



## ADMISSION/ELIGIBILITY

To be eligible for admission in the Education Specialist Clear Credential Program, candidates must meet the following requirements:

1. Hold a valid **Level I** or **Preliminary** Education Specialist California Teaching Credential
2. Currently employed by a district, charter or private school
3. Must be assigned to a Special Education position
4. Access to a computer, a valid email address, and working knowledge of a basic computer application including word processing applications, Internet browsers, and email.
5. Completion and submission of the LACOE Personal Profile/registration Packet.
6. Verification letter from school/school district indicating either a start date or intent to hire date for employment as an Education Specialist Level I or Preliminary Credentialed Teacher.

## PROGRAM FEES/COSTS

### Advisement/Application Fee:

A non-refundable **application** and advisement fee of \$250 is required upon your scheduled advisement meeting. Advisement includes transcript evaluation, Individual Induction Plan (IIP), and orientation meeting. Please bring a cashier's check or money order made out to Los Angeles County Office of Education to your advisement meeting.

### Tuition:

Tuition is paid in a lump sum or in ten-monthly installments, commencing in October and the first of each month following. This program is not eligible for financial aid.

- Clear Program total course fees: **\$3,000** (one-year program)
- Textbooks are included
- To add a credential or take additional courses will cost an extra \$100 per unit
- There will be an additional cost for participants that do not complete the program in one-year and need to extend to the following year for completion.

\*Discounted tuition is available for districts currently collaborating in LACOE's Consortium.



**PROGRAM COURSEWORK REQUIREMENTS**

1. **Scenario A:** Candidates holding a Preliminary or Level I Credential and have met all other requirements set by CTC will only need to complete **Part I: General Core Coursework section (10-12 Units)** to clear the Special Education Credential. May possibly choose from Part: II if courses haven't already been taken.
2. **Scenario B:** Candidates that hold a Mild/Moderate Preliminary or Level I Credential may add the Autism Added Authorization and clear the credential concurrently by completing **Part: II (6 Units) and taking 4 - 6 additional units from Part I (for a total of 10-12 Units).**
3. **Scenario C:** Candidates that need to meet additional CTC requirements will **add all or a portion of Part: III, in addition to completing Part: I Core Coursework.**
4. **Scenario D:** All other candidates may have a **combination of scenarios A through B.**

<b>Part I: Preliminary or Level I General Core Coursework Menu of Options</b> (May possibly choose from Part: II if courses haven't already been taken.)	<b>Quarter Units</b>
Education Specialist Clear Program Advisement: Includes transcript evaluation, Individual Induction Plan (IIP), and orientation meeting	Required 0
SPED 293: Seminar & Portfolio Development ( <i>Required</i> )	1
SPED 289: Advanced Practicum Supervision ( <i>Required</i> )	1
SPED 290: Enhanced Behavior Management	3
SPED 291: Enhanced Curriculum & Instruction ( <i>Required for Mild/Moderate</i> )	3
SPED 287: Enhanced Curriculum & Instruction ( <i>Required for Moderate/Severe</i> )	3
SPED 292: Enhanced Communication & Leadership	3
SPED 288: Enhanced Co-Teaching with General Education & Special Education	3
SPED 299: Enhanced Assessment	3
SPED 300: Enhanced iPads in Special Education (Technology)	2
<b>Total Required Units</b>	<b>10-12</b>
<b>Part II: Mild/Moderate Candidates adding the Autism Added Authorization</b>	
SPED 267: Autism Spectrum Disorders Intro (ASD)	1
SPED 259: Programming Strategies for Autism	2
SPED 286: Autism Field Work ( <i>Taken Concurrently with SPED 259</i> )	1
SPED 258: Communication & Behavior (Autism)	2
<b>Total Required Units</b>	<b>6</b>
<b>Part III: *Only for Preliminary or Level I Candidates Missing Required CTC Level II Coursework</b>	
SPED 265: Seminar: Interpersonal & Social Skills for the Inclusive Classroom ( <i>Individual Transition Planning</i> )	1
SPED 268: Health for Specialized Populations ( <i>for Mild/Moderate</i> )	2
SPED 220: Technology in the Classroom II <b>Or</b> Sped 300: iPads in Special Education ( <i>in lieu of SPED 220</i> )	2
<b>Total Required Units</b>	<b>1-5</b>
<b>Part IV: *Only for Preliminary or Level I Mild/Moderate candidates that wish to add Moderate/Severe Credential</b>	
SPED 270: Basic Curriculum & Instruction for Students with Moderate to Severe Disabilities	2
SPED 271: Specialized Health Care, Movement Mobility, and Sensory Development ( <i>Moderate Severe</i> )	2
<b>Total Required Units</b>	<b>4</b>



<b>Part V: *Only for Preliminary or Level I Moderate/Severe candidates that wish to <u>add</u> Mild/Moderate Credential</b>	
SPED 230: Curriculum & Instruction for Students with Mild to Moderate Disabilities	2
*SPED 271: Specialized Health Care, Movement Mobility, and Sensory Development ( <i>Moderate Severe</i> ) *Required only if not taken prior	0 or 2
<b>Total Required Units</b>	<b>2-4</b>

**PROGRAM RRQUIREMENTS**

- Candidates begin the Clear Credential Program during the fall quarter. Orientation must be taken prior to the start of the program.
- Candidates complete their Portfolio concurrently throughout the year with classes each quarter. Once coursework is complete, candidates will complete the Portfolio Review
- Quarter units of the **Individualized Induction Plan (IIP)** Pedagogy will usually be spread across the 3 quarters.
- IIP Pedagogy tracks will be tailored to the candidate's type of credential, current teaching assignment, specific student population, and candidate's areas of interest/improvement. The candidate, the candidate's employer, and LACOE's Beginning Teacher Program will help determine the IIP. Examples of IIP Pedagogy tracks include: Autism Spectrum Disorder, emotional/behavioral disorders, and others.
- A LACOE Beginning Teacher Program Support Provider/Mentor will be assigned to each candidate. The Support Provider/Mentor will be matched as closely as possible to meet the candidate's specific credentialed area and classroom environment.

**EDUCATION SPECIALIST CLEAR CREDENTIAL PROGRAM CORE COURSEWORK DESCRIPTIONS**

**Education Specialist Clear Program Orientation: REQUIRED FOR ALL CANDIDATES**

The orientation is required and provides all candidates admitted to the program with an overview of the entire program, including courses, expectations, requirements, standards, competencies, tuition, and procedures. Participants must be formally admitted to the program prior to enrolling in the orientation. **Note:** This is required for all candidates and a prerequisite for all courses and activities in the program. **Required**

**SPED 289      ADVANCED PRACTICUM SUPERVISION 1 Unit**

This course is required for all candidates in the program. An individual experienced SPED teacher is assigned for each candidate as a support provider who will visit the teacher in the field a minimum of once a month and observe the teacher teaching in the classroom setting on at least four occasions. **Required**

**SPED 293      SEMINAR AND PORTFOLIO DEVELOPMENT 1 Unit**



This course is designed to help candidates understand the new Induction Competencies for Education Specialists, as well as how to determine appropriate evidence of teaching practice to support the 20 identified competencies, in working with an assigned Support Provider. The SPED Portfolio Review serves as the culmination of candidates' learning, observations, and field experiences from the formative assessment system and from each course in the program. **Required**

**SPED 290      ENHANCED BEHAVIOR MANAGEMENT    3 Unit**

This course offers opportunities for candidates to develop an understanding of functional analysis of behavior, using systematic measurement parameters and development observation. Internal setting conditions of students will be studied to better understand the likelihood of repeated patterns of behavior of as well as how to use an assessment manual in conjunction with the IEP. Topics explored include proximity, zone of connection, wait time, stop-action, positioning, problem-but not solution; scaffolding. Candidates will look at the characteristics and core deficits of diffuse neuro-regulatory disorders; student processing factors based on existing student skills and environmental demands; autism and the use of ABA as an open system and bottom line for judgment of effectiveness.

**SPED 291      ENHANCED CURRICULUM AND INSTRUCTION    MILD/MODERATE 3 Units**

This course offers opportunities for candidates to acquire advance knowledge and skills to support changes in curriculum strategies and content through modifications to support the diverse learning styles of their students. This will be augmented by examining effective ways of integrating curriculum content as well as various instructional strategies: Co-teaching, cooperative learning, peer-assisted learning; direct instruction.

**SPED 294      ENHANCED CURRICULUM & INSTRUCTION MODERATE/SEVERE 3 Units**

Offers opportunities for candidates to acquire advance knowledge and skills to support changes in curriculum strategies and content through modifications to support the diverse learning styles of their students. This course provides candidates with instructional models, methods, and materials for students with moderate/severe disabilities. General education curriculum scope and sequence will be explored. Study of techniques for developing programs across academic, life, skills, community, vocational, social, and cognitive domains will be addressed. Emphasis will be on use of adaptations and instruction that provides access to the core curricula, accommodates individual student learning needs and meets IEP goals.

**SPED 292      ENHANCED COMMUNICATION AND LEADERSHIP 3 Units**

Designed for Education Specialists-both Mild/Moderate and Moderate/Severe authorization. The course offers candidates a wide array of opportunities to research, explore, and apply current communication, leadership, and management theories. Best practices will be modeled, as well as the skills needed to coordinate, apply, and facilitate individual and group educational programs and participate as a valued member of school reform efforts. Related topics about effective communication skills will include networking and negotiating, effective public relations, effective trans-disciplinary team relations, effective family relations, professionalism in attire and action, supervision of instructional staff, and problem-solving conflicts.



**SPED 288      ENHANCED CO-TEACHING PRACTICES WITH GENERAL & SPECIAL ED      3 Units**

Designed for Education Specialists who teach in a variety of collaborative instructional settings, including shared classroom with a general education teacher, co-teaching models, push-in or pullout models, RSP as well as SDC classrooms, collaborative models of various sorts that have been put in place in local school district as part of their Response to Intervention (RTI) plans. Also addressed in this course will be the best practices for teaching Special Education students placed in general education classroom settings, working with instructional assistants, managing learning/resource classrooms, effective communication skills for networking with administrators, school psychologists and caseload managers, general education teachers, parents and families of students.

**SPED 299      ENHANCED ASSESSMENT      3 Units**

This course offers opportunities for each candidate to acquire advanced skills proficiency in identifying, describing, selecting, and administering a variety of standardize and non-standardized, formal and informal assessment procedures; and in using he interpreting these in a manner that is responsive to the diversity of individual students.

**SPED 300      ENHANCED iPADS IN SPECIAL EDUCATION 2 Units**

This course will be a combination of hands-on computer lab experience, online activities and demonstration of current technologies for argumentative and/or assistive communication. The focus is on the use of iPads and mobile electronic devices and specific applications. These will be examined in depth for their effectiveness with improving the communication skills of students with disabilities, as well as special needs with visual, verbal, and signaling communication. Special consideration will be given to use gestures, communication boards, pictures, symbols, drawings or a combination of all of these forms of assistive technologies.

**SPED 265      SEMINAR: TRANSITION PLANNING: INTERPERSONAL & SOCIAL SKILLS FOR INCLUSIVE CLASSROOMS 1 Unit**

Candidates in this course will acquire the skills and abilities to build student skills for life-goal support, self-awareness and self-advocacy. Candidates develop understanding of the legal basis, history, and role of the Individual Transition Plan (ITP) and the role of the student, family, and other resources in its development, in addition to writing their own ITP. Teachers will develop their own professionalism within this course, including investigating appropriate professional memberships. They will exhibit ability to provide disability awareness and contribute to the educational community beyond their own classroom. Candidates will understand when and how to access site-based and community resources and agencies including social, health, and language services. The culmination of this course will be the development of a professional growth plan for the candidate, which includes plans for completing Level II coursework and induction.

**SPED 268      HEALTH FOR SPECIALIZED POPULATIONS MILD/MODERATE 2 Unit**

The purpose of this course is to provide candidates with an understanding of the effects of student health and safety on learning. Candidates will become familiar with laws and regulations pertinent to health associated with mild to moderate settings. The examination of practices and safeguards that promote a healthy environment will be a focus. This includes becoming familiar with medications, demonstrating effective implementation of district rules regarding medications, demonstrating procedures. Candidates will be expected to explore resources within



the community and interact with health care providers. They will apply skills for communicating and working constructively with families and community members regarding health issues. Candidates will write and implement IEP's. Practicum supervisors observe course content in practice to ensure that a fluid connection exists between coursework and practice.

**SPED 300      ENHANCED iPADS IN SPECIAL EDUCATION 2 Units**

This course will be a combination of hands-on computer lab experience, online activities and demonstration of current technologies for argumentative and/or assistive communication. The focus is on the use of iPads and mobile electronic devices and specific applications. These will be examined in depth for their effectiveness with improving the communication skills of students with disabilities, as well as special needs with visual, verbal, and signaling communication. Special consideration will be given to use gestures, communication boards, pictures, symbols, drawings or a combination of all of these forms of assistive technologies.

*\*If you have a SPED MILD/MODERATE Preliminary/Level I and wish to add the SPED Moderate/Severe authorization, you will also need to take SPED 270 and 271.*

**SPED 270      CURRICULUM METHODS & MODIFICATIONS: MODERATE/SEVERE 2 Units**

This course provides candidates with instructional models, methods, and materials for students with moderate/severe disabilities. General education curriculum scope and sequence will be explored. Study of techniques for developing programs across academic, life skills, community, vocational, social, and cognitive domains will be addressed. Emphases will be on adaptations and instruction that provides access to the core curricula, accommodates individual student learning needs and meets IEP goals.

**SPED 271      SPECIALIZED HEALTH CARE, MOVEMENT, MOBILITY, & SENSORY DEVELOPMENT MODERATE/SEVERE 2 Units**

The purpose of this course is to provide candidates with an understanding of the effects of student health and safety on learning. Candidates will become familiar with laws and regulations pertinent to health associated with moderate to severe settings. The examination of practices and safeguards that promote a healthy environment will be a focus. This includes becoming familiar with medications, demonstrating effective implementation of district rules regarding medication, and documentation procedures. This course provides an overview of strategies and technological aids for managing the needs of students with severe physical disabilities, and the needs of students with visual and hearing impairments. Basic concepts and strategies for positioning, handling, and management of routines for activities such as feeding and personal hygiene are stressed, along with orientation will be expected to explore resources within the community and interact with health care providers and other specialists. Candidates will apply skills for communicating and working constructively with families and community members. They will write and implement IEP's. Practicum supervisors observe course content in practice to ensure that a fluid connection exists between coursework and practice.

*\*If you have a SPED MODERATE/SEVERE Preliminary/Level I and wish to add the SPED MILD/MODERATE authorization and have met the MODERATE/SEVERE Health Course you may possibly only have to take SPED 230.*

**Sped 230      CURRICULUM METHODS & MODIFICATIONS: MILD/MODERATE 2 Units**



This course is designed to develop instructional strategies for teaching integrated lessons in the areas of history, social studies, science, and art for all students. Utilizing the California Frameworks and Core Standards, students will be introduced to the concept for universal access, and the use of intervention strategies that are necessary for instructional success. There will be a strong emphasis on how to provide ongoing assistance and collaboration with the general education teachers.

**COURSES LEADING TO THE AUTISM ADDED AUTHORIZATION (If you have a Preliminary/Level I Mild/Moderate Credential it is possible that you may apply these courses to your core coursework and concurrently add the authorization and clear your credential.)**

**SPED 287      AUTISM AUTHORIZATION DISORDERS      1 Unit**

This course is designed to provide candidates knowledge of a range of disabilities within autism spectrum disorders and best practice methodologies, including applied behavioral analysis and sensory integration. In this course, candidates learn instructional approaches, behavior modification techniques, and therapy for students with autism and other pervasive developmental disorders. Throughout this course, research-based and scientifically proven approaches are addressed.

**SPED 259      PROGRAMMING STRATEGIES IN AUTISM      2 Units *\*(taken Concurrently with SPED 286)***

Candidates will be given research-based approaches to teaching students with Autism as well as known effective strategies currently approved and used by teachers in the field. These may include Discrete Trial Training, Pivotal Response Training, visual systems, social stories, sensory activities, schedules, assessment and data collection. Candidates will develop lesson plans and materials using these strategies and practice putting them to use in the classroom.

**SPED 286      AUTISM FIELD WORK      1 Unit *\*(taken Concurrently with SPED 259)***

The course accompanies the SPED 259 course for Programming Strategies in Autism. It does not require any seat time in class.

**SPED 272      COMMUNICATION AND BEHAVIOR (AUTISM)      2 Units**

Different forms of communication and their effects on behavior are evaluated, while tools to improve communication are shared. Multiple modes of communication are explored; candidates describe the strategies that they feel are most effective with their populations and explain the reasons why. The idea that effective modes of communication can change a student's behavior and their academic progress are investigated. Multiple methods of communication are discussed. Social stories, token economy systems, schedules and transitions are explained. Their effectiveness and how these strategies benefit the student and the entire class are discussed.