

Cohort 7 2016- 2017

Candidate	Placements	Standards	
1	Serrano Middle School Saddleback, Saddleback Elementary Irvine Unified School District	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</p> <ul style="list-style-type: none"> .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>2. Professional, legal and ethical practices</p> <ul style="list-style-type: none"> .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments <p>3. Educating Diverse learners</p> <ul style="list-style-type: none"> .a gender identity/expression .b theories of language literacy <p>4. Effective Communication and collaborative partnerships</p> <ul style="list-style-type: none"> .a Transdisciplinary teams IEP .b.Effective communication with business <p>5. Assessment of Students</p> <ul style="list-style-type: none"> .a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments <p>6. Using Educational and Assistive Technology</p> <ul style="list-style-type: none"> .a instructional setting .b technology to facilitate communication 	CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools

		<p>.c curriculum access</p> <p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2. Child Development and Speech Language and Hearing Acquisition .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p>4. Assessment of Speech and Language Disorders .a Exhibit proficiency in a school setting in screening, evaluation, procedures .b Expertise in least biased testing techniques .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p>5. Management of Speech and Language Disorders .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance</p>	
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		.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting	
2	Speech Language Development Center Tustin Unified School District	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>3. Educating Diverse learners</p> <p>.a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships</p> <p>.a Transdisciplinary teams IEP .b.Effective communication with business</p> <p>5. Assessment of Students</p> <p>.a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p>6. Using Educational and Assistive Technology</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>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2.Child Development and Speech Language and Hearing Acquisition .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p>4. Assessment of Speech and Language Disorders .a Exhibit proficiency in a school setting in screening, evaluation, procedures .b Expertise in least biased testing techniques .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p>5. Management of Speech and Language Disorders .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers</p>	
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		<p>.b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance</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>	
3	Los Alamitos USD	<p><u>CTC Standards</u></p> <p>2. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>3. Educating Diverse learners</p> <p>.a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships</p> <p>.a Transdisciplinary teams IEP .b.Effective communication with business</p> <p>5. Assessment of Students</p> <p>.a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p>6. Using Educational and Assistive Technology</p> <p>.a instructional setting</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>

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4	<p>Irvine Unified School District</p> <p>Meadow Park Elementary</p> <p>Newport-Mesa Unified School</p>	<p><u>CTC Standards</u></p> <p>3. Program Design, Rationale, and Coordination .a EBP contemporary conditions of schools: full range of service delivery options. .b Full range of service delivery options inc gen education and skills to meet students .c Logical sequence between instruction and fieldwork</p> <p>2. Professional, legal and ethical practices .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p>3. Educating Diverse learners .a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b.Effective communication with business</p> <p>5. Assessment of Students .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>6. Using Educational and Assistive Technology</p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p> <p>7. Transition and Transitional planning</p> <p>.a plan and evaluate life experiences</p> <p>.b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</p> <p>.a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2.Child Development and Speech Language and Hearing Acquisition</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>4. Assessment of Speech and Language Disorders</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>5. Management of Speech and Language Disorders</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>6. School Field Experience</p>	
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5	<p>Orange County Childhood Language Center</p> <p>Sound Smart Speech Therapy</p> <p>Tustin Unified School District</p>	<p><u>CTC Standards</u></p> <p>4. Program Design, Rationale, and Coordination .a EBP contemporary conditions of schools: full range of service delivery options. .b Full range of service delivery options inc gen education and skills to meet students .c Logical sequence between instruction and fieldwork</p> <p>2. Professional, legal and ethical practices .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p>3. Educating Diverse learners .a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b.Effective communication with business</p> <p>5. Assessment of Students</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp</p>

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		<p>school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
6	Irvine Unified School District Speech Language Development Center	<p><u>CTC Standards</u></p> <p>5. Program Design, Rationale, and Coordination .a EBP contemporary conditions of schools: full range of service delivery options. .b Full range of service delivery options inc gen education and skills to meet students .c Logical sequence between instruction and fieldwork</p> <p>2. Professional, legal and ethical practices .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p>3. Educating Diverse learners .a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships</p>	CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools

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7	<p>Orange County Childhood Language Center</p> <p>Los Alamitos USD</p>	<p><u>CTC Standards</u></p> <p>6. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p>3. Educating Diverse learners .a gender identity/expression</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>

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8	<p>Orange County Childhood Language Center</p> <p>Loara School - Anaheim Union HSD</p>	<p><u>CTC Standards</u></p> <p>7. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>

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9	Providence speech and hearing – Irvine Irvine Unified School District Meadow Park Elementary	<p><u>CTC Standards</u></p> <p>8. Program Design, Rationale, and Coordination .a EBP contemporary conditions of schools: full range of service delivery options. .b Full range of service delivery options inc gen education and skills to meet students .c Logical sequence between instruction and fieldwork</p> <p>2. Professional, legal and ethical practices .a state and federal mandates</p>	CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools

		<p>.b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p>3. Educating Diverse learners .a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b. Effective communication with business</p> <p>5. Assessment of Students .a. Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p>6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access</p> <p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2. Child Development and Speech Language and Hearing Acquisition .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy</p>	
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10	<p>Illumination Foundation</p> <p>Speech Language Development Center</p> <p>Orange County</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>

	<p>Childhood Language Center</p>	<p>.c Logical sequence between instruction and fieldwork</p> <p>2. Professional, legal and ethical practices</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>3. Educating Diverse learners</p> <p>.a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships</p> <p>.a Transdisciplinary teams IEP .b. Effective communication with business</p> <p>5. Assessment of Students</p> <p>.a. Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p>6. Using Educational and Assistive Technology</p> <p>.a instructional setting .b technology to facilitate communication .c curriculum access</p> <p>7. Transition and Transitional planning</p> <p>.a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</p> <p>.a IFSP/IEPs planning process</p>	
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11	Irvine Unified School District Elementary Turtle Rock	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</p>	CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640

	<p>Elementary</p> <p>Loara School- Anaheim Union HSD</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>2. Professional, legal and ethical practices .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p>3. Educating Diverse learners .a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b.Effective communication with business</p> <p>5. Assessment of Students .a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p>6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access</p> <p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</p>	<p>Practicum/Schools</p>
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		<p>.a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2.Child Development and Speech Language and Hearing Acquisition</p> <p>.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>4. Assessment of Speech and Language Disorders</p> <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>5. Management of Speech and Language Disorders</p> <p>.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>6. School Field Experience</p> <p>.a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration</p> <p>.a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance</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>	
12	Tustin Unified Myford Elementary	<u>CTC Standards</u>	CSD 620 Practicum CSD 630

	<p>Orange County Childhood Language Center</p> <p>Irvine Unified School District</p>	<p>1. Program Design, Rationale, and Coordination</p> <ul style="list-style-type: none"> .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>2. Professional, legal and ethical practices</p> <ul style="list-style-type: none"> .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments <p>3. Educating Diverse learners</p> <ul style="list-style-type: none"> .a gender identity/expression .b theories of language literacy <p>4. Effective Communication and collaborative partnerships</p> <ul style="list-style-type: none"> .a Transdisciplinary teams IEP .b.Effective communication with business <p>5. Assessment of Students</p> <ul style="list-style-type: none"> .a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments <p>6. Using Educational and Assistive Technology</p> <ul style="list-style-type: none"> .a instructional setting .b technology to facilitate communication .c curriculum access <p>7. Transition and Transitional planning</p> <ul style="list-style-type: none"> .a plan and evaluate life experiences .b successful transitions by students 	<p>Practicum/AAC camp CSD 640 Practicum/Schools</p>
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8. Participating in ISFP/IEPs and Post Secondary Transition Planning

- .a IFSP/IEPs planning process

CTC/SLP Standards

2. Child Development and Speech Language and Hearing Acquisition

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

4. Assessment of Speech and Language Disorders

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

5. Management of Speech and Language Disorders

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

6. School Field Experience

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

7. Consultation and Collaboration

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

8. Assessment of Candidate Performance

- .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting

13	<p>Riverside Upland Elementary School</p> <p>Speech Language Development Center</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</p> <ul style="list-style-type: none"> .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>2. Professional, legal and ethical practices</p> <ul style="list-style-type: none"> .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments <p>3. Educating Diverse learners</p> <ul style="list-style-type: none"> .a gender identity/expression .b theories of language literacy <p>4. Effective Communication and collaborative partnerships</p> <ul style="list-style-type: none"> .a Transdisciplinary teams IEP .b.Effective communication with business <p>5. Assessment of Students</p> <ul style="list-style-type: none"> .a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments <p>6. Using Educational and Assistive Technology</p> <ul style="list-style-type: none"> .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>
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		<p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2.Child Development and Speech Language and Hearing Acquisition .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p>4. Assessment of Speech and Language Disorders .a Exhibit proficiency in a school setting in screening, evaluation, procedures .b Expertise in least biased testing techniques .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p>5. Management of Speech and Language Disorders .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance .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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14	<p>Fullerton Unified School District</p> <p>Orange County Childhood Language Center</p> <p>Los Alamitos USD</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>3. Educating Diverse learners</p> <p>.a gender identity/expression</p> <p>.b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships</p> <p>.a Transdisciplinary teams IEP</p> <p>.b.Effective communication with business</p> <p>5. Assessment of Students</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>6. Using Educational and Assistive Technology</p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p>	<p>CSD 620 Practicum</p> <p>CSD 630</p> <p>Practicum/AAC camp</p> <p>CSD 640</p> <p>Practicum/Schools</p>

		<p>.c curriculum access</p> <p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2. Child Development and Speech Language and Hearing Acquisition .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p>4. Assessment of Speech and Language Disorders .a Exhibit proficiency in a school setting in screening, evaluation, procedures .b Expertise in least biased testing techniques .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p>5. Management of Speech and Language Disorders .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance</p>	
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		.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting	
15	Language2Literacy Loara School - Anaheim Union HSD	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>3. Educating Diverse learners</p> <p>.a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships</p> <p>.a Transdisciplinary teams IEP .b.Effective communication with business</p> <p>5. Assessment of Students</p> <p>.a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p>6. Using Educational and Assistive Technology</p>	CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools

		<p>.a instructional setting .b technology to facilitate communication .c curriculum access</p> <p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2.Child Development and Speech Language and Hearing Acquisition .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p>4. Assessment of Speech and Language Disorders .a Exhibit proficiency in a school setting in screening, evaluation, procedures .b Expertise in least biased testing techniques .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p>5. Management of Speech and Language Disorders .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p>	
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		<p>8. Assessment of Candidate Performance .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
16	Los Alamitos - Oak elementary	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>3. Educating Diverse learners</p> <p>.a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships</p> <p>.a Transdisciplinary teams IEP .b.Effective communication with business</p> <p>5. Assessment of Students</p> <p>.a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations</p>	CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools

		<p>.d knowledge of statewide assessments</p> <p>6. Using Educational and Assistive Technology</p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p> <p>7. Transition and Transitional planning</p> <p>.a plan and evaluate life experiences</p> <p>.b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</p> <p>.a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2. Child Development and Speech Language and Hearing Acquisition</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>4. Assessment of Speech and Language Disorders</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>5. Management of Speech and Language Disorders</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>6. School Field Experience</p> <p>.a Complete sufficient field experiences in schools</p> <p>.b Experience with children ranging from birth to twenty-two</p>	
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		<p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance .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>Illumination Foundation</p> <p>Loara School- Anaheim Union HSD</p> <p>Fullerton School District</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination .a EBP contemporary conditions of schools: full range of service delivery options. .b Full range of service delivery options inc gen education and skills to meet students .c Logical sequence between instruction and fieldwork</p> <p>2. Professional, legal and ethical practices .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p>3. Educating Diverse learners .a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b.Effective communication with business</p> <p>5. Assessment of Students .a.Progress monitoring/eligibility</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>

		<ul style="list-style-type: none">.b Assess strengths/needs..c Accommodations.d knowledge of statewide assessments <p>6. Using Educational and Assistive Technology</p> <ul style="list-style-type: none">.a instructional setting.b technology to facilitate communication.c curriculum access <p>7. Transition and Transitional planning</p> <ul style="list-style-type: none">.a plan and evaluate life experiences.b successful transitions by students <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</p> <ul style="list-style-type: none">.a IFSP/IEPs planning process <p><u>CTC/SLP Standards</u></p> <p>2.Child Development and Speech Language and Hearing Acquisition</p> <ul style="list-style-type: none">.a Development of literacy.b Phonological awareness.c Relationship of speech and language to literacy.d Language arts.e Access to core curriculum <p>4. Assessment of Speech and Language Disorders</p> <ul style="list-style-type: none">.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>5. Management of Speech and Language Disorders</p> <ul style="list-style-type: none">.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>6. School Field Experience</p> <ul style="list-style-type: none">.a Complete sufficient field experiences in schools	
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		<p>.b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration</p> <p>.a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance</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>	
18	<p>Providence Speech and Hearing – Irvine</p> <p>Speech Language Development Center</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>3. Educating Diverse learners</p> <p>.a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships</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>5. Assessment of Students</p> <ul style="list-style-type: none"> .a. Progress monitoring/eligibility .b. Assess strengths/needs. .c. Accommodations .d. knowledge of statewide assessments <p>6. Using Educational and Assistive Technology</p> <ul style="list-style-type: none"> .a. instructional setting .b. technology to facilitate communication .c. curriculum access <p>7. Transition and Transitional planning</p> <ul style="list-style-type: none"> .a. plan and evaluate life experiences .b. successful transitions by students <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</p> <ul style="list-style-type: none"> .a. IFSP/IEPs planning process <p><u>CTC/SLP Standards</u></p> <p>2. Child Development and Speech Language and Hearing Acquisition</p> <ul style="list-style-type: none"> .a. Development of literacy .b. Phonological awareness .c. Relationship of speech and language to literacy .d. Language arts .e. Access to core curriculum <p>4. Assessment of Speech and Language Disorders</p> <ul style="list-style-type: none"> .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>5. Management of Speech and Language Disorders</p> <ul style="list-style-type: none"> .a. Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b. Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings 	
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		<p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
19	<p>School - Irvine Unified School District Courtney Cooper</p> <p>Irvine Unified School District Meadow Park Elementary</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>3. Educating Diverse learners</p> <p>.a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships</p> <p>.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>5. Assessment of Students</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>6. Using Educational and Assistive Technology</p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p> <p>7. Transition and Transitional planning</p> <p>.a plan and evaluate life experiences</p> <p>.b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</p> <p>.a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2.Child Development and Speech Language and Hearing Acquisition</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>4. Assessment of Speech and Language Disorders</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>5. Management of Speech and Language Disorders</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</p>	
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		<p>school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance .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>School - Irvine Unified School District Northwood Elementary School</p> <p>Irvine Unified School District Meadow Park Elementary</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>3. Educating Diverse learners</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>4. Effective Communication and collaborative partnerships</p> <ul style="list-style-type: none">.a Transdisciplinary teams IEP.b. Effective communication with business <p>5. Assessment of Students</p> <ul style="list-style-type: none">.a. Progress monitoring/eligibility.b Assess strengths/needs..c Accommodations.d knowledge of statewide assessments <p>6. Using Educational and Assistive Technology</p> <ul style="list-style-type: none">.a instructional setting.b technology to facilitate communication.c curriculum access <p>7. Transition and Transitional planning</p> <ul style="list-style-type: none">.a plan and evaluate life experiences.b successful transitions by students <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</p> <ul style="list-style-type: none">.a IFSP/IEPs planning process <p><u>CTC/SLP Standards</u></p> <p>2. Child Development and Speech Language and Hearing Acquisition</p> <ul style="list-style-type: none">.a Development of literacy.b Phonological awareness.c Relationship of speech and language to literacy.d Language arts.e Access to core curriculum <p>4. Assessment of Speech and Language Disorders</p> <ul style="list-style-type: none">.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>5. Management of Speech and Language Disorders</p>	
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		<p>.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>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance .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>Saddleback Unified School District</p> <p>Irvine Unified School District Meadow Park Elementary</p> <p>Laguna Beach SD</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>3. Educating Diverse learners</p> <p>.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>4. Effective Communication and collaborative partnerships</p> <p>.a Transdisciplinary teams IEP</p> <p>.b. Effective communication with business</p> <p>5. Assessment of Students</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>6. Using Educational and Assistive Technology</p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p> <p>7. Transition and Transitional planning</p> <p>.a plan and evaluate life experiences</p> <p>.b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</p> <p>.a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2. Child Development and Speech Language and Hearing Acquisition</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>4. Assessment of Speech and Language Disorders</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>	
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22	<p>Orange County Department of Education</p> <p>Los Alamitos USD</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>

		<p>3. Educating Diverse learners .a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b. Effective communication with business</p> <p>5. Assessment of Students .a. Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p>6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access</p> <p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2. Child Development and Speech Language and Hearing Acquisition .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p>4. Assessment of Speech and Language Disorders .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>5. Management of Speech and Language Disorders .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance .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>Private Practice - Orange Language2Learning Language2literacy Loara School- Anaheim Union HSD</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices .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>.e promoting safe educational environments</p> <p>3. Educating Diverse learners</p> <p>.a gender identity/expression</p> <p>.b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships</p> <p>.a Transdisciplinary teams IEP</p> <p>.b.Effective communication with business</p> <p>5. Assessment of Students</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>6. Using Educational and Assistive Technology</p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p> <p>.c curriculum access</p> <p>7. Transition and Transitional planning</p> <p>.a plan and evaluate life experiences</p> <p>.b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</p> <p>.a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2.Child Development and Speech Language and Hearing Acquisition</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>	
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		<p>4. Assessment of Speech and Language Disorders</p> <ul style="list-style-type: none"> .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>5. Management of Speech and Language Disorders</p> <ul style="list-style-type: none"> .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>6. School Field Experience</p> <ul style="list-style-type: none"> .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two <p>7. Consultation and Collaboration</p> <ul style="list-style-type: none"> .a Engages in consultation and collaboration with teachers .b Participates in the IEP process <p>8. Assessment of Candidate Performance</p> <ul style="list-style-type: none"> .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting 	
24	<p>Fullerton School District</p> <p>Orange County Childhood Language Center</p> <p>Speech Language Development Center</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</p> <ul style="list-style-type: none"> .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>2. Professional, legal and ethical practices</p> <ul style="list-style-type: none"> .a state and federal mandates .b legal requirements for assessment 	<p>CSD 620 Practicum</p> <p>CSD 630 Practicum/AAC camp</p> <p>CSD 640 Practicum/Schools</p>

		<p>.c IEP .d students with disabilities .e promoting safe educational environments</p> <p>3. Educating Diverse learners .a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b. Effective communication with business</p> <p>5. Assessment of Students .a. Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p>6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access</p> <p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2. Child Development and Speech Language and Hearing Acquisition .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>4. Assessment of Speech and Language Disorders .a Exhibit proficiency in a school setting in screening, evaluation, procedures .b Expertise in least biased testing techniques .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p>5. Management of Speech and Language Disorders .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
25	<p>Orange County Childhood Language Center</p> <p>Speech Language Development Center</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</p>	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</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>3. Educating Diverse learners .a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b. Effective communication with business</p> <p>5. Assessment of Students .a. Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p>6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access</p> <p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2. Child Development and Speech Language and Hearing Acquisition .a Development of literacy</p>	
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		<p>.b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p>4. Assessment of Speech and Language Disorders .a Exhibit proficiency in a school setting in screening, evaluation, procedures .b Expertise in least biased testing techniques .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p>5. Management of Speech and Language Disorders .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting</p>	
26	Anaheim city schools Los Alamitos	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>	CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools

		<p>2. Professional, legal and ethical practices</p> <ul style="list-style-type: none">.a state and federal mandates.b legal requirements for assessment.c IEP.d students with disabilities.e promoting safe educational environments <p>3. Educating Diverse learners</p> <ul style="list-style-type: none">.a gender identity/expression.b theories of language literacy <p>4. Effective Communication and collaborative partnerships</p> <ul style="list-style-type: none">.a Transdisciplinary teams IEP.b. Effective communication with business <p>5. Assessment of Students</p> <ul style="list-style-type: none">.a. Progress monitoring/eligibility.b Assess strengths/needs..c Accommodations.d knowledge of statewide assessments <p>6. Using Educational and Assistive Technology</p> <ul style="list-style-type: none">.a instructional setting.b technology to facilitate communication.c curriculum access <p>7. Transition and Transitional planning</p> <ul style="list-style-type: none">.a plan and evaluate life experiences.b successful transitions by students <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</p> <ul style="list-style-type: none">.a IFSP/IEPs planning process <p><u>CTC/SLP Standards</u></p>	
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		<p>2. Child Development and Speech Language and Hearing Acquisition</p> <ul style="list-style-type: none"> .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum <p>4. Assessment of Speech and Language Disorders</p> <ul style="list-style-type: none"> .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>5. Management of Speech and Language Disorders</p> <ul style="list-style-type: none"> .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>6. School Field Experience</p> <ul style="list-style-type: none"> .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two <p>7. Consultation and Collaboration</p> <ul style="list-style-type: none"> .a Engages in consultation and collaboration with teachers .b Participates in the IEP process <p>8. Assessment of Candidate Performance</p> <ul style="list-style-type: none"> .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting 	
27	<p>Orange County Childhood Language Center</p> <p>Los Alamitos</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</p> <ul style="list-style-type: none"> .a EBP contemporary conditions of schools: full range of service delivery options. 	<p>CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>

		<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>2. Professional, legal and ethical practices .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments</p> <p>3. Educating Diverse learners .a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships .a Transdisciplinary teams IEP .b.Effective communication with business</p> <p>5. Assessment of Students .a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p>6. Using Educational and Assistive Technology .a instructional setting .b technology to facilitate communication .c curriculum access</p> <p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p>	
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		<p><u>CTC/SLP Standards</u></p> <p>2. Child Development and Speech Language and Hearing Acquisition</p> <ul style="list-style-type: none"> .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum <p>4. Assessment of Speech and Language Disorders</p> <ul style="list-style-type: none"> .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>5. Management of Speech and Language Disorders</p> <ul style="list-style-type: none"> .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>6. School Field Experience</p> <ul style="list-style-type: none"> .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two <p>7. Consultation and Collaboration</p> <ul style="list-style-type: none"> .a Engages in consultation and collaboration with teachers .b Participates in the IEP process <p>8. Assessment of Candidate Performance</p> <ul style="list-style-type: none"> .a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting 	
28	Saddleback Unified School District	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</p>	CSD 620 Practicum CSD 630 Practicum/AAC camp

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

	<p>District Loara School- Anaheim Union HSD</p>	<p>1. Program Design, Rationale, and Coordination</p> <ul style="list-style-type: none"> .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>2. Professional, legal and ethical practices</p> <ul style="list-style-type: none"> .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments <p>3. Educating Diverse learners</p> <ul style="list-style-type: none"> .a gender identity/expression .b theories of language literacy <p>4. Effective Communication and collaborative partnerships</p> <ul style="list-style-type: none"> .a Transdisciplinary teams IEP .b.Effective communication with business <p>5. Assessment of Students</p> <ul style="list-style-type: none"> .a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments <p>6. Using Educational and Assistive Technology</p> <ul style="list-style-type: none"> .a instructional setting .b technology to facilitate communication .c curriculum access <p>7. Transition and Transitional planning</p> <ul style="list-style-type: none"> .a plan and evaluate life experiences 	<p>CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools</p>
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		<p>.b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning</p> <p>.a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2.Child Development and Speech Language and Hearing Acquisition</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>4. Assessment of Speech and Language Disorders</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>5. Management of Speech and Language Disorders</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>6. School Field Experience</p> <p>.a Complete sufficient field experiences in schools</p> <p>.b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration</p> <p>.a Engages in consultation and collaboration with teachers</p> <p>.b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance</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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30	<p>Los Alamitos USD</p> <p>Loara School- Anaheim Union HSD</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</p> <ul style="list-style-type: none"> .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>2. Professional, legal and ethical practices</p> <ul style="list-style-type: none"> .a state and federal mandates .b legal requirements for assessment .c IEP .d students with disabilities .e promoting safe educational environments <p>3. Educating Diverse learners</p> <ul style="list-style-type: none"> .a gender identity/expression .b theories of language literacy <p>4. Effective Communication and collaborative partnerships</p> <ul style="list-style-type: none"> .a Transdisciplinary teams IEP .b.Effective communication with business <p>5. Assessment of Students</p> <ul style="list-style-type: none"> .a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments <p>6. Using Educational and Assistive Technology</p> <ul style="list-style-type: none"> .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>
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		<p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2.Child Development and Speech Language and Hearing Acquisition .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p>4. Assessment of Speech and Language Disorders .a Exhibit proficiency in a school setting in screening, evaluation, procedures .b Expertise in least biased testing techniques .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p>5. Management of Speech and Language Disorders .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance .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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31	<p>Illumination Foundation</p> <p>Orange Unified School District</p> <p>Speech Language Development Center</p>	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>3. Educating Diverse learners</p> <p>.a gender identity/expression</p> <p>.b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships</p> <p>.a Transdisciplinary teams IEP</p> <p>.b.Effective communication with business</p> <p>5. Assessment of Students</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>6. Using Educational and Assistive Technology</p> <p>.a instructional setting</p> <p>.b technology to facilitate communication</p>	<p>CSD 620 Practicum</p> <p>CSD 630</p> <p>Practicum/AAC camp</p> <p>CSD 640</p> <p>Practicum/Schools</p>

		<p>.c curriculum access</p> <p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2. Child Development and Speech Language and Hearing Acquisition .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p>4. Assessment of Speech and Language Disorders .a Exhibit proficiency in a school setting in screening, evaluation, procedures .b Expertise in least biased testing techniques .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p>5. Management of Speech and Language Disorders .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p> <p>8. Assessment of Candidate Performance</p>	
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		.a Candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential in a school setting	
32	Orange County Childhood Language Center Speech Language Development Center	<p><u>CTC Standards</u></p> <p>1. Program Design, Rationale, and Coordination</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>2. Professional, legal and ethical practices</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>3. Educating Diverse learners</p> <p>.a gender identity/expression .b theories of language literacy</p> <p>4. Effective Communication and collaborative partnerships</p> <p>.a Transdisciplinary teams IEP .b.Effective communication with business</p> <p>5. Assessment of Students</p> <p>.a.Progress monitoring/eligibility .b Assess strengths/needs. .c Accommodations .d knowledge of statewide assessments</p> <p>6. Using Educational and Assistive Technology</p>	CSD 620 Practicum CSD 630 Practicum/AAC camp CSD 640 Practicum/Schools

		<p>.a instructional setting .b technology to facilitate communication .c curriculum access</p> <p>7. Transition and Transitional planning .a plan and evaluate life experiences .b successful transitions by students</p> <p>8. Participating in ISFP/IEPs and Post Secondary Transition Planning .a IFSP/IEPs planning process</p> <p><u>CTC/SLP Standards</u></p> <p>2.Child Development and Speech Language and Hearing Acquisition .a Development of literacy .b Phonological awareness .c Relationship of speech and language to literacy .d Language arts .e Access to core curriculum</p> <p>4. Assessment of Speech and Language Disorders .a Exhibit proficiency in a school setting in screening, evaluation, procedures .b Expertise in least biased testing techniques .c Demonstrates proficiency in effective use of interpreters/translators in assessment.</p> <p>5. Management of Speech and Language Disorders .a Comprehension of methods in a school setting of prevention via in-service, consultation and collaboration .b Effective behavioral intervention strategies and effectively monitoring the progress of students in school settings</p> <p>6. School Field Experience .a Complete sufficient field experiences in schools .b Experience with children ranging from birth to twenty-two</p> <p>7. Consultation and Collaboration .a Engages in consultation and collaboration with teachers .b Participates in the IEP process</p>	
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