| Candidate | Placements | CTC Standards and CTC/SLP standards from CTC/ASHA Crosswalk | Practicum Course |
|-----------|--|--|--|
| 1 | Childhood Language Center Orange Unified School District Anaheim Union HSD Huntington Beach Union HSD | CTC Standards 1. Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices a state and federal mandates b legal requirements for assessment c IEP d students with disabilities e promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b.Effective communication with business 5. Assessment of Students a. Progress monitoring/eligibility b Assess strengths/needs. c. Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
| | | .b successful transitions by students | |

8. Participating in ISFP/IEPs and Post Secondary Transition Planning

.a IFSP/IEPs planning process

CTC/SLP Standards

2. Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

4. Assessment of Speech and Language Disorders

- .a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
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5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| | T | 7 | |
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| 2 | Huntington Beach | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
| | Union HSD | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
| | | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | Flame and am. | .c Logical sequence between instruction and fieldwork | |
| | Elementary | | |
| | Saddleback Valley SD | 2. Professional, legal and ethical practices | |
| | | .a state and federal mandates | |
| | | .b legal requirements for assessment | |
| | | .c IEP | |
| | | .d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | Participating in ISED/IEDs and Post Secondary Transition Planning | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
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8. Assessment of Candidate Performance

| | т | 1 | |
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| 3 | Saddleback Valley SD | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
| | , | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
| | Childhood Language | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | | .c Logical sequence between instruction and fieldwork | · · |
| | Center | | |
| | | 2. Professional, legal and ethical practices | |
| | | .a state and federal mandates | |
| | | .b legal requirements for assessment | |
| | | .c IEP | |
| | | .d students with disabilities | |
| | | .e promoting safe educational environments | |
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| | | .b theories of language literacy | |
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| | | 5. Assessment of Students | |
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| 4 | Childhood Language Center | Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
|---|------------------------------|---|--|
| | Anaheim Union HSD – middle | Professional, legal and ethical practices a state and federal mandates | |
| | Fullerton School District | .b legal requirements for assessment .c IEP .d students with disabilities | |
| | Magnolia HS- Anaheim | .e promoting safe educational environments | |
| | Union HSD | 3. Educating Diverse learners .a gender identity/expression | |
| | | .b theories of language literacy 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility .b Assess strengths/needsc Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology .a instructional setting | |
| | | .b technology to facilitate communication .c curriculum access | |
| | | 7. Transition and Transitional planning .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process | |
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| b. Full range of service delivery options inc gen education and skills to meet students c. Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices a state and federal mandates b. legal requirements for assessment c. IEP d. students with disabilities e. promoting safe educational environments 3. Educating Diverse learners a. gender identity/expression b. theories of language literacy 4. Effective Communication and collaborative partnerships a. Transdisciplinary teams IEP b. Effective communication with business 5. Assessment of Students a. Progress monitoring/eligibility b. Assess strengths/needs. c. Accommodations d. knowledge of statewide assessments 6. Using Educational and Assistive Technology a. instructional setting b. technology to facilitate communication c. curriculum access 7. Transition and Transitional planning a. plan and evaluate life experiences b. successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | 5 | Anaheim Union HSD | | |
| Speech and Language Development Center Childhood Language Center 2. Professional, legal and ethical practices a state and federal mandates blegal requirements for assessment c IEP d students with disabilities e promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b. Effective communication with business 5. Assessment of Students a. Progress monitoring/eligibility b Assess strengths/needs. c. Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | | middle school | | · |
| Development Center Childhood Language Center 2. Professional, legal and ethical practices a state and federal mandates b legal requirements for assessment center 3. Legal requirements for assessment a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transidsciplinary teams IEP b.Effective communication with business 5. Assessment of Students a. Progress monitoring/eligibility b Assess strengths/needs. c. Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | | | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| Development Center Childhood Language Center 2. Professional, legal and ethical practices a state and federal mandates b. legal requirements for assessment c. IEP d students with disabilities e. promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b. Effective Communication with business 5. Assessment of Students a. Progress monitoring/eligibility b Assess strengths/needs. c. Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | | Speech and Language | .c Logical sequence between instruction and fieldwork | |
| Childhood Language Center Childhood Language Center . Let it it is a state and federal mandates . Let it it is a seem to see the content of | | | | |
| Childhood Language Center . LEP . d students with disabilities . e promoting safe educational environments 3. Educating Diverse learners . a gender identity/expression . b theories of language literacy 4. Effective Communication and collaborative partnerships . a Transdisciplinary teams IEP . b. Effective communication with business 5. Assessment of Students . a. Progress monitoring/eligibility . b Assess strengths/needs . c. Accommodations . d knowledge of statewide assessments 6. Using Educational and Assistive Technology . a instructional setting . b technology to facilitate communication . c curriculum access 7. Transition and Transitional planning . a plan and evaluate life experiences . b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | | Development Center | 2. Professional, legal and ethical practices | |
| Center .c IEP .d students with disabilities .e promoting safe educational environments 3. Educating Diverse learners .a gender identity/expression .b theories of language literacy 4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b.Effective communication with business 5. Assessment of Students .a.Progress monitoring/eligibility .b Assess strengths/needsc. Accommodations .d knowledge of statewide assessments 6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access 7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | | | .a state and federal mandates | |
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| | Center | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
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| | Fullerton SD - middle | .c Logical sequence between instruction and fieldwork | |
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| | | .a state and federal mandates | |
| | Magnolia HS - Anaheim | .b legal requirements for assessment | |
| | Union HSD | .c IEP | |
| | | .d students with disabilities | |
| | Placentia Yorba Linda | .e promoting safe educational environments | |
| | USD - elementary | 3. Educating Diverse learners | |
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| 7 | Fullerton School District Anaheim Union HSD Fullerton School District Middle School- 3 | 1. Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices a state and federal mandates b legal requirements for assessment c IEP d students with disabilities e promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b.Effective communication with business 5. Assessment of Students a.Progress monitoring/eligibility b Assess strengths/needs. c. Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning a IFSP/IEPs planning process | CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
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| 8 | Santa Ana USD Greenville Fundamental Elem Santa Ana Unified School District Anaheim Union HSD Childhood Language Center Anaheim Union HSD | 1. Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices a state and federal mandates b legal requirements for assessment c IEP d students with disabilities e promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b.Effective communication with business 5. Assessment of Students a.Progress monitoring/eligibility b Assess strengths/needs. c. Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning a IFSP/IEPs planning process | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
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- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 1 | | 1 | 1 |
|---|----------------------|---|----------------------------|
| 9 | Irvine - Sand Canyon | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
| | Saddleback Valley SD | a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
| | Robinson Elementary | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | | .c Logical sequence between instruction and fieldwork | |
| | Magnolia HS- Anaheim | 2. Professional, legal and ethical practices | |
| | Union HSD | .a state and federal mandates | |
| | | .b legal requirements for assessment | |
| | Childhood Language | .c IEP | |
| | Center | .d students with disabilities | |
| | Center | .e promoting safe educational environments | |
| | Bright Star private | | |
| | practice | 3. Educating Diverse learners | |
| | practice | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | C. Haira Education of and Assisting Tasks of an | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication .c curriculum access | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | is successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
| | | ia ii 5i / iEi 5 piairiiiig process | |
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2. Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

4. Assessment of Speech and Language Disorders

- .a Exhibit proficiency in a school setting in screening, evaluation, procedures
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8. Assessment of Candidate Performance

| Ī | 1 | 1 | |
|----|--------------------|---|----------------------------|
| 10 | Tustin USD | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
| | | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
| | Speech Language | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | Development Center | .c Logical sequence between instruction and fieldwork | |
| | (Private Practice) | 2. Professional, legal and ethical practices | |
| | | .a state and federal mandates | |
| | | .b legal requirements for assessment .c IEP | |
| | | .d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
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| | | | |

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8. Assessment of Candidate Performance

| 11 | Hope School - Anaheim Union HSD Anaheim Union HSD | Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students .c Logical sequence between instruction and fieldwork | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
|----|---|--|--|
| | Childhood Language Center | 2. Professional, legal and ethical practices .a state and federal mandates .b legal requirements for assessment .c IEP | |
| | Fountain Valley School District Newland | .d students with disabilities .e promoting safe educational environments | |
| | Elementary | 3. Educating Diverse learners .a gender identity/expression .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b.Effective communication with business | |
| | | 5. Assessment of Students .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needsc Accommodations .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access | |
| | | 7. Transition and Transitional planning .a plan and evaluate life experiences | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |

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8. Assessment of Candidate Performance

| I | I | I | 1 |
|----|-----------------------|--|----------------------------|
| 12 | | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
| | | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
| | Placentia Yorba Linda | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | USD - 3 | .c Logical sequence between instruction and fieldwork | |
| | | | |
| | Kraemer Middle School | 2. Professional, legal and ethical practices | |
| | Kraciner Whate School | .a state and federal mandates | |
| | | .b legal requirements for assessment .c IEP | |
| | | d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | Le promoting sure educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative neutropoline | |
| | | 4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP | |
| | | b.Effective communication with business | |
| | | .b.Lifective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
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8. Assessment of Candidate Performance

| 1 | 1 | T | 1 |
|----|-----------------------|---|----------------------------|
| 13 | Saddleback Valley USD | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
| | | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
| | HS Laguna Beach | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | Schools | .c Logical sequence between instruction and fieldwork | |
| | | 2. Professional, legal and ethical practices | |
| | | .a state and federal mandates | |
| | | .b legal requirements for assessment | |
| | | .c IEP | |
| | | .d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
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8. Assessment of Candidate Performance

| 1 | ī | | • |
|----|-----------------|---|----------------------------|
| 14 | Meniffee USD | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
| | | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
| | Corona Norco SD | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | Corona Norce 35 | .c Logical sequence between instruction and fieldwork | |
| | | 2. Professional, legal and ethical practices | |
| | | .a state and federal mandates | |
| | | .b legal requirements for assessment .c IEP | |
| | | .d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
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- .a Engages in consultation and collaboration with teachers
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8. Assessment of Candidate Performance

| 15 | Los Angeles USD | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
|----|-----------------------|--|---|
| 15 | _ | a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum CSD 630 Practicum/AAC camp |
| | Brentwood Elementary | b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | | .c Logical sequence between instruction and fieldwork | C3D 040 Fracticum/ Schools |
| | Pacific Mira Costa HS | .c Logical sequence between instruction and netuwork | |
| | Manhattan Darah HCD | 2. Professional, legal and ethical practices | |
| | Manhattan Beach USD | .a state and federal mandates | |
| | | .b legal requirements for assessment | |
| | Childhood Language | .c IEP | |
| | Center | .d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
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| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
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8. Assessment of Candidate Performance

| 1. Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. brill range of service delivery options in gen education and skills to meet students clugical sequence between instruction and fieldwork 2. Professional, legal and ethical practices a state and federal mandates bill legal requirements for assessment c IEP distudents with disabilities promoting safe educational environments 3. Educating biverse learners a gender identity/expression bitheries of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b. Effective communication with business 5. Assessment of Students a Progress monitoring/eligibility b. Assess strengths/needs c. Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting bit instructional planning a plan and evaluate life experiences bis successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning a IFSP/IEPs planning process |
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8. Assessment of Candidate Performance

| .a instructional setting .b technology to facilitate communication .c curriculum access 7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students | | .b theories of la 4. Effective Co .a Transdiscipli .b.Effective cor 5. Assessment .a.Progress mo .b Assess stren .c Accommoda .d knowledge co | |
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| .b technology to facilitate communication .c curriculum access 7. Transition and Transitional planning .a plan and evaluate life experiences | os S | La gondor ident | |
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| b.Effective communication with business 5. Assessment of Students a.Progress monitoring/eligibility b Assess strengths/needs. c Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences | | | |
| 5. Assessment of Students .a.Progress monitoring/eligibility .b Assess strengths/needsc Accommodations .d knowledge of statewide assessments 6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access 7. Transition and Transitional planning .a plan and evaluate life experiences | | | |
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| .c Accommodations .d knowledge of statewide assessments 6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access 7. Transition and Transitional planning .a plan and evaluate life experiences | | | |
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| .b technology to facilitate communication .c curriculum access 7. Transition and Transitional planning .a plan and evaluate life experiences | | | |
| .c curriculum access 7. Transition and Transitional planning .a plan and evaluate life experiences | | | |
| 7. Transition and Transitional planning .a plan and evaluate life experiences | | | |
| a plan and evaluate life experiences | | .c curriculum a | |
| | | 7. Transition a | |
| .b successful transitions by students | | .a plan and eva | |
| | | .b successful tr | |
| 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | n Planning | 8. Participating | |
| .a IFSP/IEPs planning process | | .a IFSP/IEPs pla | |

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8. Assessment of Candidate Performance

| 18 | Hope School - Anaheim Union HSD Westminster SD Middle | 1. Program Design, Rationale, and Coordination .a EBP contemporary conditions of schools: full range of service delivery options. .b Full range of service delivery options inc gen education and skills to meet students .c Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments 3. Educating Diverse learners .a gender identity/expression .b theories of language literacy 4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b.Effective communication with business 5. Assessment of Students .a. Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments 6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access 7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
|----|--|--|--|
| | | 7. Transition and Transitional planning .a plan and evaluate life experiences | |

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8. Assessment of Candidate Performance

| 1 | I | 1 | 1 |
|----|------------------------|---|----------------------------|
| 19 | Hope School - Anaheim | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
| | Union HSD | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
| | | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | Childhood Language | .c Logical sequence between instruction and fieldwork | |
| | = = | | |
| | Center | 2. Professional, legal and ethical practices | |
| | Westminster - 2 | .a state and federal mandates | |
| | | .b legal requirements for assessment | |
| | Long Beach Schools - 3 | .c IEP | |
| | | .d students with disabilities | |
| | Burbank Elementary | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | AAC | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | | |
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| | | .c Accommodations | |
| | | | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
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| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
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2. Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

4. Assessment of Speech and Language Disorders

- .a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

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|----|-----------------------|---|--|
| 20 | Childhood Language | Program Design, Rationale, and Coordination BBP contemporary conditions of schools: full range of service delivery options. | CSD 620 Practicum |
| | Center | b Full range of service delivery options inc gen education and skills to meet students | CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
| | | .c Logical sequence between instruction and fieldwork | CSD 640 Practicum/schools |
| | Saddleback Valley USD | .c Logical sequence between instruction and heldwork | |
| | | 2. Professional, legal and ethical practices | |
| | | .a state and federal mandates | |
| | | .b legal requirements for assessment | |
| | | .c IEP | |
| | | .d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
| | | CTC/SLP Standards | |
| | | 2.Child Development and Speech Language and Hearing Acquisition | |

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

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- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 21 | Speech Language | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
|----|---------------------|---|----------------------------|
| | Development Center | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
| | | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | | .c Logical sequence between instruction and fieldwork | |
| | Fountain Valley SD: | 2. Professional, legal and ethical practices | |
| | Newland Elementary | .a state and federal mandates | |
| | | .b legal requirements for assessment | |
| | | .c IEP | |
| | | .d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
| | | i.u ii 3i / iEi 3 piaiiiiiig process | |
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| | | | |

2. Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
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7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 22 | Elementary- Orange Unified School District | Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. Full range of service delivery options inc gen education and skills to meet students | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
|----|---|--|--|
| | Childhood Language | .c Logical sequence between instruction and fieldwork | |
| | Center | 2. Professional, legal and ethical practices | |
| | | .a state and federal mandates | |
| | Speech Language | .b legal requirements for assessment | |
| | Development Center | .c IEP | |
| | · · | .d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | Beacon Day School, LaPalma | .b theories of language literacy | |
| | Laranna | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
| | | CTC/SLP Standards | |
| | | | |

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- .d Language arts
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- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

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- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 23 | Childhood Language Center Elementary – Orange Unified School District Hope School - Anaheim Union HSD Expressions Speech Language - 3 Down Syndrome Association of Orange County - 1 | 1. Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices a state and federal mandates b legal requirements for assessment c IEP d students with disabilities e promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b.Effective communication with business 5. Assessment of Students a. Progress monitoring/eligibility b Assess strengths/needs. c Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning a IFSP/IEPs planning process | CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
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2.Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

4. Assessment of Speech and Language Disorders

- .a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 24 | Fullerton School District | Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. | CSD 620 Practicum CSD 630 Practicum/AAC camp |
|----|------------------------------------|---|--|
| | Hope School - Anaheim Union HSD | b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork | CSD 640 Practicum/Schools |
| | OCDE | Professional, legal and ethical practices a state and federal mandates | |
| | | .b legal requirements for assessment | |
| | Childhood Language | .c IEP | |
| | Center | .d students with disabilities .e promoting safe educational environments | |
| | Cornerstone Therapies | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | La Habra City Schools | .b theories of language literacy | |
| | Whittier | 4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP | |
| | Buena Park PP | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
| | | | |
| | | CTC/SLP Standards | |

2. Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
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- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

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- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| I | I | I | 1 |
|----|-----------------------|---|----------------------------|
| 25 | Whittier SD | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
| | | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
| | Childhood Language | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | Center | .c Logical sequence between instruction and fieldwork | |
| | | 2 Bushasianal land and attical anastras | |
| | Hope School - Anaheim | 2. Professional, legal and ethical practices | |
| | Union HSD | .a state and federal mandates | |
| | Omon no | .b legal requirements for assessment .c IEP | |
| | | d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | Le promoting sale educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | E Assessment of Charles | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations .d knowledge of statewide assessments | |
| | | knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
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7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 26 | Saddleback Valley SD Laguna Beach Schools | Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
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| | | 2. Professional, legal and ethical practices | |
| | | .a state and federal mandates | |
| | | .b legal requirements for assessment | |
| | | .c IEP | |
| | | d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | , | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
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2. Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
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- .c Relationship of speech and language to literacy
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- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

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- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 27 | Childhood Language Center Providence Valencia Elementary | 1. Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices a state and federal mandates b legal requirements for assessment c IEP d students with disabilities e promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b. Effective communication with business 5. Assessment of Students a. Progress monitoring/eligibility b Assess strengths/needs. c Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning a IFSP/IEPs planning process | CSD 620 Practicum/CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
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- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 28 | Santa Ana Unified School District Heroes Elementary Speech Language Development Center | 1. Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices a state and federal mandates b legal requirements for assessment c IEP d students with disabilities e promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b.Effective communication with business 5. Assessment of Students a. Progress monitoring/eligibility b Assess strengths/needs. c. Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning a IFSP/IEPs planning process | CSD 620 Practicum/AAC camp CSD 640 Practicum/Schools |
|----|--|---|--|
| | | CTC/SLP Standards | |

2. Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
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- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

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7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 29 | Etiwanda USD | Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
|----|-----------------|--|--|
| | Etiwanda School | .c Logical sequence between instruction and fieldwork | |
| | District | 2. Professional, legal and ethical practices | |
| | | .a state and federal mandates .b legal requirements for assessment | |
| | | .c IEP | |
| | | .d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
| | | .a. i. 5i. / i.E. 5 pidinining process | |
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- .c Relationship of speech and language to literacy
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7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 30 | Speech Language Development Center | Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
|----|---------------------------------------|---|--|
| | ABC Unified Preschool Team | 2. Professional, legal and ethical practices .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities | |
| | | e promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b.Effective communication with business | |
| | | 5. Assessment of Students .a.Progress monitoring/eligibility .b Assess strengths/needsc Accommodations | |
| | | .d knowledge of statewide assessments 6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access | |
| | | 7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process | |
| | | | |

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7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| ı | 1 | | 1 |
|----|--------------------|---|----------------------------|
| 31 | Expressions Speech | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
| | Language | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
| | Long Beach Schools | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | Childhood Language | .c Logical sequence between instruction and fieldwork | |
| | | | |
| | Center | 2. Professional, legal and ethical practices | |
| | | .a state and federal mandates | |
| | | .b legal requirements for assessment | |
| | | .c IEP | |
| | | .d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
| | | CTC/SLP Standards | |
| | | 2.Child Development and Speech Language and Hearing Acquisition | |

.a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum 4. Assessment of Speech and Language Disorders a Exhibit proficiency in a school setting in screening, evaluation, procedures .b Expertise in least biased testing techniques .c Demonstrates proficiency in effective use of interpreters/translators in assessment. 5. Management of Speech and Language Disorders .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings 6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two 7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process

.a Candidate has demonstrated satisfactory performance on the full range of knowledge

8. Assessment of Candidate Performance

and skills authorized by the credential in a school setting

| 22 | Die Vista Flamentany | 1 Draguer Design Betienels and Coordination | CSD 620 Practicum |
|----|-----------------------|---|--|
| 32 | Rio Vista Elementary | 1. Program Design, Rationale, and Coordination | |
| | | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
| | Placentia Yorba Linda | .b Full range of service delivery options inc gen education and skills to meet students .c Logical sequence between instruction and fieldwork | CSD 640 Practicum/Schools |
| | SD | .c Logical sequence between instruction and neldwork | |
| | | 2. Professional, legal and ethical practices | |
| | Magnolia HS- Anaheim | .a state and federal mandates | |
| | Union HSD | .b legal requirements for assessment | |
| | | .c IEP | |
| | | .d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
| | | CTC/SLP Standards | |
| | | 2.Child Development and Speech Language and Hearing Acquisition | |

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

- a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 33 | Downey USD | 1. Program Design, Rationale, and Coordination | CSD 620 Practicum |
|----|-----------------------|---|----------------------------|
| | Alameda Elementary | .a EBP contemporary conditions of schools: full range of service delivery options. | CSD 630 Practicum/AAC camp |
| | , | .b Full range of service delivery options inc gen education and skills to meet students | CSD 640 Practicum/Schools |
| | LAUSD | .c Logical sequence between instruction and fieldwork | |
| | Garfield HS | | |
| | Garriela 113 | 2. Professional, legal and ethical practices | |
| | 1 | .a state and federal mandates | |
| | Hope School - Anaheim | .b legal requirements for assessment | |
| | Union HSD | .c IEP | |
| | | .d students with disabilities | |
| | | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology | |
| | | .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
| | | CTC/SLP Standards | |
| | | 2.Child Development and Speech Language and Hearing Acquisition | |

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

- a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 34 | Fullerton School D Speech Language Development Center | Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork Professional, legal and ethical practices a state and federal mandates b legal requirements for assessment c IEP | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
|----|--|---|--|
| | El Monte SD - 3 | .d students with disabilities .e promoting safe educational environments | |
| | | 3. Educating Diverse learners .a gender identity/expression .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b.Effective communication with business | |
| | | 5. Assessment of Students .a. Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments 6. Using Educational and Assistive Technology | |
| | | .a instructional setting .b technology to facilitate communication .c curriculum access | |
| | | 7. Transition and Transitional planning .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process | |
| | | CTC/SLP Standards | |
| | | 2.Child Development and Speech Language and Hearing Acquisition | |

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

- a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 35 | RBUSD Alta Vista Elementary Loara HS - Anaheim Union HSD Expressions Speech Language - 3 | 1. Program Design, Rationale, and Coordination .a EBP contemporary conditions of schools: full range of service delivery optionsb Full range of service delivery options inc gen education and skills to meet students .c Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments 3. Educating Diverse learners .a gender identity/expression .b theories of language literacy 4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b.Effective communication with business 5. Assessment of Students .a. Progress monitoring/eligibility .b Assess strengths/needsc. Accommodations .d knowledge of statewide assessments 6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access 7. Transition and Transitional planning .a plan and evaluate life experiences | CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
|----|--|--|---|
| | | .a instructional setting .b technology to facilitate communication .c curriculum access 7. Transition and Transitional planning | |

2. Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

4. Assessment of Speech and Language Disorders

- .a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 36 | Samuel Talbert Middle School – Fountain Valley SD | Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
|----|---|--|--|
| | Abington Speech Pathology Services | 2. Professional, legal and ethical practices .a state and federal mandates .b legal requirements for assessment .c IEP | |
| | Loara - Anaheim Union HSD | .d students with disabilities .e promoting safe educational environments | |
| | | 3. Educating Diverse learners .a gender identity/expression .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b.Effective communication with business | |
| | | 5. Assessment of Students .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needsc Accommodations .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access | |
| | | 7. Transition and Transitional planning .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process | |
| | | CTC/SLP Standards | |
| | | | |

2. Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

4. Assessment of Speech and Language Disorders

- a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 37 | Long Beach USD Speech Language Development Center Childhood Language Center Jordan HS – Long Beach USD | 1. Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices a state and federal mandates b legal requirements for assessment c IEP d students with disabilities e promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b.Effective communication with business 5. Assessment of Students a. Progress monitoring/eligibility b Assess strengths/needs. c. Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences b successful transitions by students | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
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| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process | |
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| | | | |

2. Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

4. Assessment of Speech and Language Disorders

- a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 38 | Irvine Unified School District Plaza Vista Elementary Speech Language Development Center - 4 | 1. Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices a state and federal mandates b legal requirements for assessment c IEP d students with disabilities e promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b.Effective communication with business 5. Assessment of Students a.Progress monitoring/eligibility b Assess strengths/needs. c Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning a IFSP/IEPs planning process | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
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2. Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

4. Assessment of Speech and Language Disorders

- .a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 39 | Irvine Unified School District - Elementary Loara - Anaheim Union HSD Costa Mesa Middle and HS — Newport Mesa Unified School District | 1. Program Design, Rationale, and Coordination a. EBP contemporary conditions of schools: full range of service delivery options. b. Full range of service delivery options inc gen education and skills to meet students c. Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices a state and federal mandates b. legal requirements for assessment c. IEP d. students with disabilities e promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b.Effective communication with business 5. Assessment of Students a. Progress monitoring/eligibility b Assess strengths/needs. c. Accommodations d. knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
|----|---|---|--|
| | | .a plan and evaluate life experiences | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process | |

2.Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

4. Assessment of Speech and Language Disorders

- .a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 40 | Costa Mesa Long Beach Schools AAC Loara - Anaheim Union HSD Kennedy Elementary Santa Ana Unified School District | 1. Program Design, Rationale, and Coordination a EBP contemporary conditions of schools: full range of service delivery options. b Full range of service delivery options inc gen education and skills to meet students c Logical sequence between instruction and fieldwork 2. Professional, legal and ethical practices a state and federal mandates b legal requirements for assessment c IEP d students with disabilities e promoting safe educational environments 3. Educating Diverse learners a gender identity/expression b theories of language literacy 4. Effective Communication and collaborative partnerships a Transdisciplinary teams IEP b.Effective communication with business 5. Assessment of Students a. Progress monitoring/eligibility b Assess strengths/needs. c Accommodations d knowledge of statewide assessments 6. Using Educational and Assistive Technology a instructional setting b technology to facilitate communication c curriculum access 7. Transition and Transitional planning a plan and evaluate life experiences b successful transitions by students 8. Participating in ISFP/IEPs and Post Secondary Transition Planning a IFSP/IEPs planning process | CSD 620 Practicum/CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools |
|----|---|---|--|
| | | | |

2.Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

4. Assessment of Speech and Language Disorders

- a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

6. School Field Experience

- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
- .b Participates in the IEP process

8. Assessment of Candidate Performance

| 41 | Tustin Unified SD Elementary | 1. Program Design, Rationale, and Coordination .a EBP contemporary conditions of schools: full range of service delivery options. b. Full range of continuous delivery actions in a consideration and skills to reset the death. | CSD 620 Practicum CSD 630 Practicum/AAC camp |
|----|---------------------------------|---|--|
| | Speech Language | .b Full range of service delivery options inc gen education and skills to meet students .c Logical sequence between instruction and fieldwork | CSD 640 Practicum/Schools |
| | Development Center | Professional, legal and ethical practices a state and federal mandates | |
| | | .b legal requirements for assessment | |
| | | .c IEP | |
| | Huntington Beach | .d students with disabilities | |
| | Unified HSD | .e promoting safe educational environments | |
| | | 3. Educating Diverse learners | |
| | | .a gender identity/expression | |
| | | .b theories of language literacy | |
| | | 4. Effective Communication and collaborative partnerships | |
| | | .a Transdisciplinary teams IEP | |
| | | .b.Effective communication with business | |
| | | 5. Assessment of Students | |
| | | .a.Progress monitoring/eligibility | |
| | | .b Assess strengths/needs. | |
| | | .c Accommodations | |
| | | .d knowledge of statewide assessments | |
| | | 6. Using Educational and Assistive Technology .a instructional setting | |
| | | .b technology to facilitate communication | |
| | | .c curriculum access | |
| | | 7. Transition and Transitional planning | |
| | | .a plan and evaluate life experiences | |
| | | .b successful transitions by students | |
| | | | |
| | | 8. Participating in ISFP/IEPs and Post Secondary Transition Planning | |
| | | .a IFSP/IEPs planning process | |
| | | | |
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| | | | |

2. Child Development and Speech Language and Hearing Acquisition

- .a Development of literacy
- .b Phonological awareness
- .c Relationship of speech and language to literacy
- .d Language arts
- .e Access to core curriculum

4. Assessment of Speech and Language Disorders

- .a Exhibit proficiency in a school setting in screening, evaluation, procedures
- .b Expertise in least biased testing techniques
- .c Demonstrates proficiency in effective use of interpreters/translators in assessment.

5. Management of Speech and Language Disorders

- .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration
- .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings

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- .a Complete sufficient field experiences in schools
- .b Experience with children ranging from birth to twenty-two

7. Consultation and Collaboration

- .a Engages in consultation and collaboration with teachers
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8. Assessment of Candidate Performance