>P</u>			<u>P</u>	<u>I</u>			<u>A</u>						
	Candidates are able 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.		<u>P</u>			<u>P</u>	<u>P</u>	<u>P</u>	<u>A</u>	<u>I</u>						
	Candidates utilize 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 to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress.		<u>I</u>			<u>P</u>	<u>P</u>	<u>P</u>	<u>A</u>							

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	Candidates demonstrate the ability to plan for and participate in state-mandated accountability measures.		<u>I</u>			<u>P</u>	<u>P</u>	<u>P</u>	<u>A</u>							
3	Candidates select curricula and use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities.		<u>P</u>			<u>P</u>	<u>P</u>		<u>A</u>	<u>I</u>						
	Candidates 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, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders.															
	Candidates 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.			<u>I</u>			<u>P</u>	<u>A</u>								
	Candidates have a knowledge base of strategies and interventions for students who are not responding to the current instructional environment.			<u>I</u>			<u>P</u>	<u>A</u>								
	Candidates are able to create instructional and behavior support partnerships with parents/families.							<u>P</u>		<u>A</u>	<u>I</u>					
4	Candidates 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.		<u>P</u>			<u>P</u>	<u>P</u>		<u>A</u>	<u>I</u>						
	Candidates demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings.			<u>I</u>						<u>A</u>	<u>P</u>					

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	Candidates are able to participate effectively in school wide behavior support processes.		P					A	I						
5	Candidates demonstrate a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to ensure access to general education curriculum across settings.	I			A	P	P								
	Candidates demonstrate knowledge of how mild/moderate disabilities impact student learning in these areas and know how to ensure evidence-based methods for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities.	I				A		P	P						
	Candidates 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.	P			A	A									
6	Candidates demonstrate knowledge of case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.		A						I			P			