

**Cohort 8 : 2016 - 2018**

Candidates	Placements	Standards and Concepts from CTC/ASHA crosswalk	
1	Irvine Unified School District- Stonegate Elementary  The Orange County Childhood Language Center  Irvine Unified School District- Lakeside Middle School  Fluency (SPA) private practice  K.I.D.S. therapy associates -	<p><b><u>CTC Standards</u></b></p> <p><b>1. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates                      .b legal requirements for assessment                      .c IEP                      .d students with disabilities                      .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression                      .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP                      .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility                      .b Assess strengths/needs.                      .c Accommodations                      .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting                      .b technology to facilitate communication                      .c curriculum access</p>	CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools

	<p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy  .d Language arts  .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b>  .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.</p> <p><b>5. Management of Speech and Language Disorders</b>  .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</p> <p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b></p>	
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		<p>.a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
2	<p>Intervention Center for Early Childhood - Private practice</p> <p>Laguna Beach School District</p> <p>Middle School Irvine Unified School District</p> <p>Down Syndrome Association of Orange County</p> <p>The Orange County Childhood Language Center</p> <p>Life Spirit pp</p>	<p><b><u>CTC Standards</u></b></p> <p><b>2. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP  .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>

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		<p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b>  .a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
3	<p>The Orange County Childhood Language Center</p> <p>Santa Ana Unified School District</p> <p>Orange Park PreK Orange Unified School District</p>	<p><b><u>CTC Standards</u></b></p> <p><b>3. Program Design, Rationale, and Coordination</b>  .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</p> <p><b>2. Professional, legal and ethical practices</b>  .a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b>  .a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>

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4	<p>Placentia-Yorba Linda Unified School District</p> <p>The Orange County Childhood Language Center</p> <p>Commonwealth elementary Fullerton School District</p>	<p><b><u>CTC Standards</u></b></p> <p><b>4. Program Design, Rationale, and Coordination</b></p> <p>.a EBP contemporary conditions of schools: full range of service delivery options.</p> <p>.b Full range of service delivery options inc gen education and skills to meet students</p> <p>.c Logical sequence between instruction and fieldwork</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates</p> <p>.b legal requirements for assessment</p> <p>.c IEP</p> <p>.d students with disabilities</p> <p>.e promoting safe educational environments</p>	<p>CSD 620 Practicum</p> <p>CSD 630 Practicum/AAC camp</p> <p>CSD 640 Practicum/Schools</p>

		<p><b>3. Educating Diverse learners</b>  .a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP  .b.Effective communication with business</p> <p><b>5. Assessment of Students</b>  .a.Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b>  .a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy  .d Language arts  .e Access to core curriculum</p>	
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5	Fullerton School District  The Orange County Childhood Language Center  Orangeview Jr High	<p><b><u>CTC Standards</u></b></p> <p><b>5. Program Design, Rationale, and Coordination</b></p> .p.a EBP contemporary conditions of schools: full range of service delivery options. .p.b Full range of service delivery options inc gen education and skills to meet students .p.c Logical sequence between instruction and fieldwork	CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools

	<p>Anaheim Union High School District</p> <p>Down Syndrome Association of Orange County - M</p>	<p><b>2. Professional, legal and ethical practices</b></p> <ul style="list-style-type: none"> <li>.a state and federal mandates</li> <li>.b legal requirements for assessment</li> <li>.c IEP</li> <li>.d students with disabilities</li> <li>.e promoting safe educational environments</li> </ul> <p><b>3. Educating Diverse learners</b></p> <ul style="list-style-type: none"> <li>.a gender identity/expression</li> <li>.b theories of language literacy</li> </ul> <p><b>4. Effective Communication and collaborative partnerships</b></p> <ul style="list-style-type: none"> <li>.a Transdisciplinary teams IEP</li> <li>.b. Effective communication with business</li> </ul> <p><b>5. Assessment of Students</b></p> <ul style="list-style-type: none"> <li>.a. Progress monitoring/eligibility</li> <li>.b Assess strengths/needs.</li> <li>.c Accommodations</li> <li>.d knowledge of statewide assessments</li> </ul> <p><b>6. Using Educational and Assistive Technology</b></p> <ul style="list-style-type: none"> <li>.a instructional setting</li> <li>.b technology to facilitate communication</li> <li>.c curriculum access</li> </ul> <p><b>7. Transition and Transitional planning</b></p> <ul style="list-style-type: none"> <li>.a plan and evaluate life experiences</li> <li>.b successful transitions by students</li> </ul> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p> <ul style="list-style-type: none"> <li>.a IFSP/IEPs planning process</li> </ul> <p><u>CTC/SLP Standards</u></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b></p>	
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6	Orange Unified School District	<b><u>CTC Standards</u></b>	CSD 620 Practicum CSD 630 Practicum/AAC

	<p>Olive Street Elementary Orange PreK Expressions</p> <p>Ladera Vista Jr. High Fullerton School District</p> <p>ABC Unified Mod Severe ASD Gonsalves elementary</p>	<p><b>6. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP  .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p>	<p>camp  CSD 640  Practicum/Schools</p>
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7	<p>The Orange County Childhood Language Center</p> <p>Newport-Mesa Unified School District</p> <p>Irvine Unified School District Jeffrey Trails</p>	<p><b><u>CTC Standards</u></b></p> <p><b>7. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting .b technology to facilitate communication .c curriculum access</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>

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8	<p>The Orange County Childhood Language Center</p> <p>Del Sol School          Speech Language Development Center</p> <p>Irvine Unified School District - middle school</p>	<p><b><u>CTC Standards</u></b></p> <p><b>8. Program Design, Rationale, and Coordination</b>          .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</p> <p><b>2. Professional, legal and ethical practices</b>          .a state and federal mandates          .b legal requirements for assessment          .c IEP          .d students with disabilities          .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b>          .a gender identity/expression          .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>          .a Transdisciplinary teams IEP          .b.Effective communication with business</p> <p><b>5. Assessment of Students</b>          .a.Progress monitoring/eligibility          .b Assess strengths/needs.          .c Accommodations</p>	<p>CSD 620 Practicum          CSD 630 Practicum/AAC camp          CSD 640 Practicum/Schools</p>



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9	<p>Tustin Unified School District</p> <p>Down Syndrome Association of Orange County</p> <p>Solana Beach School District Serano Middle School</p> <p>The Orange County Childhood Language Center</p> <p>LifeSpirit private practice</p> <p>SPA pp</p>	<p><b><u>CTC Standards</u></b></p> <p><b>9. Program Design, Rationale, and Coordination</b>  .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</p> <p><b>2. Professional, legal and ethical practices</b>  .a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b>  .a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>

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		<p>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</p> <p>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p><b>6. School Field Experience</b></p> <p>.a Complete sufficient field experiences in schools</p> <p>.b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b></p> <p>.a Engages in consultation and collaboration with teachers</p> <p>.b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b></p> <p>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
10	<p>The Orange County Childhood Language Center</p> <p>Irvine Unified School District middle school</p> <p>So Lake Middle School</p>	<p><b><u>CTC Standards</u></b></p> <p><b>10. Program Design, Rationale, and Coordination</b></p> <p>.a EBP contemporary conditions of schools: full range of service delivery options.</p> <p>.b Full range of service delivery options inc gen education and skills to meet students</p> <p>.c Logical sequence between instruction and fieldwork</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates</p> <p>.b legal requirements for assessment</p> <p>.c IEP</p> <p>.d students with disabilities</p> <p>.e promoting safe educational environments</p>	<p>CSD 620 Practicum</p> <p>CSD 630 Practicum/AAC camp</p> <p>CSD 640 Practicum/Schools</p>

		<p><b>3. Educating Diverse learners</b>  .a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP  .b. Effective communication with business</p> <p><b>5. Assessment of Students</b>  .a. Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b>  .a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy  .d Language arts  .e Access to core curriculum</p>	
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		<p><b>4. Assessment of Speech and Language Disorders</b>  .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.</p> <p><b>5. Management of Speech and Language Disorders</b>  .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</p> <p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b>  .a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
11	<p>Speech and Language Development Center</p> <p>The Orange County Childhood Language Center</p>	<p><b><u>CTC Standards</u></b></p> <p><b>11. Program Design, Rationale, and Coordination</b></p> <p>.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</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>

	<p>Fullerton School Maple Elementary Preschool and gen ed</p> <p>United Cerebral Palsy private</p>	<p><b>2. Professional, legal and ethical practices</b>  .a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b>  .a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP  .b. Effective communication with business</p> <p><b>5. Assessment of Students</b>  .a. Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b>  .a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b></p>	
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		<ul style="list-style-type: none"> <li>.a Development of literacy</li> <li>.b Phonological awareness</li> <li>.c Relationship of speech and language to literacy</li> <li>.d Language arts</li> <li>.e Access to core curriculum</li> </ul> <p><b>4. Assessment of Speech and Language Disorders</b></p> <ul style="list-style-type: none"> <li>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</li> <li>.b Expertise in least biased testing techniques</li> <li>.c Demonstrates proficiency in effective use of interpreters/translators in assessment.</li> </ul> <p><b>5. Management of Speech and Language Disorders</b></p> <ul style="list-style-type: none"> <li>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</li> <li>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</li> </ul> <p><b>6. School Field Experience</b></p> <ul style="list-style-type: none"> <li>.a Complete sufficient field experiences in schools</li> <li>.b Experience with children ranging from birth to twenty-two</li> </ul> <p><b>7. Consultation and Collaboration</b></p> <ul style="list-style-type: none"> <li>.a Engages in consultation and collaboration with teachers</li> <li>.b Participates in the IEP process</li> </ul> <p><b>8. Assessment of Candidate Performance</b></p> <ul style="list-style-type: none"> <li>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</li> </ul>	
12	Intervention Center of Early Childhood-	<b><u>CTC Standards</u></b>	CSD 620 Practicum



	<p>The Orange County Childhood Language Center-</p> <p>Cox Elementary Fountain Valley Ensign Middle School:</p> <p>Newport-Mesa Unified School District</p>	<p><b>12. Program Design, Rationale, and Coordination</b></p> <ul style="list-style-type: none"> <li>.a EBP contemporary conditions of schools: full range of service delivery options.</li> <li>.b Full range of service delivery options inc gen education and skills to meet students</li> <li>.c Logical sequence between instruction and fieldwork</li> </ul> <p><b>2. Professional, legal and ethical practices</b></p> <ul style="list-style-type: none"> <li>.a state and federal mandates</li> <li>.b legal requirements for assessment</li> <li>.c IEP</li> <li>.d students with disabilities</li> <li>.e promoting safe educational environments</li> </ul> <p><b>3. Educating Diverse learners</b></p> <ul style="list-style-type: none"> <li>.a gender identity/expression</li> <li>.b theories of language literacy</li> </ul> <p><b>4. Effective Communication and collaborative partnerships</b></p> <ul style="list-style-type: none"> <li>.a Transdisciplinary teams IEP</li> <li>.b. Effective communication with business</li> </ul> <p><b>5. Assessment of Students</b></p> <ul style="list-style-type: none"> <li>.a. Progress monitoring/eligibility</li> <li>.b Assess strengths/needs.</li> <li>.c Accommodations</li> <li>.d knowledge of statewide assessments</li> </ul> <p><b>6. Using Educational and Assistive Technology</b></p> <ul style="list-style-type: none"> <li>.a instructional setting</li> <li>.b technology to facilitate communication</li> <li>.c curriculum access</li> </ul> <p><b>7. Transition and Transitional planning</b></p> <ul style="list-style-type: none"> <li>.a plan and evaluate life experiences</li> <li>.b successful transitions by students</li> </ul> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p>	<p>CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>
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		<p>.a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b></p> <p>.a Development of literacy</p> <p>.b Phonological awareness</p> <p>.c Relationship of speech and language to literacy</p> <p>.d Language arts</p> <p>.e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b></p> <p>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</p> <p>.b Expertise in least biased testing techniques</p> <p>.c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p><b>5. Management of Speech and Language Disorders</b></p> <p>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</p> <p>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p><b>6. School Field Experience</b></p> <p>.a Complete sufficient field experiences in schools</p> <p>.b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b></p> <p>.a Engages in consultation and collaboration with teachers</p> <p>.b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b></p> <p>.a Candidate has demonstrated satisfactory performance on the full range of</p>	
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		knowledge and skills authorized by the credential in a school setting	
13	<p>The Orange County Childhood Language Center</p> <p>DSOC</p> <p>Los Alamitos Unified School District</p> <p>Language2Literacy</p> <p>Anaheim Union High School District</p>	<p><b><u>CTC Standards</u></b></p> <p><b>13. Program Design, Rationale, and Coordination</b></p> <p>.a EBP contemporary conditions of schools: full range of service delivery options.</p> <p>.b Full range of service delivery options inc gen education and skills to meet students</p> <p>.c Logical sequence between instruction and fieldwork</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates</p> <p>.b legal requirements for assessment</p> <p>.c IEP</p> <p>.d students with disabilities</p> <p>.e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression</p> <p>.b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP</p> <p>.b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility</p> <p>.b Assess strengths/needs.</p> <p>.c Accommodations</p> <p>.d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p>	<p>CSD 620 Practicum</p> <p>CSD 630 Practicum/AAC camp</p> <p>CSD 640 Practicum/Schools</p>

	<p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy  .d Language arts  .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b>  .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.</p> <p><b>5. Management of Speech and Language Disorders</b>  .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</p> <p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b></p>	
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		<p>.a Engages in consultation and collaboration with teachers          .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>          .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
14	<p>ABC Unified School District</p> <p>Academy Middle School</p> <p>Long Beach Unified School District</p> <p>Caruso Family Center at USC</p>	<p><b><u>CTC Standards</u></b></p> <p><b>14. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates          .b legal requirements for assessment          .c IEP          .d students with disabilities          .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression          .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP          .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility          .b Assess strengths/needs.          .c Accommodations</p>	<p>CSD 620 Practicum          CSD 630 Practicum/AAC camp          CSD 640 Practicum/Schools</p>

		<p>.d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences</p> <p>.b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p> <p>.a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b></p> <p>.a Development of literacy</p> <p>.b Phonological awareness</p> <p>.c Relationship of speech and language to literacy</p> <p>.d Language arts</p> <p>.e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b></p> <p>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</p> <p>.b Expertise in least biased testing techniques</p> <p>.c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p><b>5. Management of Speech and Language Disorders</b></p> <p>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</p> <p>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p>	
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		<p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b>  .a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
15	<p>Down Syndrome Association of Orange County –</p> <p>Saddleback Valley School District</p> <p>The Orange County Childhood Language Center</p> <p>Laguna Beach High School</p> <p>Laguna Beach Unified School District</p>	<p><b><u>CTC Standards</u></b></p> <p><b>15. Program Design, Rationale, and Coordination</b>  .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</p> <p><b>2. Professional, legal and ethical practices</b>  .a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b>  .a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640  Practicum/Schools</p>

		<p>.b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility</p> <p>.b Assess strengths/needs.</p> <p>.c Accommodations</p> <p>.d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences</p> <p>.b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p> <p>.a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b></p> <p>.a Development of literacy</p> <p>.b Phonological awareness</p> <p>.c Relationship of speech and language to literacy</p> <p>.d Language arts</p> <p>.e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b></p> <p>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</p> <p>.b Expertise in least biased testing techniques</p> <p>.c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p><b>5. Management of Speech and Language Disorders</b></p>	
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		<p>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</p> <p>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p><b>6. School Field Experience</b></p> <p>.a Complete sufficient field experiences in schools</p> <p>.b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b></p> <p>.a Engages in consultation and collaboration with teachers</p> <p>.b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b></p> <p>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
16	<p>The Orange County Childhood Language Center</p> <p>Orange Unified School District</p> <p>Speech Language Development Center</p>	<p><b><u>CTC Standards</u></b></p> <p><b>16. Program Design, Rationale, and Coordination</b></p> <p>.a EBP contemporary conditions of schools: full range of service delivery options.</p> <p>.b Full range of service delivery options inc gen education and skills to meet students</p> <p>.c Logical sequence between instruction and fieldwork</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates</p> <p>.b legal requirements for assessment</p> <p>.c IEP</p> <p>.d students with disabilities</p> <p>.e promoting safe educational environments</p>	<p>CSD 620 Practicum</p> <p>CSD 630 Practicum/AAC camp</p> <p>CSD 640 Practicum/Schools</p>

		<p><b>3. Educating Diverse learners</b>  .a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP  .b. Effective communication with business</p> <p><b>5. Assessment of Students</b>  .a. Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b>  .a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy  .d Language arts  .e Access to core curriculum</p>	
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		<p><b>4. Assessment of Speech and Language Disorders</b>  .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.</p> <p><b>5. Management of Speech and Language Disorders</b>  .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</p> <p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b>  .a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
17	<p>The Orange County Childhood Language Center</p> <p>Santa Ana Unified School District - Roosevelt Elementary</p>	<p><b><u>CTC Standards</u></b></p> <p><b>17. Program Design, Rationale, and Coordination</b></p> <p>.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</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>

	<p>Middle school</p> <p>Los Alamitos USD McGaugh Middle School</p>	<p><b>2. Professional, legal and ethical practices</b></p> <ul style="list-style-type: none"> <li>.a state and federal mandates</li> <li>.b legal requirements for assessment</li> <li>.c IEP</li> <li>.d students with disabilities</li> <li>.e promoting safe educational environments</li> </ul> <p><b>3. Educating Diverse learners</b></p> <ul style="list-style-type: none"> <li>.a gender identity/expression</li> <li>.b theories of language literacy</li> </ul> <p><b>4. Effective Communication and collaborative partnerships</b></p> <ul style="list-style-type: none"> <li>.a Transdisciplinary teams IEP</li> <li>.b. Effective communication with business</li> </ul> <p><b>5. Assessment of Students</b></p> <ul style="list-style-type: none"> <li>.a. Progress monitoring/eligibility</li> <li>.b Assess strengths/needs.</li> <li>.c Accommodations</li> <li>.d knowledge of statewide assessments</li> </ul> <p><b>6. Using Educational and Assistive Technology</b></p> <ul style="list-style-type: none"> <li>.a instructional setting</li> <li>.b technology to facilitate communication</li> <li>.c curriculum access</li> </ul> <p><b>7. Transition and Transitional planning</b></p> <ul style="list-style-type: none"> <li>.a plan and evaluate life experiences</li> <li>.b successful transitions by students</li> </ul> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p> <ul style="list-style-type: none"> <li>.a IFSP/IEPs planning process</li> </ul> <p><u>CTC/SLP Standards</u></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b></p>	
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		<ul style="list-style-type: none"> <li>.a Development of literacy</li> <li>.b Phonological awareness</li> <li>.c Relationship of speech and language to literacy</li> <li>.d Language arts</li> <li>.e Access to core curriculum</li> </ul> <p><b>4. Assessment of Speech and Language Disorders</b></p> <ul style="list-style-type: none"> <li>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</li> <li>.b Expertise in least biased testing techniques</li> <li>.c Demonstrates proficiency in effective use of interpreters/translators in assessment.</li> </ul> <p><b>5. Management of Speech and Language Disorders</b></p> <ul style="list-style-type: none"> <li>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</li> <li>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</li> </ul> <p><b>6. School Field Experience</b></p> <ul style="list-style-type: none"> <li>.a Complete sufficient field experiences in schools</li> <li>.b Experience with children ranging from birth to twenty-two</li> </ul> <p><b>7. Consultation and Collaboration</b></p> <ul style="list-style-type: none"> <li>.a Engages in consultation and collaboration with teachers</li> <li>.b Participates in the IEP process</li> </ul> <p><b>8. Assessment of Candidate Performance</b></p> <ul style="list-style-type: none"> <li>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</li> </ul>	
18	The Orange County Childhood Language	<b><u>CTC Standards</u></b>	CSD 620 Practicum CSD 630 Practicum/AAC

	<p>Center</p> <p>Irvine Unified School District - Alderwood Elementary</p> <p>Down Syndrome Association of Orange County</p>	<p><b>18. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP  .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p>	<p>camp  CSD 640  Practicum/Schools</p>
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		<p>.a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b></p> <p>.a Development of literacy</p> <p>.b Phonological awareness</p> <p>.c Relationship of speech and language to literacy</p> <p>.d Language arts</p> <p>.e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b></p> <p>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</p> <p>.b Expertise in least biased testing techniques</p> <p>.c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p><b>5. Management of Speech and Language Disorders</b></p> <p>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</p> <p>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p><b>6. School Field Experience</b></p> <p>.a Complete sufficient field experiences in schools</p> <p>.b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b></p> <p>.a Engages in consultation and collaboration with teachers</p> <p>.b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b></p> <p>.a Candidate has demonstrated satisfactory performance on the full range of</p>	
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		knowledge and skills authorized by the credential in a school setting	
19	<p>Tustin Unified School District</p> <p>Intervention Center for Early Childhood</p> <p>Saddleback Valley School District- The Orange County Childhood Language Center</p> <p>Beach kids therapy</p>	<p><b><u>CTC Standards</u></b></p> <p><b>19. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting .b technology to facilitate communication .c curriculum access</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>



	<p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy  .d Language arts  .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b>  .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.</p> <p><b>5. Management of Speech and Language Disorders</b>  .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</p> <p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b></p>	
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		<p>.a Engages in consultation and collaboration with teachers          .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>          .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
20	<p>Saddleback Valley School District          Robinson elementary</p> <p>The Orange County Childhood Language Center</p> <p>Whittier High School-          Whittier Union High School District</p> <p>West Covina Unified School District</p> <p>Fullerton Union High School District</p>	<p><b><u>CTC Standards</u></b></p> <p><b>20. Program Design, Rationale, and Coordination</b>          .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</p> <p><b>2. Professional, legal and ethical practices</b>          .a state and federal mandates          .b legal requirements for assessment          .c IEP          .d students with disabilities          .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b>          .a gender identity/expression          .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>          .a Transdisciplinary teams IEP          .b.Effective communication with business</p> <p><b>5. Assessment of Students</b>          .a.Progress monitoring/eligibility          .b Assess strengths/needs.          .c Accommodations</p>	<p>CSD 620 Practicum          CSD 630 Practicum/AAC camp          CSD 640 Practicum/Schools</p>

		<p>.d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences</p> <p>.b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p> <p>.a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b></p> <p>.a Development of literacy</p> <p>.b Phonological awareness</p> <p>.c Relationship of speech and language to literacy</p> <p>.d Language arts</p> <p>.e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b></p> <p>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</p> <p>.b Expertise in least biased testing techniques</p> <p>.c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p><b>5. Management of Speech and Language Disorders</b></p> <p>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</p> <p>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p>	
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		<p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b>  .a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
21	<p>Aspire Schools</p> <p>The Orange County Childhood Language Center</p> <p>Culver City School District</p>	<p><b><u>CTC Standards</u></b></p> <p><b>21. Program Design, Rationale, and Coordination</b>  .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</p> <p><b>2. Professional, legal and ethical practices</b>  .a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b>  .a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640  Practicum/Schools</p>

		<p>.b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility</p> <p>.b Assess strengths/needs.</p> <p>.c Accommodations</p> <p>.d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences</p> <p>.b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p> <p>.a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b></p> <p>.a Development of literacy</p> <p>.b Phonological awareness</p> <p>.c Relationship of speech and language to literacy</p> <p>.d Language arts</p> <p>.e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b></p> <p>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</p> <p>.b Expertise in least biased testing techniques</p> <p>.c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p><b>5. Management of Speech and Language Disorders</b></p>	
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		<p>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</p> <p>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p><b>6. School Field Experience</b></p> <p>.a Complete sufficient field experiences in schools</p> <p>.b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b></p> <p>.a Engages in consultation and collaboration with teachers</p> <p>.b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b></p> <p>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
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<p>22</p>	<p>Anaheim Union High School District</p> <p>Kennedy High School</p> <p>Golden Hill Elementary Fullerton School District School</p> <p>Down Syndrome Association of Orange</p> <p>Expressions PP</p>	<p><b><u>CTC Standards</u></b></p> <p><b>22. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP  .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences  .b successful transitions by students</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640  Practicum/Schools</p>
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		<p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b> .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b> .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b> .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.</p> <p><b>5. Management of Speech and Language Disorders</b> .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</p> <p><b>6. School Field Experience</b> .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b> .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p>	
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		<p><b>8. Assessment of Candidate Performance</b></p> <p>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
23	<p>Santa Ana Unified School District</p> <p>Hero's elementary</p> <p>Down Syndrome Association Orange County</p>	<p><u><b>CTC Standards</b></u></p> <p><b>23. Program Design, Rationale, and Coordination</b></p> <p>.a EBP contemporary conditions of schools: full range of service delivery options.</p> <p>.b Full range of service delivery options inc gen education and skills to meet students</p> <p>.c Logical sequence between instruction and fieldwork</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates</p> <p>.b legal requirements for assessment</p> <p>.c IEP</p> <p>.d students with disabilities</p> <p>.e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p>	<p>CSD 620 Practicum</p> <p>CSD 630 Practicum/AAC camp</p> <p>CSD 640 Practicum/Schools</p>

		<p>.a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP  .b. Effective communication with business</p> <p><b>5. Assessment of Students</b>  .a. Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b>  .a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><u><b>CTC/SLP Standards</b></u></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy  .d Language arts  .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b></p>	
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		<p>.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.</p> <p><b>5. Management of Speech and Language Disorders</b>  .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</p> <p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b>  .a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
24	<p>Mountain View School District</p> <p>The Orange County Childhood Language Center</p> <p>Upland School District</p>	<p><b><u>CTC Standards</u></b></p> <p><b>24. Program Design, Rationale, and Coordination</b>  .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</p> <p><b>2. Professional, legal and ethical practices</b>  .a state and federal mandates</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>

	<p>.b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b>  .a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP  .b. Effective communication with business</p> <p><b>5. Assessment of Students</b>  .a. Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b>  .a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><u><b>CTC/SLP Standards</b></u></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness</p>	
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		<ul style="list-style-type: none"><li>.c Relationship of speech and language to literacy</li><li>.d Language arts</li><li>.e Access to core curriculum</li></ul> <p><b>4. Assessment of Speech and Language Disorders</b></p> <ul style="list-style-type: none"><li>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</li><li>.b Expertise in least biased testing techniques</li><li>.c Demonstrates proficiency in effective use of interpreters/translators in assessment.</li></ul> <p><b>5. Management of Speech and Language Disorders</b></p> <ul style="list-style-type: none"><li>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</li><li>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</li></ul> <p><b>6. School Field Experience</b></p> <ul style="list-style-type: none"><li>.a Complete sufficient field experiences in schools</li><li>.b Experience with children ranging from birth to twenty-two</li></ul> <p><b>7. Consultation and Collaboration</b></p> <ul style="list-style-type: none"><li>.a Engages in consultation and collaboration with teachers</li><li>.b Participates in the IEP process</li></ul> <p><b>8. Assessment of Candidate Performance</b></p> <ul style="list-style-type: none"><li>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</li></ul>	
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<p>25</p>	<p>Beacon Park Elementary Irvine Unified School District</p> <p>Los Alamitos Middle School</p> <p>The Orange County Childhood Language Center</p> <p>Valued Voices</p>	<p><b><u>CTC Standards</u></b></p> <p><b>25. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting .b technology to facilitate communication .c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences .b successful transitions by students</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>
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		<p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b> .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b> .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b> .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.</p> <p><b>5. Management of Speech and Language Disorders</b> .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</p> <p><b>6. School Field Experience</b> .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b> .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p>	
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		<p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
26	<p>The Orange County Childhood Language Center</p> <p>Fullerton School District</p> <p>Orange Park Pre-K Orange Unified School District</p> <p>Fullerton School District Pre k to 6th</p>	<p><b><u>CTC Standards</u></b></p> <p><b>26. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP  .b.Effective communication with business</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>



		<p><b>5. Assessment of Students</b>  .a.Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b>  .a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy  .d Language arts  .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b>  .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.</p> <p><b>5. Management of Speech and Language Disorders</b>  .a Comprehension of methods in a school setting of prevention via in-service,</p>	
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		<p>consultation and collaboration  .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b>  .a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
27	<p>The Orange County Childhood Language Center</p> <p>Fullerton School District</p> <p>Intervention Center for Early Childhood - Private practice</p> <p>Charlie Amen Orange Unified School District</p> <p>Nohl Canyon Elementary School</p>	<p><b>CTC Standards</b></p> <p><b>27. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>

	<p>Los Alamitos High School</p>	<p>.b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP</p> <p>.b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility</p> <p>.b Assess strengths/needs.</p> <p>.c Accommodations</p> <p>.d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences</p> <p>.b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p> <p>.a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b></p> <p>.a Development of literacy</p> <p>.b Phonological awareness</p> <p>.c Relationship of speech and language to literacy</p> <p>.d Language arts</p> <p>.e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b></p> <p>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</p>	
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		<p>.b Expertise in least biased testing techniques  .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p><b>5. Management of Speech and Language Disorders</b>  .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</p> <p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b>  .a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
28	<p>The Orange County Childhood Language Center</p> <p>Unified Elementary Palms Elementary Lakewood</p> <p>Los Alamitos School District</p>	<p><b><u>CTC Standards</u></b></p> <p><b>28. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b>  .a state and federal mandates  .b legal requirements for assessment</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>

		<p>.c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b>  .a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP  .b. Effective communication with business</p> <p><b>5. Assessment of Students</b>  .a. Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b>  .a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><u><b>CTC/SLP Standards</b></u></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy</p>	
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		<p>.d Language arts .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b> .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.</p> <p><b>5. Management of Speech and Language Disorders</b> .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</p> <p><b>6. School Field Experience</b> .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b> .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b> .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
29	<p>Long Beach Schools</p> <p>Precision</p> <p>Los Alamitos High</p>	<p><b><u>CTC Standards</u></b></p> <p><b>29. Program Design, Rationale, and Coordination</b></p> <p>.a EBP contemporary conditions of schools: full range of service delivery options.</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>

	School	<p>.b Full range of service delivery options inc gen education and skills to meet students  .c Logical sequence between instruction and fieldwork</p> <p><b>2. Professional, legal and ethical practices</b>  .a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b>  .a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP  .b. Effective communication with business</p> <p><b>5. Assessment of Students</b>  .a. Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b>  .a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p>	
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		<p><b>2. Child Development and Speech Language and Hearing Acquisition</b></p> <ul style="list-style-type: none"><li>.a Development of literacy</li><li>.b Phonological awareness</li><li>.c Relationship of speech and language to literacy</li><li>.d Language arts</li><li>.e Access to core curriculum</li></ul> <p><b>4. Assessment of Speech and Language Disorders</b></p> <ul style="list-style-type: none"><li>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</li><li>.b Expertise in least biased testing techniques</li><li>.c Demonstrates proficiency in effective use of interpreters/translators in assessment.</li></ul> <p><b>5. Management of Speech and Language Disorders</b></p> <ul style="list-style-type: none"><li>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</li><li>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</li></ul> <p><b>6. School Field Experience</b></p> <ul style="list-style-type: none"><li>.a Complete sufficient field experiences in schools</li><li>.b Experience with children ranging from birth to twenty-two</li></ul> <p><b>7. Consultation and Collaboration</b></p> <ul style="list-style-type: none"><li>.a Engages in consultation and collaboration with teachers</li><li>.b Participates in the IEP process</li></ul> <p><b>8. Assessment of Candidate Performance</b></p> <ul style="list-style-type: none"><li>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</li></ul>	
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<p>30</p>	<p>McCauliffe Middle School</p> <p>Anaheim Unified High School District</p> <p>Anaheim Hills Speech and Language</p> <p>Children’s Hospital Los Angeles</p>	<p><b><u>CTC Standards</u></b></p> <p><b>30. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP  .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences  .b successful transitions by students</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640  Practicum/Schools</p>
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		<p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b> .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b> .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b> .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.</p> <p><b>5. Management of Speech and Language Disorders</b> .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</p> <p><b>6. School Field Experience</b> .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b> .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p>	
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		<p><b>8. Assessment of Candidate Performance</b></p> <p>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
<p><u>31</u></p>	<p>Orange County Department of Education</p> <p>Irvine Unified School District- Westpark Elementary</p> <p>The Orange County Childhood Language Center</p> <p>Down syndrome Association</p>	<p><b><u>CTC Standards</u></b></p> <p><b>31. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression  .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP  .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>

		<p>.b technology to facilitate communication .c curriculum access</p> <p><b>7. Transition and Transitional planning</b> .a plan and evaluate life experiences .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b> .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b> .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b> .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.</p> <p><b>5. Management of Speech and Language Disorders</b> .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</p> <p><b>6. School Field Experience</b> .a Complete sufficient field experiences in schools</p>	
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		<p>.b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b></p> <p>.a Engages in consultation and collaboration with teachers</p> <p>.b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b></p> <p>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
32	<p>Tustin Unified School District</p> <p>Saddleback Valley Unified School District</p> <p>The Orange County Childhood Language Center</p> <p>Precision Rehab</p> <p>Cornerstone Therapies</p>	<p><u><b>CTC Standards</b></u></p> <p><b>32. Program Design, Rationale, and Coordination</b></p> <p>.a EBP contemporary conditions of schools: full range of service delivery options.</p> <p>.b Full range of service delivery options inc gen education and skills to meet students</p> <p>.c Logical sequence between instruction and fieldwork</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates</p> <p>.b legal requirements for assessment</p> <p>.c IEP</p> <p>.d students with disabilities</p> <p>.e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression</p> <p>.b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP</p> <p>.b.Effective communication with business</p>	<p>CSD 620 Practicum</p> <p>CSD 630 Practicum/AAC camp</p> <p>CSD 640 Practicum/Schools</p>

		<p><b>5. Assessment of Students</b>  .a.Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b>  .a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy  .d Language arts  .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b>  .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.</p> <p><b>5. Management of Speech and Language Disorders</b>  .a Comprehension of methods in a school setting of prevention via in-service,</p>	
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		<p>consultation and collaboration  .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b>  .a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
33	<p>The Orange County Childhood Language Center</p> <p>Elementary school Private practice</p> <p>Intervention Center for Early Childhood</p> <p>Prospect Elementary Orange Unified School District</p> <p>Orange Unified</p>	<p><b><u>CTC Standards</u></b></p> <p><b>33. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b>  .a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b>  .a gender identity/expression</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC  camp  CSD 640  Practicum/Schools</p>

		<p>.b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP</p> <p>.b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility</p> <p>.b Assess strengths/needs.</p> <p>.c Accommodations</p> <p>.d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences</p> <p>.b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p> <p>.a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b></p> <p>.a Development of literacy</p> <p>.b Phonological awareness</p> <p>.c Relationship of speech and language to literacy</p> <p>.d Language arts</p> <p>.e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b></p> <p>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</p>	
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		<p>.b Expertise in least biased testing techniques  .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p><b>5. Management of Speech and Language Disorders</b>  .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</p> <p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b>  .a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
34	Newport-Mesa Unified School District  Laguna Beach Schools  The Orange County Childhood Language Center	<p><b><u>CTC Standards</u></b></p> <p><b>34. Program Design, Rationale, and Coordination</b>  .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</p> <p><b>2. Professional, legal and ethical practices</b>  .a state and federal mandates  .b legal requirements for assessment</p>	CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools

	<p>Precision Rehab</p> <p>Anaheim Unified High School District - Western High School</p>	<p>.c IEP .d students with disabilities .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b> .a gender identity/expression .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b> .a Transdisciplinary teams IEP .b. Effective communication with business</p> <p><b>5. Assessment of Students</b> .a. Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b> .a instructional setting .b technology to facilitate communication .c curriculum access</p> <p><b>7. Transition and Transitional planning</b> .a plan and evaluate life experiences .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b> .a IFSP/IEPs planning process</p> <p><u><b>CTC/SLP Standards</b></u></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b> .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy</p>	
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		<p>.d Language arts .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b> .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.</p> <p><b>5. Management of Speech and Language Disorders</b> .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</p> <p><b>6. School Field Experience</b> .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b> .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b> .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
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<p>35</p>	<p>Oak Creek Elementary School: Irvine Unified School District</p> <p>The Orange County Childhood Language Center</p> <p>Corona Del Mar High School Newport-Mesa Unified School District</p> <p>Down Syndrome Association of Orange County</p>	<p><b><u>CTC Standards</u></b></p> <p><b>35. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting .b technology to facilitate communication .c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences .b successful transitions by students</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>
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		<p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b> .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b> .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b> .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.</p> <p><b>5. Management of Speech and Language Disorders</b> .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</p> <p><b>6. School Field Experience</b> .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b> .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p>	
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		<p><b>8. Assessment of Candidate Performance</b></p> <p>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
36	<p>The Orange County Childhood Language Center</p> <p>School and private practice Los Alamitos</p> <p>Fullerton School District</p> <p>Westminster School District</p>	<p><u><b>CTC Standards</b></u></p> <p><b>36. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities  .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression  .b theories of language literacy</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>

		<p><b>4. Effective Communication and collaborative partnerships</b>  .a Transdisciplinary teams IEP  .b. Effective communication with business</p> <p><b>5. Assessment of Students</b>  .a. Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b>  .a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy  .d Language arts  .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b>  .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.</p>	
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		<p><b>5. Management of Speech and Language Disorders</b>  .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</p> <p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b>  .a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b>  .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
37	<p>Saddleback Valley Unified School District</p> <p>Cordillera Elementary</p> <p>The Orange County Childhood Language Center</p> <p>Private Practice: Valued Voices</p>	<p><b><u>CTC Standards</u></b></p> <p><b>37. Program Design, Rationale, and Coordination</b>  .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</p> <p><b>2. Professional, legal and ethical practices</b>  .a state and federal mandates  .b legal requirements for assessment  .c IEP  .d students with disabilities</p>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>



	<p>Preschool - Irvine Unified School District Irvine Unified School District</p>	<p>.e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b> .a gender identity/expression .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b> .a Transdisciplinary teams IEP .b. Effective communication with business</p> <p><b>5. Assessment of Students</b> .a. Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b> .a instructional setting .b technology to facilitate communication .c curriculum access</p> <p><b>7. Transition and Transitional planning</b> .a plan and evaluate life experiences .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b> .a IFSP/IEPs planning process</p> <p><u><b>CTC/SLP Standards</b></u></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b> .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p>	
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		<p><b>4. Assessment of Speech and Language Disorders</b></p> <ul style="list-style-type: none"> <li>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</li> <li>.b Expertise in least biased testing techniques</li> <li>.c Demonstrates proficiency in effective use of interpreters/translators in assessment.</li> </ul> <p><b>5. Management of Speech and Language Disorders</b></p> <ul style="list-style-type: none"> <li>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</li> <li>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</li> </ul> <p><b>6. School Field Experience</b></p> <ul style="list-style-type: none"> <li>.a Complete sufficient field experiences in schools</li> <li>.b Experience with children ranging from birth to twenty-two</li> </ul> <p><b>7. Consultation and Collaboration</b></p> <ul style="list-style-type: none"> <li>.a Engages in consultation and collaboration with teachers</li> <li>.b Participates in the IEP process</li> </ul> <p><b>8. Assessment of Candidate Performance</b></p> <ul style="list-style-type: none"> <li>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</li> </ul>	
38	<p>The Orange County Childhood Language Center</p> <p>Newport-Mesa Unified School District elementary</p>	<p><b><u>CTC Standards</u></b></p> <p><b>38. Program Design, Rationale, and Coordination</b></p> <ul style="list-style-type: none"> <li>.a EBP contemporary conditions of schools: full range of service delivery options.</li> <li>.b Full range of service delivery options inc gen education and skills to meet students</li> <li>.c Logical sequence between instruction and fieldwork</li> </ul>	<p>CSD 620 Practicum  CSD 630 Practicum/AAC camp  CSD 640 Practicum/Schools</p>

	<p>school</p> <p>Hillview High School</p>	<p><b>2. Professional, legal and ethical practices</b></p> <ul style="list-style-type: none"> <li>.a state and federal mandates</li> <li>.b legal requirements for assessment</li> <li>.c IEP</li> <li>.d students with disabilities</li> <li>.e promoting safe educational environments</li> </ul> <p><b>3. Educating Diverse learners</b></p> <ul style="list-style-type: none"> <li>.a gender identity/expression</li> <li>.b theories of language literacy</li> </ul> <p><b>4. Effective Communication and collaborative partnerships</b></p> <ul style="list-style-type: none"> <li>.a Transdisciplinary teams IEP</li> <li>.b. Effective communication with business</li> </ul> <p><b>5. Assessment of Students</b></p> <ul style="list-style-type: none"> <li>.a. Progress monitoring/eligibility</li> <li>.b Assess strengths/needs.</li> <li>.c Accommodations</li> <li>.d knowledge of statewide assessments</li> </ul> <p><b>6. Using Educational and Assistive Technology</b></p> <ul style="list-style-type: none"> <li>.a instructional setting</li> <li>.b technology to facilitate communication</li> <li>.c curriculum access</li> </ul> <p><b>7. Transition and Transitional planning</b></p> <ul style="list-style-type: none"> <li>.a plan and evaluate life experiences</li> <li>.b successful transitions by students</li> </ul> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p> <ul style="list-style-type: none"> <li>.a IFSP/IEPs planning process</li> </ul> <p><b><u>CTC/SLP Standards</u></b></p>	
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		<p><b>2. Child Development and Speech Language and Hearing Acquisition</b></p> <ul style="list-style-type: none"> <li>.a Development of literacy</li> <li>.b Phonological awareness</li> <li>.c Relationship of speech and language to literacy</li> <li>.d Language arts</li> <li>.e Access to core curriculum</li> </ul> <p><b>4. Assessment of Speech and Language Disorders</b></p> <ul style="list-style-type: none"> <li>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</li> <li>.b Expertise in least biased testing techniques</li> <li>.c Demonstrates proficiency in effective use of interpreters/translators in assessment.</li> </ul> <p><b>5. Management of Speech and Language Disorders</b></p> <ul style="list-style-type: none"> <li>.a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration</li> <li>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</li> </ul> <p><b>6. School Field Experience</b></p> <ul style="list-style-type: none"> <li>.a Complete sufficient field experiences in schools</li> <li>.b Experience with children ranging from birth to twenty-two</li> </ul> <p><b>7. Consultation and Collaboration</b></p> <ul style="list-style-type: none"> <li>.a Engages in consultation and collaboration with teachers</li> <li>.b Participates in the IEP process</li> </ul> <p><b>8. Assessment of Candidate Performance</b></p> <ul style="list-style-type: none"> <li>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</li> </ul>	
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<p>39</p>	<p>The Orange County Childhood Language Center</p> <p>Newport-Mesa Unified School District: High School</p> <p>Edison High School Huntington Beach Unified High School District</p>	<p><b><u>CTC Standards</u></b></p> <p><b>39. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting .b technology to facilitate communication .c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences .b successful transitions by students</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>
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		<p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy  .d Language arts  .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b>  .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.</p> <p><b>5. Management of Speech and Language Disorders</b>  .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</p> <p><b>6. School Field Experience</b>  .a Complete sufficient field experiences in schools  .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b>  .a Engages in consultation and collaboration with teachers  .b Participates in the IEP process</p>	
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		<p><b>8. Assessment of Candidate Performance</b></p> <p>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
40	<p>Santa Ana Unified School District McFadden Intermediate School</p> <p>The Orange County Childhood Language Center</p> <p>Horace Mann School Knott Early Learning Center Buena Park</p> <p>Providence Speech and Hearing</p>	<p><b><u>CTC Standards</u></b></p> <p><b>40. Program Design, Rationale, and Coordination</b></p> <p>.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</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression .b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP .b.Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assitive Technology</b></p> <p>.a instructional setting</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>

		<p>.b technology to facilitate communication .c curriculum access</p> <p><b>7. Transition and Transitional planning</b> .a plan and evaluate life experiences .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b> .a IFSP/IEPs planning process</p> <p><u><b>CTC/SLP Standards</b></u></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b> .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b> .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.</p> <p><b>5. Management of Speech and Language Disorders</b> .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</p> <p><b>6. School Field Experience</b> .a Complete sufficient field experiences in schools</p>	
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		<p>.b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b></p> <p>.a Engages in consultation and collaboration with teachers</p> <p>.b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b></p> <p>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
41	<p>Los Alamitos Middle School</p> <p>Pure Pediatric Therapy</p> <p>Del Obispo Elementary: Capo Unified School District</p> <p>The Orange County Childhood Language Center</p> <p>Pure Pediatrics</p>	<p><b>CTC Standards</b></p> <p><b>41. Program Design, Rationale, and Coordination</b></p> <p>.a EBP contemporary conditions of schools: full range of service delivery options.</p> <p>.b Full range of service delivery options inc gen education and skills to meet students</p> <p>.c Logical sequence between instruction and fieldwork</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates</p> <p>.b legal requirements for assessment</p> <p>.c IEP</p> <p>.d students with disabilities</p> <p>.e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression</p> <p>.b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP</p> <p>.b.Effective communication with business</p>	<p>CSD 620 Practicum</p> <p>CSD 630 Practicum/AAC camp</p> <p>CSD 640 Practicum/Schools</p>

		<p><b>5. Assessment of Students</b>  .a.Progress monitoring/eligibility  .b Assess strengths/needs.  .c Accommodations  .d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b>  .a instructional setting  .b technology to facilitate communication  .c curriculum access</p> <p><b>7. Transition and Transitional planning</b>  .a plan and evaluate life experiences  .b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b>  .a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2.Child Development and Speech Language and Hearing Acquisition</b>  .a Development of literacy  .b Phonological awareness  .c Relationship of speech and language to literacy  .d Language arts  .e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b>  .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.</p> <p><b>5. Management of Speech and Language Disorders</b>  .a Comprehension of methods in a school setting of prevention via in-service,</p>	
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		<p>consultation and collaboration</p> <p>.b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p><b>6. School Field Experience</b></p> <p>.a Complete sufficient field experiences in schools</p> <p>.b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b></p> <p>.a Engages in consultation and collaboration with teachers</p> <p>.b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b></p> <p>.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
42	<p>Long Beach Schools - elementary</p> <p>Los Angeles Unified School District - Berendo Middle School</p> <p>Clinton Middle School</p>	<p><b><u>CTC Standards</u></b></p> <p><b>42. Program Design, Rationale, and Coordination</b></p> <p>.a EBP contemporary conditions of schools: full range of service delivery options.</p> <p>.b Full range of service delivery options inc gen education and skills to meet students</p> <p>.c Logical sequence between instruction and fieldwork</p> <p><b>2. Professional, legal and ethical practices</b></p> <p>.a state and federal mandates</p> <p>.b legal requirements for assessment</p> <p>.c IEP</p> <p>.d students with disabilities</p> <p>.e promoting safe educational environments</p> <p><b>3. Educating Diverse learners</b></p> <p>.a gender identity/expression</p>	<p>CSD 620 Practicum</p> <p>CSD 630 Practicum/AAC camp</p> <p>CSD 640 Practicum/Schools</p>

		<p>.b theories of language literacy</p> <p><b>4. Effective Communication and collaborative partnerships</b></p> <p>.a Transdisciplinary teams IEP</p> <p>.b. Effective communication with business</p> <p><b>5. Assessment of Students</b></p> <p>.a. Progress monitoring/eligibility</p> <p>.b Assess strengths/needs.</p> <p>.c Accommodations</p> <p>.d knowledge of statewide assessments</p> <p><b>6. Using Educational and Assistive Technology</b></p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p> <p><b>7. Transition and Transitional planning</b></p> <p>.a plan and evaluate life experiences</p> <p>.b successful transitions by students</p> <p><b>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</b></p> <p>.a IFSP/IEPs planning process</p> <p><b><u>CTC/SLP Standards</u></b></p> <p><b>2. Child Development and Speech Language and Hearing Acquisition</b></p> <p>.a Development of literacy</p> <p>.b Phonological awareness</p> <p>.c Relationship of speech and language to literacy</p> <p>.d Language arts</p> <p>.e Access to core curriculum</p> <p><b>4. Assessment of Speech and Language Disorders</b></p> <p>.a Exhibit proficiency in a school setting in screening, evaluation, procedures</p>	
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		<p>.b Expertise in least biased testing techniques .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p><b>5. Management of Speech and Language Disorders</b> .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</p> <p><b>6. School Field Experience</b> .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p><b>7. Consultation and Collaboration</b> .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p><b>8. Assessment of Candidate Performance</b> .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
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