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ABSTRACT

Presented is a competency based teacher education (CBTE) program for training and certification of elementary level special education teachers which represents the program development phase of the Eastern Washington Special Education Consortium. It is explained that a student must be interviewed by a three-man review committee to reach each level of certification: preparatory level--the level a trainee reaches before being allowed to student teach; initial level (normally reached on the completion of B.A. degree requirements)--allows trainee to teach the handicapped; and continuing level (equivalent to the fifth year or a graduate program)--qualifies the trainee to act as an advisor within the training program. Following an introduction in Chapter 1 on the program's historical development, advantages of a special education CBTE program, a brief program description, and consortium by-laws, are six chapters covering program management; preparation program; and the implementation process in table form for elementary special education teachers at the preparatory, initial, and continuing levels. Included in the appendixes are program planning sheets for each of the three levels of certification, the estimated budget for first year operations, and a copy of "Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel". (SB)

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EASTERN WASHINGTON  
SPECIAL EDUCATION CONSORTIUM  
TRAINING AND CERTIFICATION PROGRAM  
FOR  
SPECIAL EDUCATION TEACHERS  
AT THE  
ELEMENTARY LEVEL

The format of this program is organized to fulfill the nine stipulations (a-i) of Section C-2 of "Standards" as presented in "Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel" adopted by the State Board of Education July 9, 1971.

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## PREFACE

The intent of the '71 Guidelines has been to encourage the tripartite participation of colleges, school districts, and professional teacher associations in planning, preparing, and certifying teachers. This is an excellent idea whose implementation awaits only proper funding. Tripartite cooperation has occurred in the preparation of this document.

The full implementation of this plan may await funds appropriated for that purpose. Under the present system of school finance, the full implementation of the procedures explained here may be delayed. The approval of this plan by any of the participating organizations commits that organization only to an agreement that they approve of the procedures explained herein and will participate only to that extent allowed by their limited resources. Full participation by all members of the consortium may await additional funding. Appendix XII contains an estimated budget required for full implementation during the first year.

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## CHAPTER I

### INTRODUCTION

#### 1. Historical Development

The Eastern Washington Special Education Consortium had its beginning in the fall of 1972 as a group of special educators met to discuss common problems. Represented within this group were: Eastern Washington State College; a number of Intermediate School Districts; and school districts throughout eastern Washington. During that first meeting, initial steps were taken to establish communication between a state teacher training institution and the consumer, or those school districts hiring their teachers. At that time the 1971 guidelines for the establishment of consortia to design teacher training and certification programs had only recently been published. Consequently, a suggestion was made at that meeting that the group investigate the desirability of becoming a consortium. This was approved and as a result, several months later the group voted unanimously to become a consortium for special education under those state guidelines. This move was further prompted by the fact that there was no state approved procedures for certification for special education teachers at that time and the group felt a strong need for an approved program. Consequently, a letter of intent to form a consortium was written to OSPI (Appendix IX). Today's composition of the Special Education Consortium still reflects the make-up of that original group.

The Consortium is presently composed of representatives from a number of school districts located in Intermediate School Districts 101, 123, and 104, their professional organizations and Eastern Washington State College. In addition, a number of other organizations are represented by invitation. These include other school districts, Intermediate School Districts 101, 123, 104, the Council for Exceptional Children, the Washington Association for Retarded Children (a parent organization) and the representatives from the Special Education Club (a student organization) at EWSC. Funding was received from the State Triple T funds in 1972-1973, 1973-1974, and 1974-1975 to aid the Consortium in the development of this program. The Eastern Washington Special Education Consortium is probably the largest consortium in the state both in numbers of participants and geographical size. The member organizations as of January, 1975 are listed below:

- Eastern Washington State College
- Cheney School District
- Cheney Education Association
- Central Valley School District
- Central Valley Education Association
- Clarkston School District
- Clarkston Education Association
- Coeur d'Alene School District, (Idaho)
- Grand Coulee Dam School District
- Grand Coulee Dam Education Association
- ISD 101
- ISD 123

Pullman School District

Pullman Education Association

Richland School District

Richland Education Association

Spokane School District

Spokane Education Association

Walla Walla School District

Walla Walla Education Association

See Appendix XI for the list of representatives.

2. Advantages of a Special Education CBTE Program

the competency based teacher education (CBTE) program for training and certification of special education teachers on the elementary level presented here represents the program development phase for the Consortium. Its production has resulted from a long and cooperative effort between professional, school, and higher education representatives. This program intends that certification in special education be an endorsement on the regular basic teaching certificate, with this program addressing itself to a specialist area of specific competencies necessary for the teaching of handicapped children. Although these skills are felt to be of great value to teachers of non-handicapped children as well, they are viewed here as a specialization in addition to regular basic teacher certification. At this stage of development, this program describes teaching techniques which will apply across a broad range of handicapping conditions.

The development and acceptance of this document by the cooperating organizations provides a comprehensive plan for the training and





certification of special education teachers in the State of Washington under the '71 Guidelines. It is important to professional organizations in providing a standard by which they may judge the professional development of their members and school districts will have prior

knowledge of the capabilities of the teachers they hire from the program. It also provides an excellent guide to college staff in the design and preparation of learning experiences for their students.

Perhaps the largest benefit of all will accrue to the exceptional child who is taught by the teacher prepared under this program. Here the skills are sequenced and described so that teachers may enter their first classrooms more fully prepared to handle problems connected with the instruction of special children. Students who are preparing themselves for a career in special education also reap benefits. The program will provide exact guidelines as to what is required of them to prepare to teach exceptional children. They will have a check list by which they can record their accomplishments. They will have evidence of their progress through the program and guidance to meet their needs as problems develop. Upon reaching one level of certification teachers are directed toward the next level and provided a guide for continued growth throughout their careers. New teachers entering the program have immediate feedback to help them plan for certification.

Care must be taken at this point not to conclude that the work of the consortium is completed. The program is designed for implementation within the existing resources of Eastern Washington State College as nearly as possible. It describes what is being done now and makes suggestions for the inclusion of new learning experiences. It provides

for a new management system by giving better guidelines so that the program will run more smoothly and insure a better product. With use, additional changes will be installed which will further refine the process. However, in the future the consortium may want to address itself to additional programs such as the profoundly retarded, secondary special education, the preschool handicapped, Special Education Administration, and to entirely new concepts such as internships, instructional modules, etc. We are through the beginning and can now look forward to refining, redesigning and streamlining our product.

### 3. Brief Description of the Program

In brief, the program steps are as follows. When prospective teachers attending Eastern Washington State College wish to enter the program, they will declare with the Registrar special education as their major. Individual students will then be assigned an advisor who is a member of the college staff involved in the preparation of special education teachers. The advisor and the student will meet to review the current state of training of the applicant. Together they will derive a check list of performance objectives which the applicant must achieve at the stated level of performance to meet the appropriate level of certification. As the student achieves a given performance objective, the instructor will sign off that objective for the student and send a record of this to the program secretary for inclusion in the student's file. In order to reach each level of certification the student will be interviewed by a three-man review

committee composed of a representative each from EWSC, a member school district, and the professional organization of a member school district.

The student's records of his achievement will be compared with his advancement file. If the training program has been completed to that level and the student's demeanor, attitude, etc., are judged satisfactory, then he will be recommended for the next level of certification. Formal entry into the program will be considered to have been made when the student achieves the Preparatory Level of Certification or in the case of experienced teachers, when they achieve their first level of certification.

The levels of certification as described in the '71 guidelines and in this program include the Preparatory Level, the Initial Level, and the Continuing Level. The Preparatory Level is that level of expertise a trainee must reach before he is considered qualified to student teach. The Preparatory Certification is awarded for one year and may be renewed.

The Initial Level of certification is awarded for three years and may be renewed for an additional three years. This level of training must be reached before the trainee can be employed as a teacher of the handicapped. Upon reaching this level of competency the person would normally have completed requirements for a B.A. degree.

The Continuing Level of certification may be considered equivalent to the present fifth year or to a graduate program. Its completion signifies that the trainee has an outstanding repertoire of skills which may be used in the instruction of the handicapped. An individual thus prepared may also act as an advisor within the training program.



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Teachers prepared under this guideline would be expected to be qualified to teach the mildly and moderately retarded, emotionally disturbed and learning disability children as described under

RCW 28A.13. The learning experiences described herein concentrate upon instructional skills which apply across a broad spectrum of learning problems rather than emphasizing a single category of handicapping conditions.

#### 4. By-Laws

One of the first tasks of the consortium was the preparation of the By-Laws to provide guidance for the development and governance of the consortium. The By-Laws are on pages 8 to 16.

## Article I - Name

Section 1. The name of this organization shall be the Eastern Washington Special Education Consortium.

## Article II - Authority

Section 1. The Eastern Washington Special Education Consortium is authorized under the GUIDELINES AND STANDARDS FOR THE DEVELOPMENT AND APPROVAL OF PROGRAMS OF PREPARATION LEADING TO THE CERTIFICATION OF SCHOOL PROFESSIONAL PERSONNEL as adopted by the Washington State Board of Education July 9, 1971.

## Article III - Membership

Section 1. Membership in the organization shall represent parity of school organizations, colleges and/or universities and professional associations.

Section 2. School districts, professional organizations, or colleges may be accepted into membership upon application and approval by the membership of the consortium at the time of such application.

Section 3. Any member may withdraw from membership in the consortium by notification of that intent presented to the chairman in writing.

Section 4. Any member may be asked to withdraw from membership in the consortium for failure to provide for representation at two or more consecutive meetings of the consortium after due consultation.

Article IV - Representatation of Membership

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Section 1. Each member of the Eastern Washington Special Education Consortium shall appoint one representative and alternate empowered to act for it in all consortium activities.

Section 2. In order to maintain parity in consortium decisions according to the 1971 Guidelines, when a consortium vote is necessary the various representatives of Professional Associations, School District Organizations and the college shall caucus with their fellow representatives from like organization to decide upon the vote to be cast.

Section 3. Voting on consortium matters will consist of one vote representing Professional Association, one vote representing School Districts and one vote representing the college.

Article V - Officers of the Consortium

Section 1. The officers of the Eastern Washington Special Education Consortium shall consist of a chairman, as associate chairman, and a recording secretary chosen from the representatives to the consortium by the representatives to the consortium. This will constitute Policy Board as described by the 1971 Guidelines.

Section 2. The chairman and associate chairman shall be elected from different agencies of the consortium and these offices shall normally rotate at each election among the three membership agencies.

Section 3. Each consortium officer shall be elected for a term of one (1) year or until his successor is elected.

Section 4. The associate chairman shall normally be elected to serve as chairman the following year.

Section 5. Voting for offices will follow the procedures described under Article IV, Sections 2 and 3.

#### Article VI - Meetings

Section 1. The consortium shall schedule regular meetings during the academic school year and such special meetings as may be deemed necessary and valuable by the chairman.

Section 2. The place and time of meeting shall be determined by representatives to the consortium.

Section 3. Meetings of the consortium shall be open to attendance by any and all interested persons.

#### Article VII - Committees

Section 1. Such committees as may be deemed advisable may be established to carry out the work of the consortium.

Section 2. Committee members (other than chairman) may be appointed from any member or non-member group or organization able to make a contribution to the work of the consortium.

Section 3. Appointments to committees may be either for a given term or the completion of a given task as designated at the time of appointment.

#### Article VIII - Duties of the Consortium.

It shall be the duty of the consortium to:

Section 1. Develop and administer a program for the preparation and certification of Elementary Special Education Teachers covering areas of the middle to moderately handicapped.

Section 2. Prioritize additional efforts in program development to include, but not limited to, Secondary Special Education Teachers, Teachers for the Severely Handicapped, ESA and Administrating Certificates at the preparatory, initial and continuing levels.

Section 3. Consortium Arrangements

The consortium shall:

- a. File with the Superintendent of Public Instruction a letter of intent to form a consortium for the preparation of Special Education Personnel.
- b. Specify the arrangements and processes it will use to:
  - 1) Formulate policy;
  - 2) develop program objectives, elements, and characteristics;
  - 3) gain input and involvement of students and citizens in model development;
  - 4) implement the program;
  - 5) administer the program, including monitoring candidate progress, reporting and recommending certification, recommending certificate endorsements, etc;
  - 6) conduct annual program review and evaluation.
- c. Arrange for and report results of at least one comprehensive outside evaluation during the three to five years between periodic program approval by the State Board of Education.



- d. Give evidence of the human and material resources needed to conduct, to implement, and to arrange for evaluation of the preparation program.

Section 4. Development of preparation opportunities and alternatives.

The consortium shall:

- a. Describe the role or roles which are to be assumed by the person who is to be granted a specific certificate with a particular endorsement.
- b. Describe and state the rationale for the competencies (knowledges, attitudes, skills, etc.) required of persons who plan to perform the described roles.
- c. Describe examples of the kinds of experiences that will be provided to assist each candidate to develop or demonstrate the required levels of competencies.
- d. Describe the procedures which ensure that each candidate participates in the design of his own program and the procedures which enable the candidate to achieve certification at his own rate of demonstrable accomplishments.
- e. Specify examples of kinds of evidence that will be used to determine acceptable entry and exit levels of competence of the candidate; including, as appropriate, evidence of competence when working with clients.
- f. Describe examples of procedures which will be used to provide positive, growth-producing feedback to the candidate and to the program.

- g. Describe examples of the kinds of experiences and resources that will be available to staff development personnel, both school and college, to assist them to develop necessary competencies and carry out responsibilities of their roles and specify procedures which ensure that those who supervise the candidate's preparation are competent.
- h. Provide assurances that the program is of high professional quality by describing program elements which ensure that a candidate will have appropriate breadth and depth of knowledge for his expected role, and which allow and encourage the candidate's continued personal and professional development.
- i. Describe the procedures and arrangements which ensure continuing career development opportunities for persons holding initial and continuing certificates.

#### Article IX - Duties of the Officers of the Consortium

- Section 1. The chairman shall preside at each meeting of the consortium except as he shall delegate such responsibility to the associate chairman.
- Section 2. The chairman shall, in conjunction with the associate chairman, plan the agenda for each consortium meeting.
- Section 3. The chairman shall supply each consortium representative with a copy of the proposed agenda at least five (5) days prior to the meeting.

Section 4. The chairman, or his representative, shall serve as liaison between the Eastern Washington Special Education Consortium, other consortia and the Superintendent of Public Instruction. 14

Section 5. The associate chairman shall assume the duties of the chairman in case of the inability of the chairman to fulfill his duties.

Section 6. The recording secretary shall keep an official record of all transactions at regular and special meetings of the consortium.

Section 7. The recording secretary shall write an official copy of the minutes of all regular and special meetings of the consortium and present the same to the chairman for duplication and distribution.

#### Article X - Actions of the Consortium

Section 1. All actions of the consortium shall be by consensus except in the case of election of officers as provided in Article V, Section 5 and those decisions requiring a consortium vote.

Section 2. No action of the consortium shall be binding upon any member unless and/or until that action has been approved by the representative of that member.

#### Article XI - Continuity of Program or Programs

Section 1. A person entering a program will have the option of completing requirements for certification under the program selected at the time of entrance into the program or any program in effect during the time of his pursuance of certification requirements.

## Article XII - Definition of Terms

- Section 1. Consensus shall be understood to mean group solidarity in sentiment and belief; general agreement of the representatives present.
- Section 2. Consortium shall be understood to mean that group of agencies working to develop programs for teacher education in accord with the 1971 GUIDELINES AND STANDARDS. The consortium shall consist of not less than a triad--one or more professional organizations, and one or more colleges and/or universities.
- Section 3. Agency shall be understood to mean one (1) or more professional organizations; one(1) or more school organizations; one (1) or more colleges and/or universities.
- Section 4. The representative shall be understood to be that person so designated by his member organization to serve as its representative to the consortium.
- Section 5. Academic school year shall be understood to mean that period of time during which classroom teachers employed by the members of the consortium are ordinarily under contract and/or duty.
- Section 6. Special meeting shall be understood to mean any meeting called at such a time and/or place other than the regular meeting which shall be designated and scheduled not later than one meeting in advance.

## Article XIII - Parliamentary Procedure

- Section 1. Robert's Rules of Order shall govern all regular and special meetings of this consortium.

Article XIV - Amendments

Section 1. These by-laws may be amended by approval of the majority of representatives to the consortium.

## CHAPTER II

### PROGRAM MANAGEMENT

While the management of this plan for the training and certification of teachers must fit the expectancies and capabilities of the consortium members, efforts must be made to involve the three parties of the consortium. The college, school districts, and professional organizations must assume collective responsibility for the successful functioning of the plan. The Policy Board, with its elected chairman will generally oversee the operation of the program with specific responsibilities for each member organization.

#### Role of the Consortium Members

Under the '71 Guidelines, the consortium is composed of three general memberships--the college, the school district, and the professional organization. This consortium is unique in that many school districts and many professional organizations make up those two parts of the membership. The roles defined below are specific to those organizations and each may decide by a yearly caucus how those roles will be fulfilled. These assignments are made with the hope and realization that a great deal of overlap will be found. Each organization has its primary responsibilities identified, but is also empowered and encouraged to call on the other organizations for assistance.

## 1.1 Role of the College

### 1.11 Coordination and management

Most of the training will take place at consortium approved training sites on or near the campus of EWSC, therefore, the college will be assigned the task of overall coordination and management of training functions.

### 1.12 Certification forms, records, and recommendations

It shall be the responsibility of the college to maintain student records and recommendations pertaining to students.

The certification recommendations will state that the certificate recommended by this consortium is a specialist endorsement added to the basic teacher certification.

Student records will reflect the progress of the student at all times. Recommendations written for the student may be kept in his records at the program level and/or at the college placement office according to current practices.

### 1.13 Instruction and advising

Although much instruction may be accomplished in the field by non-college personnel, the ultimate responsibility for quality and effectiveness has been assigned to the college.

The college may exercise this responsibility by screening, appointing and training educators in the field in instructional roles. The college will spend the most hours in advising because of the availability of faculty advisors to the students but the responsibility is shared with the schools and the professional organizations.

Student's advisors will be appointed from the special education faculty at EWSC. The advisor shall have the responsibility of advising the student in academic matters concerning the program. However, while the student is on field experience assignments, an advisor from the field with close proximity to the student may be appointed by the consortium. This Field Experience Advisor will provide whatever help the student might need for a successful experience. This advisor will not substitute for the college supervisor in charge of that particular experience.

An additional advising service is available to the student at least once each quarter from the Program Review Committee.

## 1.2 School Districts.

The school districts possess administrative capability which readily qualify them for a role in record keeping. They may also have staff members well trained in teacher instruction.

### 1.21 Financial--fiscal activities.

The consortium financial records will be maintained by the school districts and all funds pertaining to the consortium will be received and disbursed by them. They will have a financial report available at consortium meetings.

### 1.22 Advising

The school districts may make their special education supervisors available to students for advising



### 1.3 Professional Organizations

#### 1.31 Human Resources

The professional organizations strongest characteristics are their human resources. The organizations may supply assistance in advising of students and instruction under the tutorship of the college.

#### 1.32 Program Review

The professional organizations may monitor the quality of the program. They will see that the end product is of the excellence demanded by the teaching profession.

### 1.4 The Consortium

Some roles must be shared by all.

#### 1.41 Program Planning

The present document represents a beginning rather than an end. The consortium must set future goals for improving, enlarging, and changing the program to ensure that the quality of training experiences are the best possible. They must plan to include new concepts and technology as these are developed and organize new training programs to meet the needs of State and national special education programs.

#### 1.42 Human Resources

The program finally breaks down into people. Human resources available to the consortium are almost unlimited in talent, training, and desire. The interplay of these resources is what will make this program a success. All share that responsibility.

#### 1.43 Consortium Committees

Much of the work of the consortium will be done through committees with representation on each committee from each leg of the triad composing the consortium. The committees utilized by the consortium will include the Policy Board, Program Committee, Review Committee, and Task Forces. The Policy Board will be composed of the Consortium Chairman, an associate chairman, and a recording secretary. These officers will be elected annually as explained under Article V of the By-Laws. The Policy Board will:

- a. Work together to meet all requirements of the 1971 Guidelines.
- b. Establish policies governing consortium activities.
- c. Administer policies and procedures.
- d. Delegate responsibilities for implementation of programs.

The Program Committee will be appointed by the Policy Board and approved by the general consortium membership. Their function will include the general coordination of the training and certification program and to assist in the preparation of new programs as assigned by the Policy Board.

The Review Committee will be appointed by the Policy Board for the purpose of reviewing candidates applying for certification. Each committee will consist of three persons representing the triad of consortium members. They will meet each quarter. The number of committees will approximate

one fourth of the number of students to be interviewed. The Review Committee will evaluate the application, interview the applicant, recommend certification where warranted, and assist in outlining training programs for applicants when appropriate.

If the consortium decides to undertake a given task, such as program evaluation, program addition, or program change; a Task Force may be appointed by the Policy Board for that purpose. Upon completion of its charge, the Task Force will report to the consortium, thereafter being discharged.

## 2. Arrangement for Reciprocity

Reciprocal arrangements, according to the '71 Guidelines, are necessary between teacher preparation programs to insure opportunities for mobility, continued career development and appropriate certification for in-state and out-of-state personnel.

### 2.1 In-state Candidates

The special education teacher training institutions within this state have a history of close cooperation. There is a great deal in common between these programs and reciprocity between them should pose no problem.

Those individuals who are in certification programs in special education and find it necessary to change geographical areas or wish to change from one approved special education consortium within the State of Washington to this one will be admitted to the certification procedure appropriate to the certificate he/she

currently holds. That is, holders of the Preparatory Certificate will be admitted to the program at the level seeking initial certification.

The experienced regular class teacher will enter this program according to the procedures outlined under Chapter III, No. 5, Individualization of Program.

## 2.2 Out-of-State Candidates

Students transferring from Special Education teacher training institutions outside of the State of Washington who wish to enter this program must follow the guidelines for entering Eastern Washington State College. Once accepted as a student at EWSC and having been processed through the Admissions Office and having declared Special Education as his/her major, the student will be assigned an advisor. The transfer student and advisor will then follow the steps as outlined for transfer students under Chapter III, No. 5, Individualization of Program:

Out-of-state candidates for teaching positions in special education will be issued a temporary special education teaching certificate upon proof that they graduated from a special education teacher training program at a four year teacher training institution. They may then apply to the consortium for evaluation and approval for certification. Within nine months they must appear before a Program Review Committee to present their credentials. The committee will recommend the proper certificate level, and if the candidate wishes, to outline a program of preparation for the next level of certification.

### 2.3 Experienced Special Education Teachers

Prior to the '71 Guidelines, there have been no provisions within the State of Washington for the certification of special education teachers. The state colleges have provided teacher training programs which offered the opportunity to gain an endorsement on the regular teaching certificate which indicates the individual has preparation in special education. However, under the '61 Guidelines, school administrators have had the latitude to place a teacher in any classroom appropriate to elementary or secondary certification after one year of experience. The result has been that teachers currently placed in special education classrooms have a wide variety of backgrounds ranging from very little preparation in special education to those possessing a Master's degree in that area.

A special education teacher, now teaching, who wishes to investigate certification under the Eastern Washington Special Education Consortium may write to the consortium in care of Eastern Washington State College, Cheney, Washington 99004 to request evaluation. The teacher must furnish a copy of all transcripts, verified teaching experience, and fifteen dollars to cover the cost of evaluation. Within thirty days the teacher will receive an invitation to an interview with an advisor. Together they will review the teacher's transcripts and teaching experience. They will prepare a list of those performance objectives, if any, which need to be met for certification at the Initial or Continuing level.

The teacher may then request a meeting with the Review Committee if he/she desires to seek certification. When the advisor is satisfied that the teacher meets the qualifications for certification, he will request a meeting with the Review Committee for the teacher. The Review Committee will interview the applicant and upon approval, will recommend certification. The Eastern Washington Special Education Consortium does not wish to, nor does it intend to, have the authority to force practicing special education teachers in eastern Washington to seek certification under this plan. That responsibility lies with the State. However, special education teachers are invited to investigate the possibility of certification under the consortium. All fees collected for evaluation will be forwarded to the financial agent for the consortium and be used in support of consortium activities.

### 3. Change of Membership

It is conceivable that additional organizations may want to join the consortium in the future or that existing consortium members may want to dissolve their membership. These exigencies are covered under Article III of the Consortium By-Laws.

### 4. Program Development

The '71 Guidelines are explicit in their call for equal responsibility among the consortium membership for program development. However, it does caution the consortium that programs should be developed within existing curriculum structure when possible. The learning experiences outlined within this document for the most part are covered by the existing special education program at EWSC.

The principal difference between the existing program and the one described here is the responsibility to be played by the schools and professional organizations in the training sequences. Some additional experiences will have to be added to the programs to satisfy the requirements of this plan, but must be done under the auspices of the consortium. As these experiences are added, and the consortium members find themselves more and more in the attitude of cooperation the students will become "our" students rather than "their" students.

With the implementation of this plan comes the ever increasing responsibility for review of the learning experiences for possible change. The continuing charge of the consortium is to identify those learning experiences which best prepare a teacher of the handicapped and emphasize them, while phasing out those learning experiences whose contribution towards teacher preparation becomes unimportant.

When a consortium member considers a change desirable, whether it is adding, changing, or deleting learning experiences, that change may be recommended to the Policy Board. If approved, it may be instituted immediately but must be ratified by the complete consortium within one year to remain in effect.

##### 5. Program Evaluation

The Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) will publish a program evaluation form to be completed annually. The consortium will appoint an

internal evaluation team to complete this annual report. The team will consist of members from each component organization of the consortium and will submit their report to the Policy Board. After reviewing the report, the Policy Board will submit it to the complete consortium for their information and then forward the report to the State.

Additional evaluation procedures are described under Chapter III, No. 9, Quality Controls.



## CHAPTER III

### PREPARATION PROGRAM

#### 1. Rationale

Historically, the preparation of teachers has been left to colleges and universities with some requirements established by the state. In this type of arrangement, teachers had very little if anything to say about their training programs and school districts were left to find teachers where ever they could, hoping that they possessed at least some of the skills the district desired. While student teaching was used as a means for field experience, the student teachers were many times viewed as intruders or at best, observers with the school, but not really part of the school's responsibility. When a teacher was hired there was no method of insuring the school district which competencies that individual possessed outside of a list of classes taken by the individual.

Under the consortium arrangement several advantages accrue to the teacher, school district, and training institution. All of these advantages eventually prove to be of benefit to children. Some of the results of a consortium planned and operated teacher preparation program are:

- a. Cooperative planning and training create joint responsibility for success of the student and the program.

- b. There is more cooperative use of skilled personnel in various roles.
- c. Students become "our" students and there is a lessening of the "we--they" attitude.
- d. Expanded practicum opportunities and improved conditions in practicum situations are provided for students.
- e. There is a better understanding of preparation requirements on the part of everyone involved.
- f. The school district knows the competencies possessed by the teacher applicant.

The list of advantages of a CBTE program could be extended, however, there is one note of caution: Like all things that are improved, it will probably cost more. An estimated budget for the first year of operation is included as Appendix XII.

## 2. Professional Role of the Special Education Teacher, Elementary Level

The role of the Special Education teacher varies a great deal from classroom to classroom, category to category, and even from child to child. However, in all this variability there is a thread of consistency, if even in the variability itself. The teacher must be prepared both emotionally and academically as well as possible to deal with whatever behavior may occur. The role of the special education teacher then, may be described within eleven task statements as follows:

- Task 1. Recognizes the numerous categories of exceptionality among handicapped children including the characteristics, prevalence, and general educational procedures relevant to each.

- Task 2. Distinguishes the nature, needs, and problems specific to those groups of children she works with.
- Task 3. Translates learning theory into educational methodology and uses relevant techniques for instructing individual and groups of handicapped children.
- Task 4. Diagnoses learning problems of handicapped children, obtaining and utilizing summative and formative data to communicate the child's skill status to those involved.
- Task 5. Develops, organizes, and evaluates instructional programs for handicapped children.
- Task 6. Prescribes, constructs, adapts, modifies, and evaluates instructional materials for handicapped children.
- Task 7. Organizes and manages the classroom for maximum effect in the instruction of handicapped children.
- Task 8. Identifies and coordinates school and community resources appropriate to the needs of handicapped children.
- Task 9. Communicates with other appropriate professionals, para-professionals, parents, etc. information related to progress and behavior of the child.
- Task 10. Interprets, utilizes and participates in educational research.
- Task 11. Utilizes a background in historical, philosophical, and social foundations of special education in the organization and management of a special education program.
3. Competencies for Teachers of Exceptional Children,  
Elementary Level\*

\*The following standards for teachers of handicapped children are concerned with basic areas of knowledge and competencies. While

these competencies include the traditional major categories of exceptionality, their primary focus is toward a functional definition of each particular problem the child may have. This allows the teacher to adjust her instructional techniques to precisely defined academic behavior rather than the confusing psychological and developmental models traditionally used. The program is more concerned with how to teach needed skills than it is with ways of dealing with medically defined categories.

Following are the eleven tasks represented in the role statement of the special education teacher. Each task is paired with a competency which covers the skills and knowledge needed to perform the task. The competencies are designed to cover all three levels of certification. To the right of each competency is a descriptor word or phrase which encapsulates the area of reference of that particular competency. They are also arranged in order of complexity beginning with those dealing with introductory information followed by those dealing with higher order instructional skills.

AREA OF  
REFERENCE

Task 1. Recognizes the numerous categories of exceptionality among handicapped children including the characteristics, prevalence, and general educational procedures relevant to each.

Competency 1. Knowledge and understanding concerning characteristics, prevalence, general education procedures and Introduction to the field

AREA OF  
REFERENCE

resources relevant to appropriate categories of exceptionality and handicapped children generally.

Task 2. Distinguishes the nature, needs, and problems specific to those groups of children she works with.

Competency 2.	Knowledge and understanding of the nature, needs, and problems of specific groups of handicapped children.	Specific areas
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Task 3. Translates learning theory into educational methodology and uses relevant techniques for instructing individual and groups of handicapped children.

Competency 3.	Competency in the systematic use of relevant techniques and approaches available for teaching individual and groups of handicapped children, including the translation of learning behavior theory to educational methodology.	Teaching theory and techniques
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AREA OF  
REFERENCE

- Task 4. Diagnoses learning problems of handicapped children, obtaining and utilizing summative and formative data to communicate the child's skill status to those involved.
- Competency 4. Competency in the use of summative and formative methods of measuring and communicating a handicapped pupil's skill status in the basic areas of learning. Diagnosis
- Task 5. Develops, organizes, and evaluates instructional programs for handicapped children.
- Competency 5. Knowledge and competence in the development, organization, and evaluation of instructional programs for handicapped children. Program
- Task 6. Prescribes, constructs, adapts, modifies, and evaluates instructional materials for handicapped children.
- Competency 6. Knowledge and skill in the construction, evaluation, adaptation, and modification of Materials

AREA OF  
REFERENCE

instructional materials to the curriculum for handicapped children.

Task 7. Organizes and manages the classroom for maximum effect in the instruction of handicapped children.

Competency 7.	Competency in classroom organization and management--such as effective individualization of learning experiences, grouping for instruction, management techniques, methods of motivation, scheduling of activities, writing goals and objectives, and continuous monitoring of pupil progress.	Teaching Practices
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Task 8. Identifies and coordinates school and community resources appropriate to the needs of handicapped children.

Competency 8.	Proficiency in identifying and coordinating school and community resources to provide social, vocational, academic, and related learning experiences for handicapped children.	Other Resources
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AREA OF  
REFERENCE

Task 9. Communicates with other appropriate professionals, para-professionals, parents, etc. information related to progress and behavior of the child.

Competency 9. Competency in communication with professionals, para-professionals, parents, and others relating to program progress and behavior of the child. Communication

Task 10. Interprets, utilizes and participates in educational research.

Competency 10. Proficiency in the interpretation, utilization of, and participation in educational research. Research

Task 11. Utilizes a background in historical, philosophical, and social foundations of special education in the organization and management of a special education program.

Competency 11. Knowledge of the historical, philosophical, and social foundations of special education and the competency to supervise the organization of a special education program on either a classroom or school level. Philosophy  
and Management



#### 4. Performance Objective, Performance Standard, Learning Experiences, Setting and Evaluation

Although the competencies are designed to function at all levels of certification, the extent of the development of the skills described by each competency moves from the beginning stages at the preparatory level to the more complex or refined at the continuing level. The extent of the preparation requirements for each competency at each level of certification is described by the Performance Objectives. The Performance Standard presents the criterion upon which the completion of each Performance Objective is judged. The sources from which the information may be obtained are described by the Learning Experiences. The Setting suggests where the learning experiences may occur and the Evaluation is the means by which the successful accomplishment of the Performance Standard is judged. It is hoped that new and innovative components to this program will be added as experience permits. The list of Learning Experiences, Settings, and Evaluation described in this document may be found in Appendix VIII.

Performance Objectives: When considering the broad interpretation possible for each competency, it becomes expedient to further describe that competency and the levels of mastery expected in more measurable terms. The student, as well as his instructor, must understand the task he is asked to accomplish and what its limitations are. Once this description is satisfied, the instructor knows what he must instruct and the learner knows what he must learn and they both know the conditions and criteria that must be met. The first step in this process of description is the performance objective. Here the learner is told what information he must gain and how he must present it. The

performance objectives ascend in complexity as the trainee progresses through the levels of certification. They also change in their requirements as the student moves from the first competencies which speak to an introduction to the field, toward the later competencies which address themselves to the needs of research and administration. The performance objectives for the early competencies ask for such exercises as listing and describing while the later performance objectives ask for demonstrations and behavioral changes. As the program is field tested and as new developments occur in special education, the performance objectives will undoubtedly undergo some changes. New ones will be added and old ones will lose their value and be discarded. It is also hoped that students themselves may suggest alternate ways to acquire specific information. This would be completely acceptable under the conditions of the program.

Performance Standard: Once the learning task has been described, it is necessary to set a standard by which accomplishment can be judged. This is the function of the performance standard. For some learning tasks that involve listing or naming, it is simple to suggest a given percentage as adequate performance. Other performance objectives suggest the learner demonstrate a given skill or write a given program. These activities become much more difficult to evaluate. The performance standard may be simply to do it to the satisfaction of a competent authority. Whatever the standard suggested, some may prove to be too low and others too high so that adjustment is inevitable. As changes are made, they should be accomplished with an eye single to making the experience as meaningful to the student as possible.

Learning Experiences: The learning experiences described in the program represent the sources of information available to the student. This, again, does not represent an exclusive list and the trainers should always remain open to suggestions for new sources. A given performance objective may also be satisfied in a variety of ways suggesting more than one possible source. The learning experiences listed on the program format include only what is considered the major possible experiences for each performance objective. Others may satisfy the need just as well.

Following is a brief definition of each listed learning experience:

1. Observation: Such as observing a class or individual in action. Behavior counts may or may not result from this observation, but it should be for a specific stated purpose.
2. Audio-visual: Films, tape, VTR, filmstrips, etc. could be used both for gaining and presenting information.
3. Lecture: An example is the college classroom where a single individual presents information to others verbally.
4. Texts: Books about given subjects used to teach given information written by authorities in the field.
5. Journals: Professional journals such as published by CEC, AAMD, etc.
6. Interview: Where a given authority is interviewed to obtain specific information. May be extended to experienced teachers and administrators.
7. Discussion Group: A small group of students with a leader appointed to cover a given area of information.

8. Research: Could cover either a research project conducted by the student or a review of relevant research already accomplished by others.

9. Independent Study: Not a regular class, but a single individual working on a project conceived by himself and/or his instructor.

10. Production: A case of making something. A physical creation of materials used with or by the handicapped.

11. Demonstrate: To show others you can do something by doing it.

12. Practicum: Working with individual or small groups of children under direct supervision to gain a specific type of experience.

13. Program Design: Actually designing and writing a specific program. Involves a finished product usable by the teacher or someone else.

14. Field Experience: A part-time assignment in the field for one quarter. An example would be to spend two hours per day in a local resource room. Entails the use of a cooperating teacher.

15. Student Teaching: The student teaching experience of being assigned to a cooperating teacher for one quarter. Can be done for more than a single quarter.

16. Internship: Full-time assignment in the field for one quarter. Does not include student teaching--but usually for additional experience. Should include specific performance objectives.

Setting: The eight settings listed here are merely representations of widely varying conditions under which the learning experience may occur. Each of the individual descriptions listed would vary widely in practice as the individuals (supervisors, students, and children) within the settings differ. Information sources named under learning experiences

could certainly exist in more than one setting. Texts could be consulted in classes, seminars and libraries. Demonstrations could occur in workshops, clinics, and schools. And inversely, a seminar may require sources from lectures, texts, journals and observations. So almost any combination can be worked out, depending upon the needs of the situation. Only those combinations thought to be most appropriate are listed on the format.

Below are the descriptions of the various settings listed. Others may be added as conditions necessitate.

1. Class: This would usually refer to a class the candidate is enrolled in. It would probably be at, or given by, a teacher training institution.
2. Seminar: Small group discussion-type class. Usually has less lecture and more student participation than the regular class.
3. Library: This is where most of the searches of the literature would be conducted. When seeking information from authorities in the field, one would go to the library.
4. Workshops: A class presented under the auspices of the teacher training institution which is usually designed to teach and give practice in a skill or group of skills.
5. Clinic: A physical location where a student may work with individual or small groups of handicapped children under supervision.
6. Schools: Usually the public schools, and could include a variety of locations from resource rooms to self-contained rooms to program supervision.
7. Community: Includes other settings within the community such as mental health center, social service organizations, parent groups, etc.



8. Institution: Would include state institutions for the retarded, group homes, juvenile halls, etc.

Evaluation: As each learning experience progresses in its own setting with specific standards of accomplishment, there must be some form of measurement applied by which judgment may take place. These forms of measurement are listed under evaluation. In the evaluation of each performance objective the final decision for satisfactory progress must ultimately rest upon some competent authority. At the implementation of this program, those persons regularly assigned by the college as instructors and/or supervisors may be assumed to be competent authorities in the areas they are assigned. As additional individuals are assigned instructional and/or supervisory rolls within the program, they will be given competent authority status on a conditional basis after which the consortium will have one year to decide whether to award the competent authority status to the individual. There are many ways that the measurement may take place, but in all these, someone must set the standard and make the decision as to whether performance meets the criteria. In the format, "competent authority" is mentioned under evaluation for each performance objective. In addition, other means of evaluation are usually listed as they seem appropriate.

Following is a description of each evaluation technique listed:

1. Competent Authority: That person judged competent in that particular field. This could be the person appointed to teach the class, someone recognized as competent because of his contributions to the field of study, or someone agreed upon by the consortium as competent.
2. Written Test: A written test, objective or subjective, prepared by the class instructor or other competent authority.

3. Oral Test: Same as the written test but given orally. Must meet a given criterion.

4. Interview: Similar to an oral test except it may be conducted by a committee for the purpose of acquiring specific information.

5. Written Paper: The term paper or quarter report. Can also be done independently of an organized class.

6. Clinic Reports: A record of the interactions within a clinic setting. Could include teaching materials used, behavioral charts, parents interview records, etc.

7. Review Committee: Similar to the interview except the type of information sought would be more extensive. The Review Committee, for example, would determine a candidate's preparedness for student teaching or for receiving a given level of certification.

8. Production: This refers to whether the candidate can produce (make) the required materials, both physical and written.

9. Behavioral Record: May be used to indicate whether a candidate can successfully change the behavior of other people.

10. Performance: When a person has to do it, to demonstrate.

##### 5. Individualization of Program.

Under the consortium arrangement, school districts and professional organizations may identify their requirements for trained personnel and the colleges translate those requirements into learning experiences so that the product is a teacher trained to accomplish the job.

The individual student within this training and certification program will be able to, with help from consortium representatives, tailor the program to fit the needs of his particular occupational goals and needs of the school district. The program is designed to ensure the success of

the student. With counsel, he will be able to plan for those particular experiences which best satisfy his requirements for a training program.

Prospective special education teachers entering the program may be generally divided into two groups: undergraduates who enter at the beginning of the program, and experienced teachers who enter the program at the Initial or Continuing levels.

A new course will be introduced at the implementation of this program to assist undergraduates to understand and plan their program within it. The undergraduates who desire to enter the program may begin work at the sophomore, junior or senior level by declaring with the registrar special education as his major. At this point, he will be assigned an advisor from the special education staff.

Upon being assigned an advisor, the student will arrange to meet with him for the purpose of program planning. They will jointly review the competencies and performance objectives for the desired level of certification, and will select those learning experiences which will satisfy the required performance objectives (PO).

If the student desired to substitute a different learning experience than the one outlined, he may submit his request on a "Petition for Substitution of Experiences" form (see Appendix I). The request is forwarded to the Program Review Committee for their decision. The overriding consideration for approval is whether the request satisfied that particular training requirement and whether it is appropriate to the individual plans or needs of the student.



As the student progresses through his learning experiences and satisfies each individual PO, he will receive a "Performance Objective Sign Off Slip" from the instructor in charge of that experience (see Appendix II). A copy of the "Performance Objective Sign-Off Slip" will be forwarded by the instructor to the Special Education Program secretary to be inserted in the student's file. The secretary will also mark off that PO on the student's "Program Planning Sheet" as having been completed. (See Appendix V.)

As a student accomplishes a given Performance Objective, that objective is signed off by the person in charge of that experience. This would be the instructor in the case of a class or the supervisor in the case of field experience. In addition, the consortium may empower cooperating teachers and school district special education supervisors to sign off PO's accomplished in the field.

When the student and his advisor agree that he has completed the PO's for a given level of certification, they will then request an evaluation by the Program Review Committee. The student will complete his part of a "Request for Evaluation" form (see Appendix III). The advisor will complete the remaining part and forward this along with three copies of his "Program Planning Sheet," the student's permanent file, and a statement attesting to the student's level of preparation to the Program Review Committee.

The second main category of individuals entering the program will be experienced regular classroom teachers. When the experienced teacher desires entry into the program he will complete a "Request for Admission" form (see Appendix IV) and forward that form with copies of his transcripts to the Special Education Program Director. The applicant will then be

assigned an advisor. The experienced teacher applicant will meet with his advisor for a preliminary program evaluation during which the "Program Planning Sheet" will be completed and initial classwork advised. During the next meeting of the Program Review Committee, final evaluation will be completed, an interview with the applicant will be accomplished, and the applicant will be informed within seven days of acceptance with a complete program of study, or rejection from the program.

Many of these teachers will also be working on an M.Ed. degree with a major in Special Education. While the administration of the M.Ed. degree will be separate from this certification program, it is anticipated that the overlap between the two will be very broad. Consequently, upon approval of the Graduate Studies Office and the Department of Applied Psychology, the student should be able to pursue both a graduate degree and certification at the Continuing level simultaneously.

Once within the program, the experienced teacher will follow the procedures for advancement as outlined for other entering students. All students within the program, regardless of level, will have constant access to his advisor, and the Program Review Committee. The advisor will assist the student, upon request, to select classes, substitute experiences or evaluations, arrange evaluations by the Program Review Committee, etc. The Program Review Committee will maintain responsibility for final judgment as to the individual's preparation. However, they will undoubtedly rely much upon the recommendation of the advisor. Should the student wish to appeal any decision by either the advisor or the Program Review Committee, this may be done by writing a letter of appeal to the Program Review Committee describing the circumstances and the student's needs.

(For further information regarding appeal procedures see Chapter III, No. 7, Feedback.)

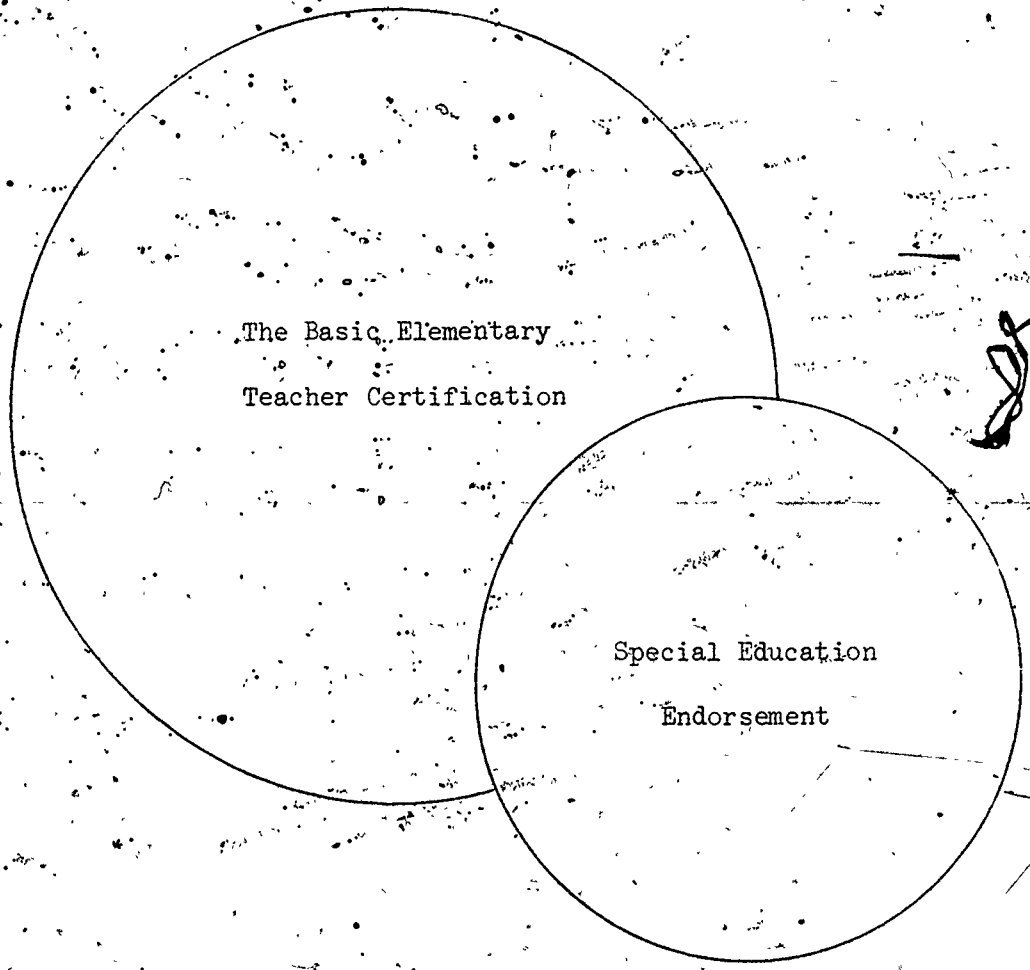
#### 6. Evidence of Entry/Exit Levels of Competence

The implementation of this program will be accomplished within an institution which is also in the business of preparing teachers for the regular classroom. The program further adopts the philosophy that teachers in special education should also possess those skills or competencies necessary for the basic teaching credential for the regular classroom. This program assumes regular classroom preparation on the part of its participants. The certification referred to by this document for the special education teacher is actually an endorsement on the basic teaching credential and cannot be issued until the basic credential is earned. The program for teacher preparation for the regular classroom remains on the traditional level of specific class requirements. This special education program operates as a specialist area to the traditional program for basic teacher certification.

As the regular class preparation program moves into a competency based system, those competencies written for the basic certification will be adopted as fundamental for this program also. This relationship may be viewed as a basic certification required by all teachers with special education as an endorsement attached. For the purpose of this document, special education certification and special education endorsement may be used synonymously.

Illustration 1.

The Special Education Program may be superimposed upon the Basic Teacher Certification Program.



The Basic Elementary  
Teacher Certification

Special Education  
Endorsement

To be admitted to this special education teacher training program, an undergraduate trainee must meet the following:

- a. Be enrolled in a basic teacher preparation program. This special education program is not a complete teacher training program in and of itself.
- b. Declare Special Education as their major area of study.
- c. Be recommended by the Review Committee to receive the Preparatory level certification.

To remain in the program the student must maintain satisfactory performance within the major area.

Every attempt should be made by faculty and consortium members to recruit the very best of the student body and experienced teachers to enter the field of Special Education. While the student and his advisor can recommend program content, program changes, and entry and exit, the final responsibility for the program remains with the Program Review Committee. However, the authority to sign students off for the satisfaction of a given Performance Objective shall remain with the instructor of that class or experience.

The program is designed to be ~~field oriented~~ and hopes to provide students ample opportunity to test their theory by application in real experiences.

There are three levels of certification identified in the program format. The teacher trainee must satisfy all performance objectives relating to any given level before certification is granted for that level. In the case of the Initial and Continuing levels, all requirements for lower levels of certification must be met before approval is given.

The attainment of one certificate shall serve as entry for preparation for the next level certificate. The entry level to the preparatory certificate will reflect an "open door policy." Anyone may work to achieve competencies at any level, but will not be considered formally within the program until they have been recommended to OSPI for at least the Preparatory level of certification.

Continued professional growth following receipt of the Continuing certificate will be primarily the responsibility of the individual concerned. This individual should be prepared to discuss a tentative program with his advisor and the Review Board.

However, provisions must also be made to give strong support to the certificate holder in this endeavor. To do so, individually and jointly, cooperating agencies may sponsor workshops, seminars, conferences, etc. to aid the specialist in updating his skills and further refining his competencies.

In addition, continued contact should be maintained with those individuals who are products of the program working within the consortium area, and with their supervisors and peers. This will furnish information as to the adequacy of the programs of preparation and as a source of feedback to the specialist. Ideally, such individuals will become involved in Task Force activities, including work as advisors and Review Board members. This, along with opportunities provided by on-the-job challenges in such activities as program development and revision, research projects, in-service activities, etc., should provide opportunities and stimulation for continued growth.

## 7. Feedback

When this program for preparing and certifying special education teachers becomes operational, a two credit class will be initiated at the undergraduate level to assist the beginning student to become familiar with the program and plan their course of study.

Perhaps the most powerful and continuous method of feedback available to the students is by monitoring their own copy of the "Program Planning Sheet" (see Appendix V). This sheet is prepared in conjunction with the advisor and spells out those learning experiences necessary to satisfy a given level of preparation. As the student progresses, the requirements are signed off. Other methods of feedback are the responsibility of the student. Instructors may be contacted, field supervisors should be communicated with and the student's advisor should be consulted often.

Seminars are one way of keeping in contact with other students. The student chapter of the Council for Exceptional Children is another means by which the student may keep up with new developments, be in contact with fellow professionals and gain a professional identity. Throughout all of this, the student remains captain of his own progress with the program which he designed providing the necessary direction for success.

## 8. Staff Development

All faculty, staff, and field personnel involved in the implementation of this program will attend a daylong workshop to familiarize them with the program. In addition to this initial workshop, continued training will be provided by consortium sponsored field workshops for special education supervisors and teachers and regular class teachers. Further opportunities

for professional staff development may come through OSPI from the RRC/ALRC located in Eugene, Oregon. The ALRC has a heavy commitment to teacher training in special education.

Other staff development may occur as federal and state funds become available. However, staff members are reminded that they have a commitment for professional growth.

#### 9. Quality Controls

Special education is a fast growing field with constant influx of new knowledge and techniques. The consortium will appoint special task committees for the development of new concepts in teacher training. Feedback will be sought from program graduates and this information will be used to improve the program.

The consortium will also provide for a yearly review of the program by Program Committee. However, the career teacher within the program and those leaving it must make their own commitment to continued scholarship as a function of their special education role.

#### 10. Career-Long Preparation

Those practicing teachers at the Initial and Continuing levels of preparation must be given continuing opportunities for professional growth. The consortium will work cooperatively with educational agencies in the planning and scheduling of a variety of learning experiences to provide those opportunities. Throughout the preparation of teachers, it should be made clear to them that career-long professional development should be a personal goal and a professional responsibility.



CHAPTER IV

IMPLEMENTATION PROCESS

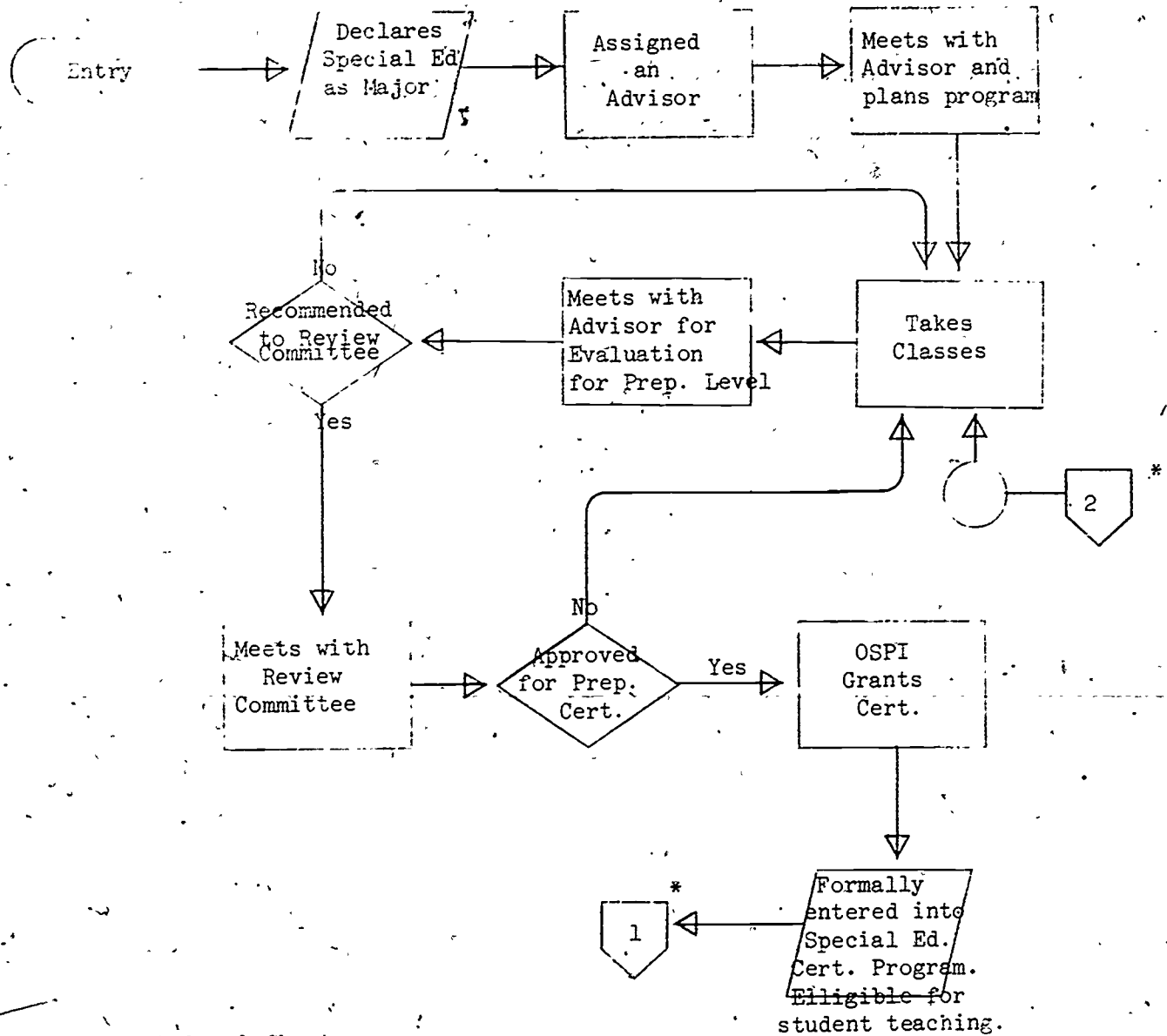
FOR

ELEMENTARY SPECIAL EDUCATION TEACHERS

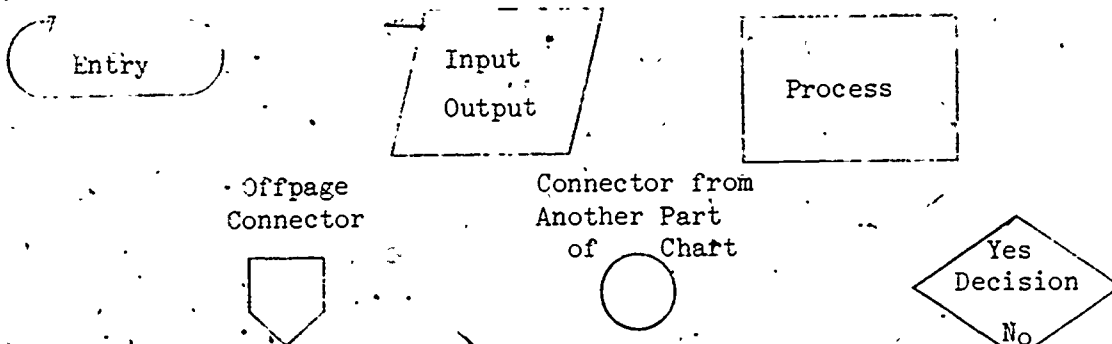
AT THE

PREPARATORY LEVEL

Preparatory Level



\*See Initial Level Chart



LEVEL: REPARATORY MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
1. Knowledge and understanding concerning characteristics, prevalence, general educational procedures, and resources relevant to appropriateness and handicapped children generally.	1.01	Identify the major categories of exceptionality in children as identified by Washington State rules and regulations and in professional literature	...so that at least 8 of the 12 areas are listed in writing	Lecture, texts, Journals	Class, seminar, library	Competent authority, written test, oral test	
	1.02	State the percentage of occurrence in the population of the major categories of exceptionality	...so that the correct percentages are listed in at least 8 of the 12 categories	Lecture, texts, Journals	Class, seminar, library	Competent authority, written test, oral test	
	1.03	List the identifying characteristics of the major categories of exceptionality	...so that at least 8 of the 12 areas are properly identified	Lecture, texts, Journals	Class, seminar, library	Competent authority, written test, oral test	
	1.04	List appropriate placement options for handicapped children available through public schools, institutions, or other agencies	...so that at least 85% of the placement options are listed in writing	Lecture, texts, Journals	Class, seminar, library	Competent authority, written test, oral test	
	1.05	Describe appropriate placement options for handicapped children available through public schools, private schools, institutions, or other agencies	...so that at least 85% of placement options are appropriately described in writing	Lecture, texts, Journals	Class, seminar, library	Competent authority, written test, oral test	

LEVEL: PREPARATORY MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
1. continued	1.06	State the physical and psychological characteristics of both normal and exceptional children during their developmental stages preschool through adolescence as identified in professional literature	...state in writing at least 85% of the appropriate characteristics	Lecture, texts, Journals	Class, seminar, library	Competent authority, written test, oral test	
	1.07	Describe the general curve of intelligence in the population	...describe the general curve of intelligence and give the breakdown to each level with the correct percentage of each level at 100% accuracy	Lecture, texts, Journals	Class, seminar, library	Competent authority, written test, oral test	

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
<p>2. Knowledge and understanding of the nature, needs, and problems of handicapped children</p>	<p>2.01</p>	<p>Describe the identifying characteristics of the following categories of exceptionality:</p> <ol style="list-style-type: none"> <li>1. Mildly Retarded</li> <li>2. Moderately Retarded</li> <li>3. Severely Retarded</li> <li>4. Hearing Impaired</li> <li>5. Partially Sighted</li> <li>6. Blind</li> <li>7. Gross Motor and Orthopedically Impaired</li> <li>8. Emotionally Disturbed</li> <li>9. Learning Disabled</li> <li>10. Health Impaired</li> <li>11. Multiply Handicapped</li> <li>12. Communication Disorders</li> </ol>	<p>...so that the 12 funding categories are described in writing with at least 85% accuracy</p>	<p>Lecture, texts, Journals</p>	<p>Class, seminar, library</p>	<p>Competent authority, written test, oral test</p>	
	<p>2.02</p>	<p>List possible causative factors, developmental problems, limitations, and expectations of 8 of the 12 areas</p>	<p>...list from 3 to 5 factors in developmental problems, causation, limitations and expectations of 8 of the 12 areas of handicapping conditions as defined by RCW 28A.13</p>	<p>Lecture, texts, Journals</p>	<p>Class, seminar, library</p>	<p>Competent authority, written test, oral test</p>	

LEVEL: PREPARATORY

MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
3. Competency in the systematic use of relevant techniques and approaches available for teaching of individual and groups of handicapped children, including the translation of learning behavior theory to educational methodology.	3.01	Describe at least three major theories of learning	...describe each theory naming principle contributors their contributions, characteristics, and applications at 85% accuracy	Audio-visual, lecture, texts	Class, seminar, library	Competent authority, written test, oral test	
	3.02	Prepare a program for modifying behavior with rationale for each component	...to the satisfaction of a competent authority	Lecture, texts, journals	Class, seminar	Competent authority, written test, oral test	
	3.03	To be able to list and describe the different learning modalities	...at 85% accuracy	Audio-visual, lecture, texts	Class, seminar, library	Competent authority, written test, oral test	
	3.04	To list and describe various approaches to instruction such as Montessori, developmental, perceptual motor, and programmed instruction	...at 85% accuracy	Audio-visual, lecture, texts	Class, seminar, library	Competent authority, written test, oral test	

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
<p>4. Competence in the use of summative and formative methods of measuring and communicating a handicapped pupil's skill status in the basic areas of learning.</p>	<p>4.01</p>	<p>Describe procedures for screening children to identify instructional needs in developmental and academic areas</p>	<p>...outline a screening program including types of tests and their uses to the satisfaction of competent authority</p>	<p>Lecture, texts, journals; research, program design</p>	<p>Class, seminar, library, workshop</p>	<p>Competent authority, written paper, review committee</p>	
	<p>4.02</p>	<p>Describe techniques of accessing functional academic, developmental, and social skill levels for individual children</p>	<p>...outline a testing program indicating which tests and their uses to the satisfaction of competent authority</p>	<p>Lecture, texts, journals, research, program design</p>	<p>Class, seminar, library, workshop</p>	<p>Competent authority, written paper, review committee</p>	
	<p>4.03</p>	<p>Describe techniques for finding entry level behavior for given instructional programs</p>	<p>...describe materials used with the rationale for using each to the satisfaction of competent authority</p>	<p>Lecture, texts, journals, research, program design</p>	<p>Class, seminar, library, workshop</p>	<p>Competent authority, written paper, review committee</p>	
	<p>4.04</p>	<p>Demonstrate skill in pinpointing, observing, recording, and analyzing behavior</p>	<p>...accurately demonstrate each skill in a project using 3 and 6 cycle charts, planning sheets, and other techniques used in continuous measurement to the satisfaction of competent authority</p>	<p>Demonstrate, practicum, field experience</p>	<p>Workshop, clinic, community, institution</p>	<p>Competent authority, clinic reports, performance</p>	

LEVEL: PREPARATORY MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
5. Knowledge and competence in the development, organization, and evaluation of instructional programs for handicapped children.	5.01	Sequence skills in reading and arithmetic	...so that the principal skills for both reading and arithmetic are listed in writing with a defense for the placement of each correct at the 85% level	Lecture, texts, journals, research	Class, seminar, library	Competent authority, written test, written paper	
	5.02	Write long term goals for placement demonstrating the necessary components for each goal	...for a given set of data for given child satisfactory to competent authority	Lecture, texts, journals, demonstrate	Class, workshop, clinic	Competent authority, clinic reports, performance	
	5.03	Write short term objectives for sequencing and teaching skills.	...written objectives will outline a program for reaching a given goal and will state the conditions and criteria	Lecture, texts, journals, demonstrate	Class, workshop, clinic	Competent authority, clinic reports, performance	
	5.04	Define appropriate goal rates for pinpointed academic, physical, and social skills for individual normal and exceptional children	...performance will include directions of how to arrive at goal rates and suggested goal rates	Lecture, texts, journals, demonstrate	Class, workshop, clinic	Competent authority, clinic reports, performance	
	5.05	Demonstrate the ability to design an instructional program to teach a specific skill utilizing the linear and branching technique	...will write an acceptable program covering a given subject	Lecture, texts, journals, demonstrate	Class, workshop, clinic	Competent authority, clinic reports, performance	



LEVEL: PREPARATORY MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
6. Knowledge and skill in the construction, evaluation, adaptation, and modification of instructional materials to the curriculum for handicapped children	6.01	Sequence materials for teaching skills in reading, arithmetic, and related areas	...select a set of materials to teach a specific subject, the student will arrange them in a sequential order with 85% accuracy	Research, practicum, program design	Workshop, clinic, community	Competent authority, clinic reports, review committee	
	6.02	List resources for obtaining special education materials for trial use	...list 5 resources in writing and describe how to use each	Audio-visual, lecture, journals	Class, library, workshop	Competent authority, written test, written paper	
	6.03	List and describe several commercial programs for teaching mathematics, reading, and language development appropriate for special ed children	...list and describe at least 5 programs in each area	Audio-visual, lecture, texts, journals	Class, library, workshop	Competent authority, written test, written paper	
	6.04	List and describe materials for motor and perceptual development	...list and describe at least 5 materials	Texts, journals, research	Class, seminar, library, workshop	Competent authority, written test, written paper	
	6.05	Given a short term objective, select instructional materials prescriptive to that objective	...select at least 5 appropriate materials and defend your selection	Texts, journals, research	Class, seminar, library, workshop	Competent authority, written test, written paper	

LEVEL: PREPARATORY MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
7. Competency in classroom organization and management--such as effective individualization of learning experiences, grouping for instruction, management techniques, methods for motivation, scheduling of activities, writing goals and objectives, and continuous monitoring of pupil progress.	7.01	List and describe techniques of teaching self-severely retarded and multiply handicapped	...list and describe at least 10 techniques	Lecture, texts, journals	Class, seminar	Competent authority, written test, oral test, written paper	
	7.02	List the goals of teaching the elements of a curriculum to the severely retarded and multiply handicapped	...list a properly written goal for each element of the curriculum	Lecture, texts, journals	Class, seminar	Competent authority, written test, oral test, written paper	
	7.03	Use task analysis and pinpointing techniques to adapt instruction to variabilities within groups and individual children	...given a group of children, analyze and pinpoint desired behavior changes for each individual, child and for group instruction	Practicum, field experience	Workshop, clinic, community, institution	Competent authority, written paper, clinic reports	
	7.04	List alternative materials and techniques within a lesson plan usable for remediation of the individual non-performing child in group instruction	...write a lesson plan with alternative materials and techniques appropriate to a group	Lecture, texts, journals	Class, seminar	Competent authority, written test, oral test, written paper	
	7.05	Describe the elements of a special education curriculum for the elementary level	...outline the elements of a special ed curriculum at the level appropriate for your interests	Lecture, texts, journals	Class, seminar	Competent authority, written test, written paper	

LEVEL: PREPARATOR MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EMSC Class
7. continued	7.06	Describe four categories of speech handicaps with the identifying characteristics of each	...with at least 85% accuracy	Lecture, texts	Class, seminar	competent authority, written test, written paper	

LEVEL: PREPARATORY MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
8. Proficiency in identifying and coordinating school and community resources to provide social, vocational, academic, and related learning experiences for handicapped children.	8.01	List and describe supporting organizations such as WARC, CEC, etc.	...list and describe at least 5 supporting organizations including address and purpose of the organization	Observation, lecture, texts, journals, discussion group	Class, seminar, library, clinic	Competent authority, written test, written paper	
	8.02	List and describe state and federally funded sources such as: ASEIMC, ERIC, etc.	...list and describe at least 4 sources giving address of each	Observation, lecture, texts, journals, discussion group	Class, seminar, library, clinic	Competent authority, written test, written paper	
	8.03	List and describe community resources covering a variety of contributions in the special education classroom	...list and describe at least 10 separate resources giving the address of each.	Observation, lecture, texts, journals, discussion group	Class, seminar, library, clinic	Competent authority, written test, written paper	
	8.04	Describe the types of institutional facilities available to the severely retarded and multiply handicapped	...describe at least 5 types of facilities	Observation, lecture, texts, journals, discussion group	Class, seminar, library, clinic	Competent authority, written test, written paper	
	8.05	List and describe state and federal laws as they effect handicapped children	...describe RCW 28A.13 and other appropriate regulations for handicapped children	Observation, lecture, texts, journals, discussion group	Class, seminar, library, clinic	Competent authority, written test, written paper	

LEVEL: PREPARATORY

MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
9. Competency in communication with professionals, para-professionals, parents, and others relating to program progress and behavior of the child.	9.01	The student will display the demeanor, attitude and enthusiasm considered proper for the profession of special education	...to the satisfaction of the review committee	Demonstrate	All	Competent authority	

LEVEL: PLANNING MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
10. Proficiency in interpretation, utilization of, and participation in educational research.	10.01	List 8 journals which contain materials pertinent to special education teachers	...include journal names, frequency of publication, and principal information from each	Lectures, texts, journals	Library	Competent authority, written test	
	10.02	Demonstrate the ability to write an abstract of a research article	...write a satisfactory abstract	Texts, journals	Library	Competent authority, performance	

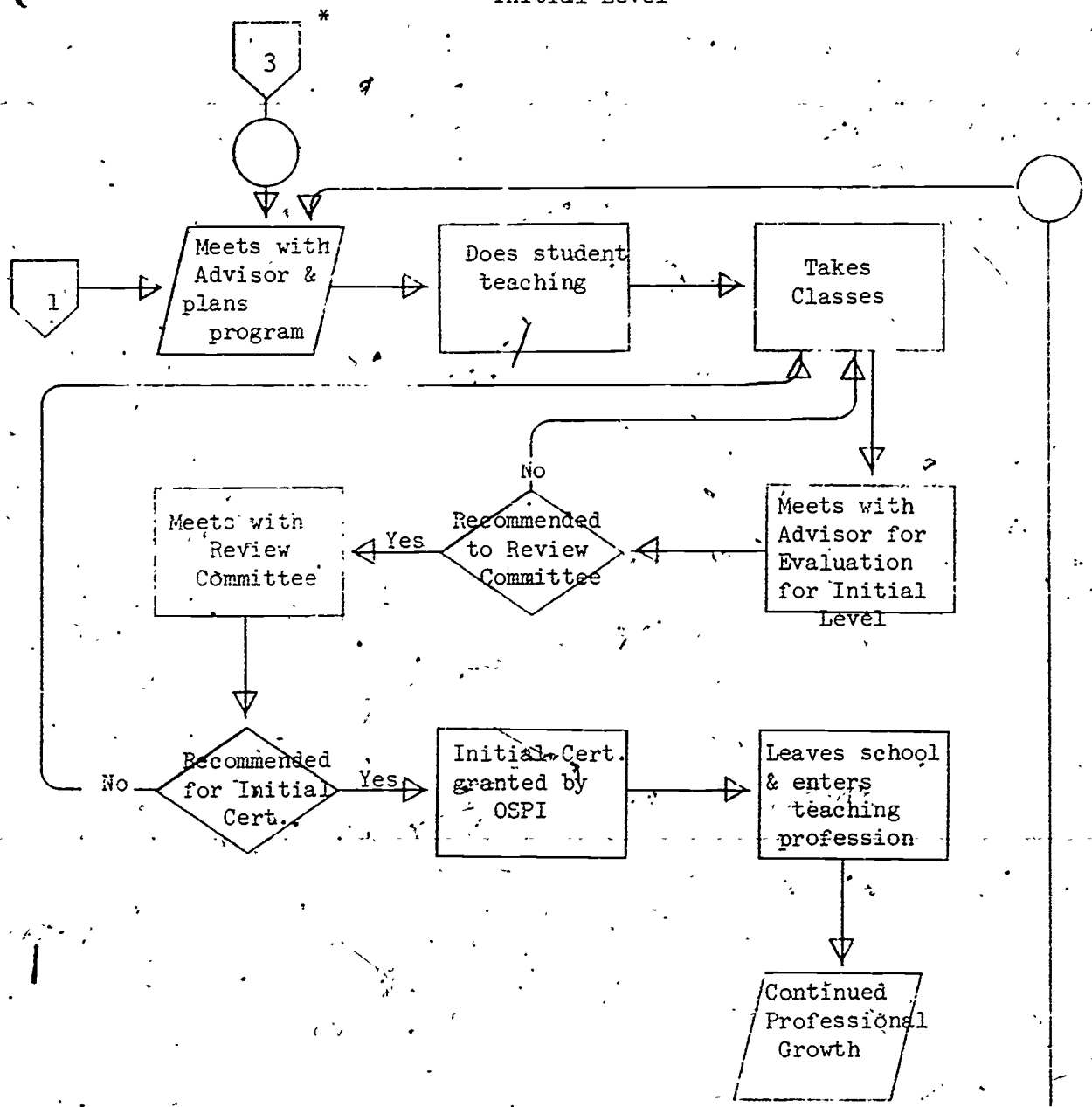
LEVEL: PREPARATORY MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
<p>11. Knowledge of the historical, philosophical, and social foundations of Special Education and the competency to supervise the organization of a special-education program on either a classroom or school level.</p>	<p>11.01</p>	<p>There are no performance objectives for this competency at this level.</p>					

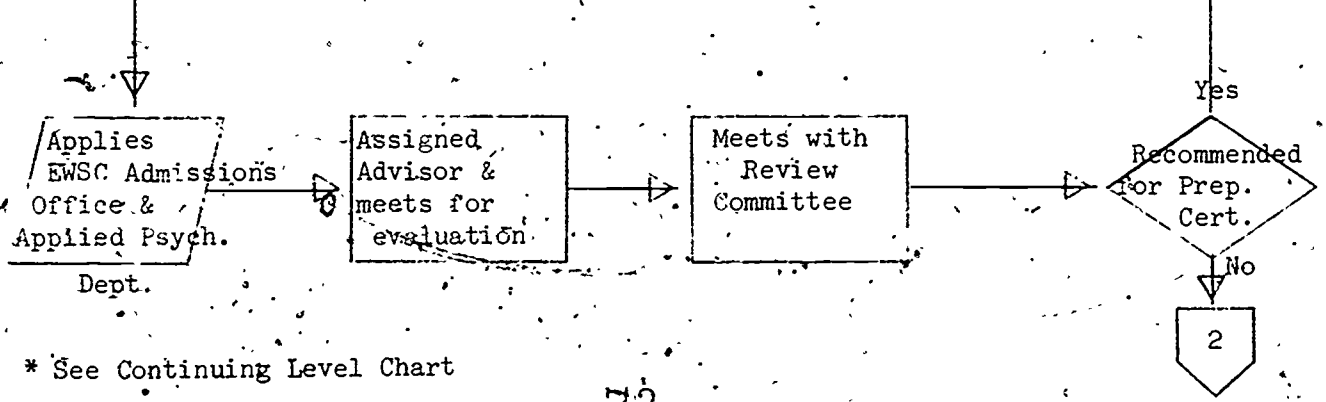
CHAPTER V  
IMPLEMENTATION PROCESS  
FOR  
ELEMENTARY SPECIAL EDUCATION TEACHERS  
AT THE  
INITIAL LEVEL



Initial Level



Transfer Student



\* See Continuing Level Chart



LEVEL: INITIAL MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
<p>1. Knowledge and understanding concerning characteristics, prevalence, general educational procedures, and resources relevant to appropriate categories of exceptionality and handicapped children generally.</p>	<p>1.11</p>	<p>List the characteristics, limitations, and expectations of intellectual levels as defined by Wechsler, Binet, and others</p>	<p>...so that characteristics, limitations, and expectations are clearly defined in each of the 7 intellectual levels</p>	<p>Lecture, texts, journals, research</p>	<p>Class, seminar, library</p>	<p>Competent authority, written test, written paper</p>	

LEVEL: INITIAL MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
2. Knowledge and understanding of the nature, needs, and problems of handicapped children.	2.11	List and describe needs such as social, developmental, environmental, and/or vocational, and/or academic peculiar to specific categories of exceptional children	...given a category of exceptionality, the candidate will satisfactorily describe 3 to 5 social, developmental, and academic needs specific to that category	Lecture, texts, journals, research	Class, seminar, library, workshop	Competent authority, written test, written paper	
	2.12	Each student will be able to state 2 to 5 categories of exceptionalality which are most interesting to him and which he would be most interested in working with	...the student, after studying each category will be able to identify those directions satisfying his own interests	Observation, lecture, texts, audio-visual, journals, practicum, field experience	Class, clinic, community, institution	Competent authority	
	2.13	Each student will be able to detail reasons for his choice in Performance Objective 2.12	...will respond in writing with both objective and subjective reasons	Observation, lecture, texts, audio-visual, journals, field experience, practicum	Class, clinic, community, institution	Competent authority	
	2.14	Each student will exhibit evidence of effort to gain additional knowledge of selected categories of interest as in Performance Objective 2.12	... student will demonstrate interests through independent study and/or volunteer work	Demonstrate	Clinic, community, institution	Competent authority	

LEVEL: INITIAL MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EMSC Class
<p>3. Competency in the systematic use of relevant techniques and approaches available for teaching individual and groups of handicapped children, including the translation of learning behavior theory to educational methodology.</p>	<p>3.11</p>	<p>Demonstrate and apply the instructional techniques embedded within programmed instructional materials such as the Sullivan and Distar program</p>	<p>...demonstrate ability to teach each program ...demonstrate ability to apply techniques embodied with each program to teaching with other materials</p>	<p>Practicum, field experience, student teaching</p>	<p>Clinic, community, institution</p>	<p>Competent authority, performance</p>	
	<p>3.12</p>	<p>Describe behavioral management theories for changing human behavior with appropriate specific applications to problems of the handicapped</p>	<p>...given a specific behavioral problem of the handicapped, the applicant will describe in writing at least 3 separate theories and their applications to that problem</p>	<p>Lecture, texts, journals</p>	<p>Class, seminar, library</p>	<p>Competent authority, written test, written paper</p>	

LEVEL: INITIAL MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
<p>4.4. Competence in the use of summative and formative methods of measuring and communicating a hand-capped pupil's skill status in the basic areas of learning.</p>	4.11	Pinpoint academic deficits, and excesses in children	...given a child with an academic problem, the applicant will clearly pinpoint the academic deficits and excesses by using appropriate instruments and techniques	Practicum, field experience, student teaching	Workshop, clinic, community, institution	Competent authority, clinic reports, performance	
	4.12	Pinpoint psychological deficits and excesses in children	...given a child with psychological problems the applicant will pinpoint the psychological deficits and excesses that are relevant to classroom instruction by using appropriate instruments and techniques	Practicum, field experience, student teaching	Workshop, clinic, community, institution	Competent authority, clinic reports, performance	
	4.13	Pinpoint social deficits and excesses in children	...given a child exhibiting social problems, the applicant will pinpoint the social deficits and excesses that are relevant to classroom instruction by using appropriate instruments and techniques	Practicum, field experience, student teaching	Workshop, Clinic, community, institution	Competent authority, clinic reports, performance	

LEVEL: INITIAL MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
4. continued	4.14	Given a learning problem, list the basic instruments and techniques used in evaluation of that problem	...given 3 separate learning problems, the applicant will list the basic instruments and techniques for the proper evaluation of that problem with a short description of each in writing	Lecture, journals, research, texts	Class, seminar, library	Competent authority, written test, written paper	
	4.15	Describe the use of basic instruments and techniques used in the evaluation of learning problems	...the applicant will describe the use of each instrument and technique as listed in Performance Objective 4.14	Lecture, journals, research, texts	Class, seminar, library	Competent authority, written test, written paper	

LEVEL: INITIAL MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
5. Knowledge and competence in the development, organization, and evaluation of instructional programs for handicapped children.	5.11	Using summative and formative test information, write educational objectives for a given child	... so that objectives are written for both types of informative and each objective contains the performance to be measured, conditions under which it is performed, and criterion for completion	Lecture, texts, journals	Class, library, workshop, clinic	Competent authority, written paper, clinic reports	
	5.12	Design an instructional program prescriptive to identified academic, physical, and social deficits or excesses in children	... given specific performance deficits or excesses of an exceptional child, design in writing an instructional program prescriptive to those performances	Practicum, program design, field experience	Workshop, community, institution, clinic	Competent authority, written paper, clinic reports	
	5.13	Evaluate the progress of an individual child within a given program of instruction	... given a child within a special ed program of instruction, evaluate the progress of that child to the extent that correct instructional decisions can be made on the basis of that evaluation	Demonstrate, practicum	Workshop, community, institution, clinic	Competent authority, clinic report	
	5.14	Using diagnostic information, design an educational procedure for remediation of a learning problem	... given the diagnostic description of a learning problem, prepare in writing an instructional program prescriptive to that learning problem	Practicum, field experience, student teaching	Workshop, community, institution, clinic	Competent authority, clinic report	

LEVEL: INITIAL - MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

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Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
<p>6. Knowledge and skill in the construction, evaluation, adaptation, and modification of instructional materials to the curriculum for handicapped children.</p>	<p>6.11</p>	<p>Given an amount of money, select specific materials appropriate to anticipated instructional problems within a specific curriculum; defend your choices.</p>	<p>...select from publisher catalogues those materials which are appropriate and within your budget; prepare, in writing, reasons for your choices.</p>	<p>Practicum, program design</p>	<p>Workshop, clinic</p>	<p>Competent authority, clinic reports</p>	
	<p>6.12</p>	<p>Prepare original materials for use with or without commercially prepared materials; prescriptive to specific instructional problems with exceptional children</p>	<p>...so that 3 to 5 sets of materials are prepared usable with or without commercial materials, each set covering a separate instructional problem and including materials in both reading and math</p>	<p>Production, program design, practicum</p>	<p>Workshop, clinic, community, institution</p>	<p>Competent authority, clinic reports, production</p>	



LEVEL: INITIAL

MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
<p>7. Competency in classroom organization and management such as effective individualization of learning experiences, grouping for instruction, management techniques, methods for motivation, scheduling of activities, writing goals and objectives, and continuous monitoring of pupil progress.</p>	<p>7.11</p>	<p>Describe techniques for teaching each element of a special education curriculum on an elementary level</p> <p>Demonstrate the ability to motivate children to perform in an academic setting, including maintaining classroom control, instruction of each element of the curriculum, measuring performance and making successful decisions based upon that performance</p>	<p>...so that techniques of teaching each element of a given special ed curriculum is described in writing</p> <p>...so that the student teaching experience clearly indicates the applicant's ability to successfully teach groups of handicapped children</p>	<p>Practicum, program design</p> <p>Student teaching</p>	<p>Workshop, clinic, community institution</p> <p>Community institution</p>	<p>Competent authority, written paper, clinic reports</p> <p>Competent authority, behavioral record</p>	
	<p>7.13</p>	<p>Using diagnostic information, write short term objectives to design, and apply educational procedures for remediation of learning problems. Record emitted behavior of children's behaviors to evaluate effectiveness of the teaching procedures. Rewrite short term objectives based upon data gathered from implementation of initial program</p>	<p>...so that the student teaching experience clearly indicates the applicants ability to follow the intent of RCW 28A.13 in the instruction of handicapped children</p>	<p>Student teaching</p>	<p>Community institution</p>	<p>Competent authority, Behavioral record</p>	

LEVEL: INITIAL

MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
7-continued	7-14	Clearly demonstrate the ability to apply the principles of behavior modification and continuous measurement to behavioral problems experienced by children	...so that the recorded behavior of a given child with a learning problem indicates the ability of the applicant to apply these principles to the extent of changing the behavior of the learning problem satisfactorily	Demonstrate, practicum, field experience, student teaching	Workshop, clinic, community, institution	Competent authority, clinic reports, behavioral record	
	7-15	Demonstrate the ability to individualize programs designed to remediate lagging developmental and academic skills in handicapped children in a classroom setting	...so that the applicant clearly demonstrates the ability to individualize the curriculum to the single child within the classroom with successful results	Student teaching	Community, institution	Competent authority, behavioral record	
	7-16	Demonstrate ability to give understandable and effective directions to children with alternative procedures for children with limited language concepts	...so the child or group of children are able to proceed with their assigned tasks	Practicum, field experience, student teaching	Workshop, clinic, community, institution	Competent authority, clinic reports, performance	
	7-17	Be able to identify speech problems in children and consult with the speech therapist to select those which should be referred	...to the satisfaction of a speech therapist	Demonstrate, practicum, field experience	Workshop, clinic, classroom	Competent authority	

LEVEL: INITIAL MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
7. continued	7.i8	Be able to follow instructions of a speech pathologist for the continuation of remedial programs within the classroom	...to the satisfaction of a speech therapist	Demonstrate, in practicum, field experience	Workshop, clinic, classroom	Competent authority	

LEVEL: INITIAL

MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
8. Proficiency in identifying and coordinating school and community resources to provide social, vocational, academic, and related learning experiences for handicapped children.	8.11.	List and evaluate the current state and national trends in special education in terms of their effects on the profession.	...so that at least 5 state and 5 national trends are listed and evaluated accurately	Lecture, texts, Journals	Class, seminar library	Competent authority, written paper	

LEVEL: INITIAL MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
<p>9. Competency in communication with professionals, para-professionals, parents, and others relating to program progress and behavior of the child.</p>	<p>9.11</p>	<p>List the communication paradigm for special education</p>	<p>...so that each person or organization important to special education is listed with reference to their relationship to the instructional process</p>	<p>Lecture, texts, journals</p>	<p>Class, seminar, library, workshop</p>	<p>Competent authority, written paper</p>	
	<p>9.12</p>	<p>Demonstrate the ability to assist regular class teachers in instituting a remedial program with a child in a regular class setting</p>	<p>...so that the regular class teacher is able to understand and proceed with the task</p>	<p>Field experience, student teaching</p>	<p>Schools</p>	<p>Competent authority, performance</p>	

LEVEL: INITIAL MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Código	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
<p>10. Proficiency in interpretation, utilization of, and participation in educational research.</p>	<p>10-11</p>	<p>Demonstrate the ability to survey the research on a given topic of special education and interpret that research in the light of a given educational need</p>	<p>...so that a research paper is written covering a single topic which surveys the literature on that topic and demonstrates the ability to reach sound conclusions</p>	<p>Research</p>	<p>Class, seminar, library</p>	<p>Written paper</p>	

LEVEL: INITIAL

MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
17. Knowledge of the historical, philosophical, and social foundations of Special Education and the competency to supervise the organization of a special education program on either a classroom, school, or district level.	11.11	No performance objectives on this level. See continuing level.					

CHAPTER VI

IMPLEMENTATION PROCESS

FOR

ELEMENTARY SPECIAL EDUCATION TEACHERS

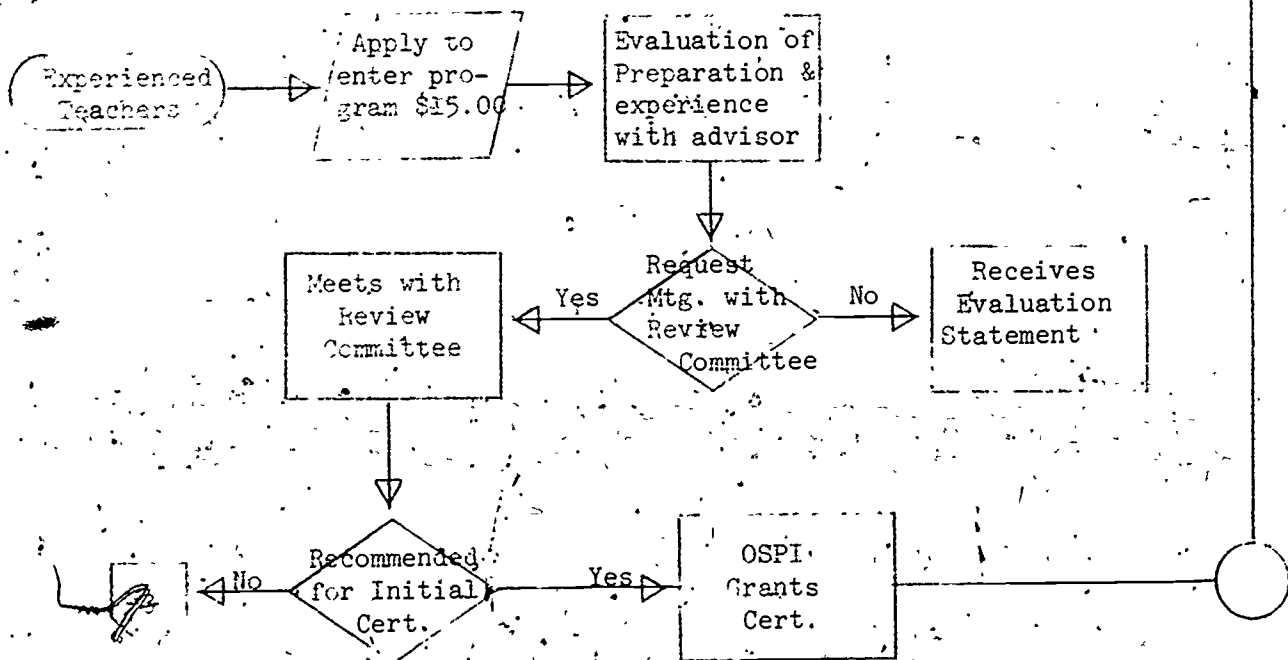
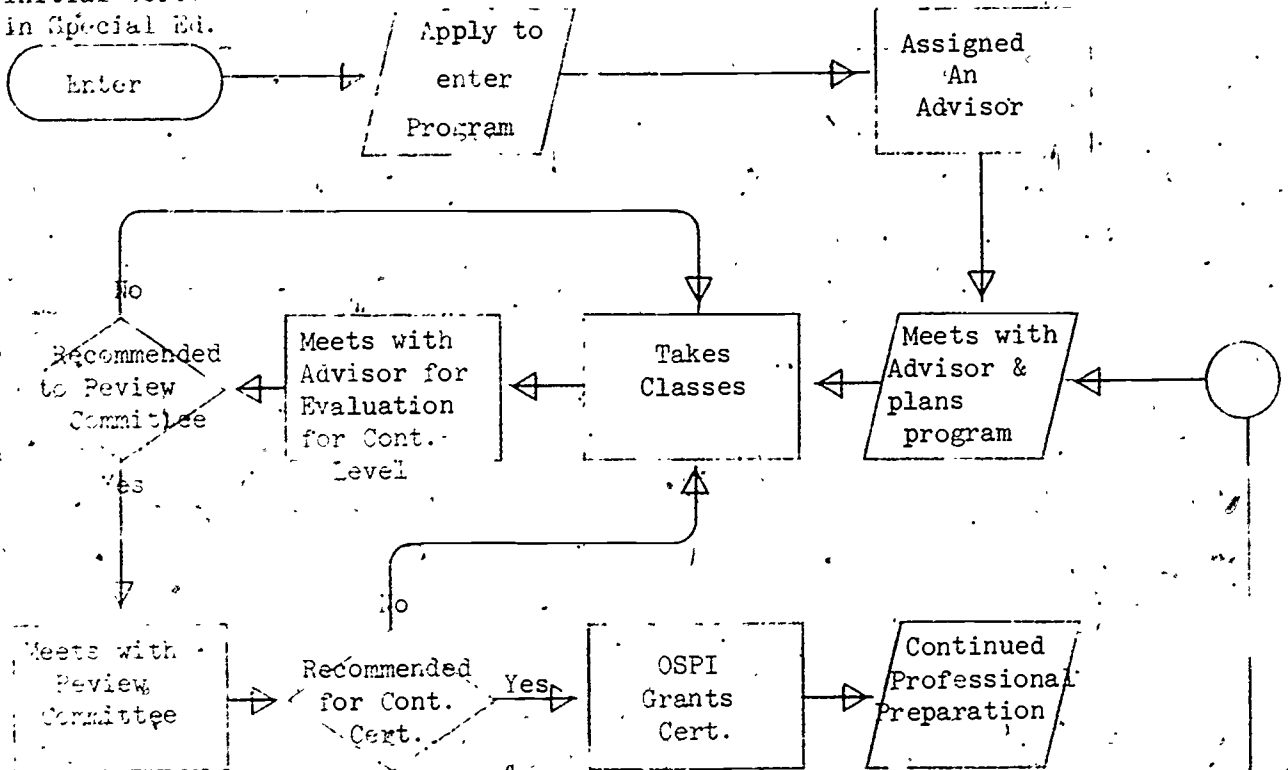
AT THE

CONTINUING LEVEL



Continuing Level

Teachers with Initial Cert. in Special Ed.



LEVEL: CONTINUING MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
<p>1. Knowledge and understanding concerning characteristics, prevalence, general educational procedures, and resources relevant to appropriate categories of exceptionality and handicapped children generally.</p>	<p>1.21</p>	<p>Trace the development of the intellect from infancy giving effects of both heredity and environment.</p>	<p>...so that the development of the intellect is traced in writing with the influence of heredity and environment described at 90% accuracy</p>	<p>Lecture, texts, journals</p>	<p>Class, seminar, library.</p>	<p>Competent authority written paper</p>	

LEVEL: CONTINUING MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
<p>2. Knowledge and understanding of the nature, needs and problems of handicapped children.</p>	<p>2.21</p>	<p>For at least 3 of the 12 categories, detail psychological, physical, and mental problems peculiar to each of the chosen categories and explain alternative methods of dealing with each problem.</p> <ol style="list-style-type: none"> <li>1. Mildly Retarded.</li> <li>2. Moderately Retarded</li> <li>3. Severely Retarded</li> <li>4. Hearing Impaired</li> <li>5. Partially Sighted.</li> <li>6. Blind</li> <li>7. Gross Motor and Orthopedically Impaired</li> <li>8. Emotionally Disturbed</li> <li>9. Learning Disabled</li> <li>10. Health Impaired</li> <li>11. Multiply Handicapped</li> <li>12. Communication Disorders</li> </ol>	<p>...so that each of the 3 categories are covered with alternative procedures described in writing</p>	<p>Lecture, texts, journals</p>	<p>Class, seminar, library</p>	<p>Competent authority, written paper</p>	
	<p>2.22</p>	<p>Given a list of characteristics exhibited by exceptional children, the student will be able to place each child within the appropriate category and properly defend the placement</p>	<p>...so that the placement is accomplished with 100% accuracy</p>	<p>Lecture, texts, journals, practicum</p>	<p>Class, seminar, library, workshop, clinic</p>	<p>Competent authority, written paper, clinic reports</p>	

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC (Class)
3. Competency in the systematic use of relevant techniques and approaches available for teaching individuals and groups of handicapped children, including the translation of learning behavior theory to educational methodology.	3.21	Formalize an individual theory of learning applicable to teaching	...specify in writing and individual theory of learning indicating contributions drawn from the formal theories of learning	Discussion group, research	Seminar, library workshop	Competent authority, written paper	
	3.22	Devise and apply a behavioral management program for an individual and for a group utilizing a variety of procedures such as contracting, token economy, mini and maxi reinforcers, etc.	...so that the behavioral management program is consistent with the writing of recognized experts and is effective in increasing the work output of handicapped children	Texts, journals, field experience, demonstrate	Class, seminar, workshop, clinic, schools	Competent authority, written paper, clinic reports, performance	
	3.23	Demonstrate knowledge of time and motion studies and production rate as they apply to the setting up (and evaluation of) a pre-vocational and vocational program	...so that a program is written and/or evaluated according to data from time and motion studies and production rate	Texts, journals, program design	Seminar, workshop, community, institution	Competent authority, written paper	
	3.24	Demonstrate knowledge of how to evaluate a pre-vocational and vocational training program	...write an evaluation of a pre-vocational or vocational training program	Research, program design	Seminar, community, institution	Competent authority, written paper	

LEVEL: CONTINUING MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
3. continued	3.25	Design a prevocational or vocational exercise to teach specific academic concepts	...so that a program is written to teach an academic concept utilizing vocational, or prevocational, exercises, i.e. teaching numbers through measuring things	Program design	Workshop, clinic	Competent authority, written paper, clinic reports	
	3.26	Demonstrate ability to teach the basic prevocational and vocational skills through arts and crafts to exceptional children	...so that arts and crafts are used to teach at least one prevocational or vocational skill	Field experience, student teaching	Clinic, community, institution	Competent authority, performance	
	3.27	Describe the application of learning modality theory to instruction	...so that each learning modality is described in writing with its instructional needs	Lecture, texts, journals	Class, seminar, library, workshop	Competent authority, written paper	
	3.28	Demonstrate instructional components of various instructional programs such as Montessori, Programmed Instruction, and Distar	...with at least 5 component techniques demonstrated for each program	Demonstrate, internship	Workshop, clinic, community, institution	Competent authority, performance	
	3.29	Describe and defend each of the 3 approaches to learning problems, i.e. etiological, psychological, diagnostic, and educational strategist	...so that each of the 3 approaches are defended with at least 90% accuracy	Lecture, texts, journals	Class, seminar, library, workshop	Competent authority, written test, written paper	

LEVEL: CONTINUING

MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
4. Competence in the use of summative and formative methods of measuring and communicating a handicapped pupil's skill status in the basic areas of learning.	4.21	Explain the major characteristics of criterion referenced and norm referenced tests	...so that at least 8 major characteristics are described in writing with at least 90% accuracy	Texts, journals, interview	Class, seminar, library, workshop	Competent authority, written test, written paper	
	4.22	Given a child with a learning problem, pinpoint by diagnostic procedures the specific behaviors needing change in that child	...by using both summative and formative diagnostic procedures, pinpoint the problems with at least 90% accuracy	Program design, internship	Clinic, community, institution	Competent authority, performance	
	4.23	Report diagnostic findings to appropriate individuals through written and oral reports	...so that the written or oral contains all pertinent information, enabling the teacher, parent, or administrator to make correct academic decisions	Practicum, internship	Workshop, clinic, community, institution	Competent authority, performance	
	4.24	Use task analysis techniques to pinpoint the basic developmental and academic behaviors needed by individual handicapped children	...so that the academic task is broken down into its basic behavioral movements the measurement of which provides a functional definition of the child's learning problem	Practicum, program design, internship	Workshop, clinic, community, institution	Competent authority, performance	
	4.25	Demonstrate ability to prepare criterion based tests founded upon given objectives which are components of desired goals.	...given an instructional objective, write a criterion based test which will satisfactorily measure that objective	Lecture, texts, practicum, internship	Workshop, clinic, community, institution	Competent authority, interview, independent study	

LEVEL: CONTINUING

MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
4. continued	4.26	Prepare and utilize an informal norm referenced diagnostic test to measure specific academic abilities	...given an academic subject such as reading or math, prepare an informal test to assess the abilities of a child in that subject	Practicum, internship	Community, institution	Competent authority, performance	
	4.27	Prepare a screening program for the identification of children with learning deficits and defend your choice of instruments	...so that the screening program may be given economically to large groups of children and identify those that need additional help	Program design, internship	Workshop, community	Competent authority, performance	
	4.28	Demonstrate the ability to utilize commercial diagnostic tests to identify an exceptional child as belonging to a specific category	...so that the test is administered according to standardized procedures	Practicum, field experience, internship	Clinic, community, institution	Competent authority, performance	
	4.29	Interpret the results of leading diagnostic tests into appropriate instructional programs	...so that the test results are translated into prescriptive educational programs	Practicum, field experience, internship	Clinic, community, institution	Competent authority, performance	

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
5. Knowledge and competence in the development, organization, and evaluation of instructional programs for handicapped children.	5.21	Organize a curriculum of instruction including reading, arithmetic, social skills, and self help skills, and self help variety of special education learning environments.	...so that the curriculum would contain sufficient instructional strategies for a given self contained or resource special ed classroom	Program design, internship	Workshop, clinic, community, institution	Competent authority, performance	
	5.22	Manipulate the learning environment to provide motivational contingencies for behavior change	...so that the children readily perform their assigned tasks without excessive inappropriate behavior	Practicum, field experience, internship	Clinic, community, institution	Competent authority, behavioral record	
	5.23	Evaluate a given instructional program according to progress of individual children within that program	...so that the program is rated on the merits of its ability to change behavior	Practicum, field experience, internship	Clinic, community, institution	Competent authority, behavioral record	
	5.24	Demonstrate the ability to design an instructional program to teach a specific concept, or operation	...so that the assigned concept or operation is programmed for instruction so completely that another teacher can teach it successfully with a minimum of preparation. If will be accompanied with a written rationale	Lecture, texts, journals, program design	Class, clinic, workshop	Competent authority, written paper, performance	



LEVEL: CONTINUING MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
c4 Knowledge and skill in the construction, evaluation, adaptation, and modification of instructional materials to the curriculum for handicapped children.	6.21	List, describe, and sequence materials for teaching self-help skills to the severely retarded and multiply handicapped.	...so that materials and techniques are organized into a complete defensible curriculum for teaching self-help skills	Program design.	Workshop, clinic, community, institution	Competent performance	
	6.22	Organize material for teaching reading, arithmetic, and language skills without the need for providing a separate, commercially published program	...given a child with a learning problem, the applicant will be able to prepare, choose and organize reading materials for a complete instructional program without relying upon a single published program	Program design	Workshop, clinic, community, institution	Competent performance	
	6.23	List and describe instructional programs in math, reading, and language development, and defend their use with specific instructional problems of exceptional children	...given a specific instructional problem in each of math, reading, and language list, describe, and defend specific instructional programs prescriptive to that problem	Program design	Workshop, clinic, community, institution	Competent performance	
	6.24	Evaluate materials for motor and perceptual development	...given a specific material for motor and perceptual development, evaluate that material according to its ability to improve basic academic skills	Program design	Workshop, clinic, community, institution	Competent performance	

LEVEL: CONTINUING MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
6.1 Knowledge and skill in the construction, evaluation, adaptation, and modification of instructional materials to the curriculum for handicapped children.	6.21	List, describe, and sequence materials for teaching self-help skills to the severely retarded and multiply handicapped.	...that materials and techniques are organized into a complete, defensible curriculum for teaching self-help skills	Program design.	Workshop, clinic, community, institution	Competent performance	
	6.22	Organize material for teaching reading, arithmetic, and language skills without the need for providing a separate, commercially published program	...given a child with a learning problem, the applicant will be able to prepare, choose and organize reading materials for a complete instructional program without relying upon a single published program	Program design	Workshop, clinic, community, institution	Competent performance	
	6.23	List and describe instructional programs in math, reading, and language development, and defend their use with specific instructional problems of exceptional children	...given a specific instructional problem in each of math, reading, and language, list, describe, and defend specific instructional programs prescriptive to that problem	Program design	Workshop, clinic, community, institution	Competent performance	
	6.24	Evaluate materials for motor and perceptual development	...given a specific material for motor and perceptual development, evaluate that material according to its ability to improve basic academic skills	Program design	Workshop, clinic, community, institution	Competent performance	

LEVEL: CONTINUING MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
6 continued	6.25	Evaluate commercially prepared or teacher made instructional materials according to their usability to their specific children with specific problems in specific instructional situations	...using a standard evaluation form such as that provided by Compare, Select Ed, etc., accurately complete the evaluation of the given material	Production, practicum	Workshop, clinic, community, institution	Competent performance	
	6.26	Adapt commercially and privately prepared instructional materials for use with children other than originally intended	...given a situation where no commercially prepared instructional material is available, adapt a program not primarily designed for that situation	Program design	Workshop, clinic, community, institution	Competent performance	

LEVEL: CONTINUING

MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
7.21 Competency in classroom organization and management--such as effective individualization of learning experiences, grouping for instruction, management techniques, methods for motivation, scheduling of activities, writing goals and objectives, and continuous monitoring of pupil progress.	7.21	Design materials and techniques for manipulative exercises which support given units of instruction.	...given a unit of instruction, design materials and techniques to support that unit with the development of appropriate motor responses	Program design	Clinic	Competent authority, clinic reports	
	7.22	Organize remedial programs in reading and mathematics designed to give students those basic skills necessary for social and economic adjustment.	...so that a remedial program is organized for reading and math which is specific to those skills necessary for living in a modern society	Program design	Clinic	Competent authority, clinic reports	
	7.23	Organize tutorial resources from the high school or community providing continuous counseling and interpretation of student skills to these tutors as they participate in specific teaching experiences for the handicapped	...so that each tutor has sufficient information and training to enable him to do a good job	Field experience, Internship	Clinic, community, institution	Competent authority, performance	
	7.24	Set up practical work experiences in the school setting for students not yet ready for on-the-job training	...so that the work experiences are provided under the protective environment of the school	Program design	Community	Competent authority, performance	

LEVEL: CONTINUING MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
7. continued	7.25	Organize a tutoring program utilizing peer, cross age, or volunteer tutors	...recruit, train, schedule, and supervise tutors	Program design	Clinic, community, institution	Competent authority	
	7.26	Demonstrate methods of observing, collecting, recording, and analyzing data from continuous measurement	... Given a child, observe, collect, analyze his behavioral data according to current techniques	Practicum	Workshop, clinic	Competent authority, behavioral record	
	7.27	Make instructional decisions based upon data, analysis and demonstrate the efficacy of those decisions	...so that a child's behavioral record indicates improvement resulting from those decisions	Program design, internship	Clinic, community, institution	Competent authority, behavioral record, performance	
	7.28	Will be able to design and carry out remedial programs for minor speech problems not eligible for referral while referring those of a more involved nature	...to the satisfaction of a speech pathologist	Demonstrate, field experience, internship	Clinic, community, schools	Competent authority, performance	

LEVEL: CONTINUING MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
8. Proficiency in identifying and coordinating school and community resources to provide social, vocational, academic, and related learning experiences for handicapped children.	8.21	Describe a program for the utilization of para-professionals in the special educational classroom	...so that the program in writing, includes steps for recruiting, training, and supervision	Program design	Class, library, workshop	Competent authority, written paper	
	8.22	Prepare a program to instruct parents in understanding their options under state and federal law	...so that the program agrees with RCW 28A.13 100% and is in writing	Program design	Class, library, workshop	Competent authority, written paper	
	8.23	Write a grant proposal for federal or state funding for a special education program	...so that it is acceptable for funding	Program design	Class, workshop, community	Competent authority, written paper	

LEVEL: CONTINUING MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
9. Competency in communication with professionals, para-professionals, parents, and others relating to program progress and behavior of the child.	9.21	Demonstrate techniques of communicating with professionals, para-professionals, parents, and others relating to problems of handicapped children	...so that at least 5 techniques are demonstrated resulting in the satisfaction of the person consulted with	Demonstrate, practicum, internship	Seminar, clinic, workshop, community	Competent authority, review committee, performance	
	9.22	Describe and demonstrate effective listening techniques for use with both adults and children	...so that 3 to 5 techniques are described and demonstrated with at least 90% accuracy	Demonstrate, practicum, internship	Seminar, clinic, workshop, community	Competent authority, review committee, performance	
	9.23	Participate in case conferences with other professional educators providing information specific to your assignment	...so that all information specific to your assignment is presented so that it may be utilized with other presented information to enable the group to make satisfactory decisions	Demonstrate, practicum, internship	Seminar, clinic, workshop, community	Competent authority, review committee, performance	
	9.24	Describe methods of organizing and presenting information for case conferences	...given a set of information for a case conference, organize it in such a way that it is easily presented and will be readily understood by the others present	Demonstrate, practicum, internship	Clinic, community, institution	Competent authority, written paper	
	9.25	Demonstrate the use of educational media and technology in presenting information to both children and adults	...so that at least 5 different techniques for visual and/or auditory presentation of information is demonstrated	Production, demonstrate	Clinic, community, institution	Competent authority, production, performance	

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
10. Proficiency in the interpretation, utilization of, and participation in educational research.	10-21	Read pertinent educational and psychological journals making critical judgments as to experimental methods used and application of results	...so that the ability to critique and analyze research is clearly demonstrated	Texts, journals, research	Class, seminar, library	Competent authority, written test, written paper	
	10-22	Demonstrate the use of research resources such as ERIC, Psychological Abstracts, Buroughs Mental Measurement Yearbook, etc.	...so that each major resource is utilized in the preparation of research	Texts, journals, research	Class, seminar, library	Competent authority, written test, written paper	
	10-23	Presented with an educational problem, utilize pertinent research sources in making a recommendation stating both pros and cons	...so that it is written in APA format and considered for publication	Texts, journals, research	Class, seminar, library	Competent authority, written test, written paper	
	10-24	Utilize appropriate research design to prepare a proposal for research	...so that the research design is prepared according to accepted format and style, and is concerned with an appropriate educational problem	Research	Class, seminar, library	Competent authority, written paper	



LEVEL: TEACHING

MAJOR AREA: ELEMENTARY EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
11.1 Knowledge of the historical, philosophical, and social foundations of Special Education and the competency to supervise the organization of a special education program on either a classroom, school, or district level.	11.21	Explain the philosophy behind the formation of the pre-school program for handicapped children	...so that the philosophy agrees at least 90% with that published by the Council for Exceptional Children	Lecture, texts, journals	Class, seminar, library	Competent authority, written test, written paper	
	11.22	Explain a system of administrative management by objectives	...so that the system agrees with that of Marshall Van Ostrum or other competent authority	Lecture, texts, journals	Class, seminar, library	Competent authority, written test, written paper	
	11.23	Relate the efficacy of the placement of special children in self contained classrooms	...so that at least 20 sources are quoted in writing in APA style, with the conclusions drawn from the sources	Research	Class, seminar, library	Competent authority, written test, written paper	
	11.24	Describe the historical, philosophical, and social foundations of various special education public school and non-public school settings	...so that at least 20 sources are quoted in writing in APA style	Research	Class, seminar, library	Competent authority, written test, written paper	
	11.25	List the hierarchy of special education organizations from the local to the state and federal levels and describe the functions of each.	...so that the written hierarchy agrees with the state organization 100% with 5 sources quoted	Research	Class, seminar, library	Competent authority, written test, written paper	

LEVEL: CONTINUING MAJOR AREA: ELEMENTARY SPECIAL EDUCATION

Competency	Code	Performance Objectives	Performance Standard	Learning Experiences	Setting	Evaluation	EWSC Class
<p>11. continued</p>	<p>11.26</p>	<p>Design a management system for a special education program on a school, school district, or intermediate school district level</p>	<p>...so that the management system is complete with organizational charts, job description, rationale, and resources, and presented according to current management techniques in writing</p>	<p>Program design</p>	<p>Class, seminar, library</p>	<p>Competent authority, written paper</p>	

## APPENDICES

- I. Petition for Substitution of Experiences
- II. Performance Objectives Sign-Off Slip
- III. Request for Evaluation
- IV. Request for Admission
- V. Program Planning Sheet, Preparatory Level
- VI. Program Planning Sheet, Initial Level
- VII. Program Planning Sheet, Continuing Level
- VIII. Learning Experiences, Setting, and Evaluation
- IX. Letter of Intent to Form a Consortium
- X. Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel
- XI. Eastern Washington Special Education Consortium Membership List
- XII. Estimated Budget for First Year Operations

APPENDIX I

Petition for Substitution of Experiences

Name \_\_\_\_\_ Date \_\_\_\_\_

Performance Objective \_\_\_\_\_ Level \_\_\_\_\_

Recommended Experience \_\_\_\_\_

Description of Experience you wish to substitute: \_\_\_\_\_

How will evaluation be accomplished? \_\_\_\_\_

How does the substitution fulfill your needs better? \_\_\_\_\_

- Approved
- Disapproved
- Approved
- Disapproved

Chairman \_\_\_\_\_

Date \_\_\_\_\_

Committee \_\_\_\_\_

Date \_\_\_\_\_

APPENDIX II

Performance Objective Sign Off Slip

This is to certify that \_\_\_\_\_

has met the Performance Standard of Performance Objective \_\_\_\_\_

at the Preparatory  level.

Initial

Continuing

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Date

Comments:

APPENDIX III

Request for Evaluation

I, \_\_\_\_\_, having completed all of the required learning experiences for elementary special education certification at the \_\_\_\_\_ level, request evaluation by the Program Review Committee. I have consulted with my advisor and he agrees that I am prepared for this evaluation.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

As advisor to this student, and having conferred with him, I agree that he is prepared for the evaluation requested above. I feel that the following information should be considered by the committee:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

APPENDIX IV

Request for Admission  
Eastern Washington Special Education Program

Name \_\_\_\_\_ Age \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

College Graduated From: \_\_\_\_\_

Degree \_\_\_\_\_ Major \_\_\_\_\_ Date \_\_\_\_\_

Teaching History

Date From-To	Type of Class	Grade	School and Location

Type of Special Education position you would like to prepare for:

\_\_\_\_\_  
\_\_\_\_\_

Present Certification \_\_\_\_\_

Reason for obtaining special education certification: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please contact the school districts you have claimed experience in and ask them to send letters verifying that experience to E.W.S.C.

APPENDIX V

Program Planning Sheet  
Elementary Special Education.

Level: PREPARATORY

P.O.	Class	Instructor	Date Started	Date Completed
1.01				
1.02				
1.03				
1.04				
1.05				
1.06				
1.07				
2.01				
2.02				
3.01				
3.02				
3.03				
3.04				
4.01				
4.02				
4.03				
4.04				
5.01				
5.02				
5.03				
5.04				
5.05				



Program Planning Sheet continued

Level: PREPARATORY

P.O.	Class	Instructor	Date Started	Date Completed
6.01				
6.02				
6.03				
6.04				
6.05				
7.01				
7.02				
7.03				
7.04				
7.05				
7.06				
8.01				
8.02				
8.03				
8.04				
8.05				
9.01				
10.01				
10.02				
11.01				

APPENDIX VI

Program Planning Sheet  
Elementary Special Education

Level: INITIAL

P.O.	Class	Instructor	Date Started	Date Completed
1.11				
2.11				
2.12				
2.13				
2.14				
3.11				
3.12				
4.11				
4.12				
4.13				
4.14				
4.15				
5.11				
5.12				
5.13				
5.14				
6.11				
6.12				
7.11				
7.12				
7.13				
7.14				

Program Planning Sheet continued

Level: INITIAL

P.O.	Class	Instructor	Date Started	Date Completed
7.15				
7.16				
7.17				
7.18				
8.11				
9.11				
9.12				
10.11				
11.11				

APPENDIX VII

Program Planning Sheet  
Elementary Special Education

Level: CONTINUING

P.O.	Class	Instructor	Date Started	Date Completed
1.21				
2.21				
2.22				
3.21				
3.22				
3.23				
3.24				
3.25				
3.26				
3.27				
3.28				
3.29				
4.21				
4.22				
4.23				
4.24				
4.25				
4.26				
4.27				
4.28				
4.29				
5.21				

Program Planning Sheet continued

Level: CONTINUING

P.O.	Class	Instructor	Date Started	Date Completed
5.22				
5.23				
5.24				
5.25				
6.21				
6.22				
6.23				
6.24				
6.25				
6.26				
7.21				
7.22				
7.23				
7.24				
7.25				
7.26				
7.27				
7.28				
8.21				
8.22				
8.23				
9.21				
9.22				
9.23				

Program Planning Sheet continued

Level: CONTINUING

P.O.	Class	Instructor	Date Started	Date Completed
9.24				
9.25				
10.21				
10.22				
10.23				
10.24				
11.21				
11.22				
11.23				
11.24				
11.25				
11.26				

## APPENDIX VIII

### I. LEARNING EXPERIENCES:

1. Observation
2. Audio-visual - Film, tape, VTR, filmstrip, etc.
3. Lecture
4. Texts
5. Journals
6. Interview
7. Discussion Group
8. Research
9. Independent Study -- not a regular class
10. Production (Make It)
11. Demonstrate (Do It)
12. Practicum - working in clinic on campus under direct supervision with one child or small group
13. Program Design (Write It)
14. Field Experience - part time field assignment for one quarter
15. Student Teaching
16. Internship - full time field assignment for one quarter, not student teaching

### II. SETTING:

- |             |                |
|-------------|----------------|
| 1. Class    | 5. Clinic      |
| 2. Seminar  | 6. Schools     |
| 3. Library  | 7. Community   |
| 4. Workshop | 8. Institution |

III. EVALUATION:

1. Competent Authority
2. Written Test
3. Oral Test
4. Interview
5. Written Paper
6. Clinic Reports
7. Review Committee
8. Production (Make It)
9. Behavioral Record (Of Change)
10. Performance (Do It)



EASTERN WASHINGTON STATE COLLEGE Cheney, Washington 99004

DEPARTMENT OF PSYCHOLOGY  
(509) 353-2454 or SCAN 353-2454

May 31, 1972

Mr. Wendell C. Allen  
Assistant Superintendent for  
Teacher Education and Certification  
Office of Superintendent of Public Instruction  
Olympia, Washington

Dear Mr. Allen:

According to the 1971 Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel, Eastern Washington State College, in collaboration with the below mentioned school and professional organizations wishes to file this Letter of Intent for the formation of a consortium in Special Education. The form of this Letter of Intent follows that of Bulletin No. 80-71, dated August 25, 1971.

A. The official title of each agency involved:

1. Eastern Washington State College
2. Spokane School District #81
3. Spokane Education Association

B. Names, titles, and addresses of agency representatives:

Don E. Hunsaker, Assistant Professor, Department of Psychology,  
EWSC, Cheney, Washington 99004.

Bob Hosely, Director of Special Education, Spokane School  
District #81, W. 825 Trent Avenue, Spokane, Washington.

Mrs. Muriel Rossing, E. 428 Garland Avenue, Spokane, Washington.

C. Assurance that agency representatives were appointed by the chief administration office of respective agencies: (See attached letters of appointment).

D. The type of certification for which persons will be prepared:

This consortium will work toward training and certification standards for special education teachers and educational staff associates at the preparatory, initial and continuing levels.

E. The emphasis of the program:

The program will emphasize special education in its broad sense of including all the ancillary services outside of the regular classroom teacher necessary to help children who are experiencing educational difficulty except for speech pathology and the severely handicapped such as the blind and deaf. This does include the traditional areas of EMR, TMR, neurologically handicapped, and language learning disabilities at the elementary and secondary level.

F. Reasons this particular group of agencies has elected to form a consortium:

1. Needs: This consortium covers a geographical area which includes many small school districts which have been financially unable to support extensive special education programs. These same districts, with others in Eastern Washington, are now faced with implementations of House Bill 90. This makes imperative the cooperation of school districts and training institutions for pre-service and inservice programs. Within these cooperative functions there is the implied and very real need to address ourselves to the optimum training requirements for special education personnel.

An additional need for the examination of training requirements is the rapid expansion of learning/language resource rooms throughout this area. This sudden increase has created the demand for trained resource room teachers in spite of the fact that no guidelines exist as to how the learning/language resource room is supposed to function.

EWSC is the location for the Associate Special Education Instructional Materials Center for Eastern Washington. This Center is currently funded by state managed federal funds and is one of four in the State. To prevent overlapping services with other centers, the ASEIMC at EWSC has been assigned the area of Eastern Washington bounded by Canada, Idaho, Oregon, and the Columbia River. This includes ISD's 101, 102, 103, and 104. The objectives of the ASEIMC includes both pre-service and inservice training of teachers on the use of special education instructional materials. Because of the ensuing training exercises, this area has now begun to look toward EWSC for other areas of special education training, hence the need for a consortium.

2. Resources: The resources available to the consortium for implementing their program includes the ASEIMC housed at EWSC, the faculty and staff in special education and related areas at EWSC, and facilities of the college (Human Development Clinic, Counseling Clinic, etc.). The area included by the Consortium represents a wide range of practicum placement possibilities including public and private schools, rural schools, schools in minority areas (Indians), and state institutions such as Lakeland Village.
  3. Historical Experience: This consortium is unique in that the group was initially organized to form a Eastern Washington special education development council. Its original mission was to increase communication between the special education people in the field in Eastern Washington and those at EWSC. After meeting together the group decided its objectives could best be accomplished by moving into a consortium arrangement. The area covered by membership in the consortium includes the large geographical area of ISD's 101, 102, 103, and 104. Included are letters of appointment from these areas. Appointments are not complete as letters from some school districts and professional associations have not arrived. These will be added as they are received. EWSC has been recognized as a leading teacher training institution for many years and has been developing programs in special education over the past four years. Other existing factors which lend themselves to the successful operation of a consortium include the ASEIMC as a service organization for this area and currently in its fourth year, close ties with the state office of special services, and close communication between ISD's, local districts and EWSC. EWSC has received U.S. Office funding for 1972-73 for a graduate program in special education.
- G. Future expansion considerations: This consortium is currently interested in Teacher and ESA preparation for special education. Future areas for consideration may include Special Education Administration and areas of severely retarded and multiply handicapped. The consortium itself may be expanded to include other interested parties in Eastern Washington.
- H. Tentative time lines: These include but may not be limited to the following:
1. Receiving all letters of appointment by September 1, 1972.
  2. Election of Officers by October 1, 1972.
  3. Appointment of committees necessary for program development by October 15, 1972.
  4. Interim Report of committees during November and December, 1972 and January and February of 1973.
  5. Final consortium approval of program April, 1973.
  6. Request for State approval by May 15, 1973.
  7. Implementation to begin September, 1973.

Mr. Wendell C. Alfen

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May 31, 1972

- I. Help needed from SPI: Help needed from SPI would include consultant help when requested, financial help, and interpretation of House Bill 90 as time for its implementation approaches.

Sincerely,

Don Hunsaker

Assistant Professor of Psychology

DH:kc

Enclosures

APPENDIX X  
State of Washington  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
Olympia

GUIDELINES AND STANDARDS

for the

DEVELOPMENT AND APPROVAL OF PROGRAMS OF PREPARATION

LEADING TO THE CERTIFICATION OF SCHOOL PROFESSIONAL PERSONNEL

ADOPTED BY THE STATE BOARD OF EDUCATION  
JULY 9, 1971

LOUIS BRUNO  
Superintendent of Public Instruction

If you would like further clarification and information about this document  
please contact:

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GUIDELINES AND STANDARDS  
for the  
DEVELOPMENT AND APPROVAL OF PROGRAMS OF PREPARATION  
LEADING TO THE CERTIFICATION OF SCHOOL PROFESSIONAL PERSONNEL

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## IMPLEMENTATION OF 1971 GUIDELINES AND STANDARDS

These guidelines and standards (WAC 180-80-700 through 180-80-740) may be applied after September 1, 1971, to the preparation and certification of teachers in lieu of standards effective July 10 and 28, 1961, (WAC 180-80-510 through 180-80-550) and to administrative preparation and certification in lieu of the standards adopted March 24, 1956 (WAC 180-80-280 through 180-80-312). Educational staff associate preparation and certification standards adopted September 12, 1968 (WAS 180-84-510 through 180-84-560) are replaced by these standards and guidelines.

The State Board of Education adopted a motion to inform all agencies (colleges and universities, school organizations and professional associations) involved in teacher education under the 1971 guidelines and standards that it is the consensus of the State Board that action should be taken to implement the new standards promptly; that such agencies are requested to submit reports concerning their plans to implement the standards for consideration and approval and for coordination with the state's plan; and that these reports are to be submitted within one year from the effective date of the standards, September 1, 1971.

## PREFACE

Louis Bruno  
Superintendent of  
Public Instruction

In schooling, the importance of the teacher is second only to that of the learner. It is the teacher's function and that of those who aid him to provide access to the best possible circumstances for learning. In Washington law a "qualified teacher" is required for a school to be approved; to be qualified a teacher must be certified. It is crucial, therefore, that state guidelines and standards for certification encourage and promote the highest quality of preparation. Quality in this context means establishing the best circumstances for persons selected for teacher preparation to become engaged and involved in learning how to teach.

As the reader will discover, these 1971 guidelines and standards are different from traditional state standards for preparation and certification. They represent a new approach in which the processes and procedures to be employed in determining and developing components of preparation programs and approving such programs are set forth as the standards. The guidelines are the result of five years of discussion, study and trial programs. Hundreds of persons in Washington who are concerned with improving the quality of education for children and youth in public and private schools of the state have been involved. The guidelines and standards emphasize a focus for program development--the needs of children and youth served by our state's public and private schools.

The Washington State Board of Education has adopted the new guidelines and standards as alternate to those which have been in effect since 1961. Under the 1961 standards many desirable objectives in this vital area of education have been and are being achieved. We believe that the approach encouraged by the 1971 guidelines will result in yet more significant improvement of teacher, administrator, and support personnel preparation. The 1971 guidelines call for a more effective utilization of the resources of all persons and groups who are or should be participants in this important effort.

The new guidelines and standards provide a process, a rational and open system if you will, for constant recognition of new knowledge, for an appropriate use of technology, and orderly agreed upon response to the changing educational needs of society and individuals. The implementation of the guidelines and standards should create opportunities for those being prepared to have more personally fulfilling activities and experiences so that as professionals they may provide better school life for learners at all levels.



## INTRODUCTION

Wendell C. Allen  
Lillian V. Cady  
William H. Drummond

The basic purpose of State Board of Education guidelines and standards for preparation leading to certification has always been to ensure the competence of common school professional personnel.

Prior to 1949 certification programs were based on a specified number of courses prescribed by the state. Regulations endorsed by the State Board of Education in 1949 established a program approval approach which placed responsibility upon the colleges and universities for the substance of preparation programs. School districts were involved in the student teaching experience and shared with the teacher and the institution of higher learning the planning of fifth-year programs. Revision of the standards in 1961 strengthened the academic preparation of teachers, necessitated greater cooperation between colleges and school organizations, and fostered more flexibility in program planning.

Study of the current scene and appraisal of trends suggest that Washington can marshal its resources and knowledge to stimulate preparation which is more appropriate to the services which professional personnel should provide to today's children and youth, and that preparation programs should reflect and encourage an open-system concept. The open-system allows input from a variety of sources, does not lock all persons into the same mold, and encourages difference, variety and change. The state is concerned that preparation experiences be relevant to competence on-the-job, the actual world of the elementary and secondary school student and to the changing needs of society.

For Washington State the 1971 guidelines for program approval and certification are a natural, evolutionary step. These guidelines provide a framework within which trends and changes in society and education which should influence preparation can be more readily incorporated into preparation programs. The 1971 guidelines encourage broad participation, honor the open-system concept, and decentralize responsibility and accountability for preparation and the outcomes of preparation.

To further these objectives, the guidelines and standards provide for colleges/universities, professional associations and school organizations to form consortia to plan and carry on preparation programs. Each of the three agencies in a consortium is to have an equal voice in overall planning, policy formation, assignment of responsibilities, evaluation of programs, and the hearing of appeals.

The guidelines and standards establish a framework whereby the objectives of preparation are determined; competencies in subject matter specialities, pedagogy, and personal characteristics are delineated; and entry and exit-level competencies for each stage of preparation are specified. It is essential that preparation programs include and address competencies in subject matter knowledge as well as in the art and science of teaching, and in such human dimensions as interpersonal communication. The professional must be competent in each of these areas. He is basically a decision-maker

and decisions for improving learning must be based upon the data generated from the interplay among these several areas of competence.

Several assumptions underlie these 1971 guidelines: (1) the main purpose of the school is to help each child achieve self-direction and self-reliance in a dynamic and changing society; (2) the adults in a school, by the way they work and live, establish the intellectual and emotional climate for the school; (3) adults moving into schools as professionals need to experience preparation in a manner consistent with the way children ought to be helped to learn in school; (4) learning and growth is a continuing and dynamic process; (5) all learners become what they will by the choices they make, the actions they take, and the consequences they undergo; and (6) learning and growth best occur under circumstances where persons are respected and loved and free to be themselves and to become whomever they have the will to become.

Given these assumptions, the guidelines and standards proceed naturally from developments in teacher education over the past twenty-five years and emphasize the following principles:

- a. preparation should be related to performance and performance related to the objectives of the professional and his clients;
- b. preparation should be individualized and give recognition to personal style;
- c. preparation programs should be planned and developed in a participatory manner by those affected; and
- d. preparation is a career-long, continuing process.

**A. CERTIFICATION**

1. Three types of certificates are provided:
  - a. The teacher certificate authorizes service in the primary role of teaching.
  - b. The administrator certificate authorizes service in the primary role of general school administration, program administration and/or supervision.
  - c. The educational staff associate certificate authorizes service in roles of specialized assistance to the learner, the teacher, the administrator and/or the educational program.
  
2. Three levels of certificates are provided for each certificate type:
  - a. The preparatory certificate authorizes experiences in school or school-related settings designed to develop competence at the "initial" level of certification. This certificate is valid for one year and is renewable.
  - b. The initial certificate authorizes school service in a particular role and allows the holder to assume independent responsibility for working with children, youth and adults. This certificate is valid for three years and is renewable once.
  - c. The continuing certificate authorizes school service on a career basis and assumes continued professional development. The continuing certificate is valid as long as the holder continues in service. It is subject to renewal only if the holder leaves educational service for a period in excess of four years.

**TYPES AND LEVELS OF CERTIFICATES**  
(Figure 1)

Types of Certificates	Teacher	Administrator	Educational Staff Associate
Levels of Certificates ↑	Continuing	Continuing	Continuing
	Initial	Initial	Initial
	Preparatory	Preparatory	Preparatory

3. Certificate endorsements:

Initial and continuing certificates will be endorsed to indicate grade level(s), content area(s), and/or specialization(s) for which the professional is or has been prepared.

4. Reciprocity

a. In-state candidates:

- 1) Holders of initial certificates shall be admitted to programs leading to continuing certification.
- 2) Holders of provisional certificates or credentials awarded under previously adopted State Board of Education rules and regulations may be admitted to programs leading to continuing certification, provided they meet entry level requirements.
- 3) Holders of standard certificates or of valid teacher certificates issued prior to 1949 may be admitted to programs leading to initial or continuing certification, provided they meet entry level requirements, without jeopardizing their prior certification status.

b. Out-of-state candidates:

Candidates holding out-of-state certificates or credentials shall have the option of applying for certification under either these 1971 standards or under those previously adopted.

- 1) Graduates of institutions accredited by the National Council for Accreditation of Teacher Education, or graduates of out-of-state four-year institutions accredited for teacher education, who hold or are eligible for comparable certificates in another state, territory or possession of the United States, may be granted temporary certificates with appropriate endorsements.
- 2) Graduates of accredited out-of-state institutions who do not meet the requirements cited above and who wish Washington certification shall be required to meet requirements established by a consortium of institutions and agencies with approved preparation programs in the state.
- 3) Experienced persons who hold certificates from other states and have been granted temporary certificates may apply for initial or continuing certification to in-state consortiums of agencies with approved programs as soon as they are employed in Washington. These consortiums shall have procedures which ensure fair and prompt assessment of the applicant's qualifications and shall make appropriate recommendations to the Superintendent of Public Instruction regarding certification of the applicant.

## B. CONSORTIUM OF AGENCIES DEFINED

Under these standards preparation programs are to be developed and implemented by a consortium of agencies. Each agency will designate its own representative(s) and clarify with that(those) representative(s) his(their) authority in acting in behalf of the agency. The agencies in a consortium shall be colleges and universities, school organizations and professional associations in accordance with the following definitions:

1. Professional Association: The professional association, determined by the total faculty of certificated employees in a school organization in accordance with election procedures defined in Chapter 28A.72 RCW (or a cooperative group of such associations if a number of school organizations have combined to participate in a consortium for staff development purposes) shall have the professional association responsibility in a consortium and shall have the responsibility of providing opportunity for input from all other specialized and subject matter associations.
2. School Organization: Any public or independent school system or district or cooperative group of such organizations shall have the school organization responsibility in a consortium. School organizations should represent the interests of parents, interested citizens, school children and youth, the local school board(s) and the school administration, including principals. As a consequence, individuals representing school organizations shall have responsibility for providing opportunity for input for those various groups in developing and implementing personnel preparation policies. The chief administrator(s) of school organization(s) is(are) responsible for designating the individual(s) responsible for the school organization's role in program development and implementation.
3. University/College: Any institution of higher learning or cooperative group of colleges/universities which has or develops professional teacher education programs shall have the college/university responsibility in a consortium. Community colleges (in collaboration with four-year institutions) may participate in preparation. Colleges/universities should represent the interests of students and of academic, professional and administrative faculties. Individuals representing colleges/universities and community colleges should reflect the interests and talents of those various groups in program development and implementation. The chief administrator for professional preparation and development as designated by the college or university president is responsible for providing the opportunity for representatives from the appropriate departments or interest groups of the college or university to carry out the institution's role in program development and implementation.

## C. CONSORTIUM PROGRAMS

Preparation for school professional personnel is subject to approval by the State Board of Education. The State Board will approve a program of preparation if it meets the following criteria:

### 1. Consortium arrangements.

The consortium shall:

- a. File with the Superintendent of Public Instruction a letter of intent to form a consortium for preparation.
- b. Specify the arrangements and processes it will use to:
  - 1) formulate policy;
  - 2) develop program objectives, elements, and characteristics;
  - 3) gain input and involvement of students and citizens in model development;
  - 4) implement the program;
  - 5) administer the program, including monitoring candidate progress, reporting and recommending certification, recommending certificate endorsements, etc.;
  - 6) conduct annual program review and evaluation.
- c. Arrange for and report results of at least one comprehensive outside evaluation during the three to five years between periodic program approval by the State Board of Education.
- d. Give evidence that it has the human and material resources to conduct, to implement, and to arrange for evaluation of the preparation program.

### 2. Development of preparation opportunities and alternatives.

The consortium shall:

- a. Describe the role or roles which are to be assumed by the person who is to be granted a specific certificate with a particular endorsement.
- b. Describe and state the rationale for the competencies (knowledges, attitudes, skills, etc.) required of persons who plan to perform the described roles.
- c. Describe examples of the kinds of experiences that will be provided to assist each candidate develop or demonstrate the required levels of competencies.
- d. Describe the procedures which ensure that each candidate participates in the design of his own program and the procedures which enable the candidate to achieve certification at his own rate of demonstrable accomplishments.

- e. Specify examples of kinds of evidence that will be used to determine acceptable entry and exit levels of competence of the candidate; including, as appropriate, evidence of competence when working with clients.
- f. Describe examples of procedures which will be used to provide positive, growth-producing feedback to the candidate and to the program.
- g. Describe examples of the kinds of experiences and resources that will be available to staff development personnel, both school and college, to assist them to develop necessary competencies and carry out responsibilities of their roles and specify procedures which ensure that those who supervise the candidate's preparation are competent.
- h. Provide assurances that the program is of high professional quality by describing program elements which ensure that a candidate will have appropriate breadth and depth of knowledge for his expected role and which allow and encourage the candidate's continued personal and professional development.
- i. Describe the procedures and arrangements which ensure continuing career development opportunities for persons holding initial and continuing certificates.

**D. STATE BOARD OF EDUCATION AND SUPERINTENDENT OF PUBLIC INSTRUCTION**

- 1. State Board of Education. Programs of preparation are subject to State Board of Education review and approval. The State Board of Education:
  - a. Applies the standards hereinbefore set forth in WAC 180-80-720 in approving programs.
  - b. Receives notification from the Superintendent of Public Instruction of letters of intent to establish preparation consortiums.
  - c. Receives and acts upon recommendations from the Superintendent of Public Instruction concerning the review of requests of consortiums for program approval.
  - d. After initial approval, reviews and approves annual progress reports and comprehensive outside evaluations filed by each consortium.
  - e. Reviews and approves comprehensive studies of each consortium's program(s) on a three- to five-year schedule.
- 2. Superintendent of Public Instruction.
  - a. Approval-accreditation function. The Superintendent of Public Instruction:

- 1) Arranges for on-site visitations to review each consortium's programs for consequent recommendations to be submitted to the State Board of Education.
- 2) In reviewing programs considers:
  - (a) published programs and descriptions made by the agencies within a consortium;
  - (b) reports of visitations to agencies of the consortium by state staff members;
  - (c) annual progress reports submitted by the consortium and the reports of the interim, comprehensive evaluation;
  - (d) reports of special visitations to consortium which may be arranged;
  - (e) accreditation and approval status of colleges/universities and school organizations.

b. Certification function. The Superintendent of Public Instruction issues certificates and makes certificate endorsements upon recommendation of a consortium of agencies operating an approved program of preparation.

c. Improvement-leadership function. The Superintendent of Public Instruction:

- 1) assists colleges/universities, school organizations and professional associations in program development leading to State Board approval;
- 2) assists or facilitates communication and collaboration among and between agencies;
- 3) arranges for advisory committees of the State Board to meet, make site visits, and prepare reports for the State Board of Education;
- 4) selects each year one phase of teacher education or staff development for special study and focuses the attention of personnel in consortiums on this phase. (An example of such a phase would be selection of candidates and entry competencies.)
- 5) requests financial resources needed to achieve preparation and staff development objectives.

E. EFFECTIVE DATE OF ISSUANCE OF CERTIFICATES

The issuance of teacher, administrator and educational staff associate certificates shall be effective September 1, 1971.



DISCUSSION AND INTERPRETATION

The state is challenged to do more than establish and maintain minimum standards for education. To serve the people, state government must be responsive to new situations and anticipate new demands and trends. A state pattern of certification should: (1) provide an understandable way of viewing educational work assignments; (2) establish acceptable ways for persons to advance or change from one role or position to another during the course of his career; and (3) provide a basis for ensuring that people assigned to particular school roles are competent.

A. CERTIFICATION--Although the state system of certification should recognize diversity and specialization in the nature of services provided for students, the certification framework itself should be concerned with broad professional types and levels.

1. Types of certificates. Specialized preparation is needed for each area of service. Each area of service also includes a number of specific fields of preparation which, for purposes of certification, are classified as categories. Within each type of certificate there may be several specialization categories depending upon specific roles recognized by the State Board of Education.

2. Levels of certification. Certificate levels for school professionals recognize different levels and degrees of career development.

The three levels of certification are applicable to each type of certificate. The person will move from level to level as he demonstrates that he meets established criteria. A person achieving continuing certification will have demonstrated both common and specialized competency appropriate to the certificate type and to any specialized endorsement.

3. Certificate endorsement. Certificate endorsement should be based upon specialized competence. Accordingly, it is expected that personnel assignments will be consistent with certificate endorsements.

4. Reciprocity. Arrangements are necessary to assure mobility, opportunity for continued career development, and appropriate certification to in-state and out-of-state professional personnel.

Many professional personnel holding standard certification issued under previously authorized standards may wish to qualify for certificates issued under the 1971 guidelines and standards. Each consortium will be responsible for establishing procedures for such certification.

Because certificates issued by Washington State under the 1971 guidelines and standards will be based on performance, it will be necessary for an out-of-state professional wishing certification under them to be issued a "temporary" certificate. The temporary certificate is valid for one year. Assistance will be provided so that the out-of-state person makes contact with a consortium having an approved preparation program.

1/ Appendix A is not a part of regulations.

## B. PREPARATION AGENCIES

Those who have a stake in the nature of professional service should have their voices heard in the development of professional preparation and be able to influence or help change the nature of preparation after programs are in operation.

Participation in a consortium is not limited to the three agencies defined in the standards (colleges/universities, school organizations, professional associations). The definitions serve the purpose of assigning accountability for meeting the specific requirements of the standards and for ensuring the systematic management of the various procedures involved in developing and implementing preparation programs. Each of the agencies defined is required to involve other similar agencies or related interest groups in the processes. Actually, within the context of the guidelines and standards, consortium has three meanings:

- 1) For purposes of accountability, a consortium is a formal partnership of one or more colleges or universities, one or more school organizations, and one or more professional associations functioning through representatives with authority to act within parameters for their agencies in carrying out the specific requirements of the guidelines and standards.
  - 2) For purposes of developing new programs for specific role or discipline categories, the consortium is a forum of interested parties--organized groups or interested individuals--working together to determine the form and substance of a preparation program.
  - 3) For purposes of implementing an adopted program, the consortium is a management system of assigned accountability and responsibility for coordinating the implementation of various aspects of the program.
1. Professional Association. Many associations represent the interests of professionals; but if the guidelines and standards are to function effectively, it is necessary for accountability purposes to identify one association. That association should represent a broad spectrum of professional points of view. In many school districts an association selected by the total certificated staff according to procedures specified in the Professional Negotiations Law (Chapter 28A.72 RCW) has already been authorized to negotiate on matters of professional concern. In private schools and in school organizations where arrangements have not been established for professional negotiations, the professional association representation will be determined by the total faculty of the concerned school organization:

Identifying an association selected in accordance with the Professional Negotiations Law, or one selected in like manner as the accountable professional association under the guidelines and standards, serves many useful purposes:

- a. With the accountability issue settled by definition, all professional associations can direct their energies toward developing programs as soon as the standards go into effect.

- b. Associations that negotiate on matters of professional concern usually have facilities and resources for reaching and involving the professional staff that could be applied to accomplishing the goals of the guidelines and standards.
- c. Such associations usually have staff or standing committees that could assume the responsibilities and the work of coordinating the efforts of other professional associations in implementing the guidelines and standards.
- d. Such associations usually have procedures and/or arrangements for communicating association views with school district organizations that could be adapted to the purposes of cooperative functioning under the guidelines and standards.

Although all the needed mechanisms for coordinating the multitude of general and special interests found in school faculties may not be present in 1971, participation by practicing professionals and the coordination of their energies is essential if new, more viable and relevant programs are to be created.

The guidelines and standards provide for the coordination of staff development professional association concerns through the local education association or union, or, in cases where faculties are not so organized, by representatives of the total faculty of the school organization. Should the identity of the local education association change, the faculty of the total school organization will still be present and will be expected to assume the obligations to trainees made by the previously identified association or union.

The professional interests of administrators in the preparation of administrators, teachers and specialists are legitimate, so are the interests of teachers in the preparation of teachers, specialists and administrators, etc. The local education association or union is where these professional interests should be coordinated because a significant part of preparation will and does occur at the local level and is dependent upon the energies and talents of the professionals working there.

The local association should value and support the special interests and concerns of competing general local associations or unions, of the specialized local and state associations, and of national and international associations. Decisions based upon narrow parochial interests should be avoided. The guidelines and standards imply a belief that local associations given the power to influence preparation, will use such power to improve professional services to clients. Such associations should encourage pluralism and variety within and between programs of preparation for various professional roles.

- 2. School organizations will need to invent ways for parents, other citizens and students to become involved in professional staff development. Their primary contributions should be in the definition of needed professional services and assistance in the provision of the needed resources for preparation and staff development.

It is assumed that school organizations in less populous areas may have to coalesce with other school organizations for staff development purposes.

No preconceived plan for amalgamation has been created. Coalitions and consortia will grow as institutions, agencies and organizations perceive the need for one another and begin assuming initiative for bringing about new relationships.

3. Universities and colleges will continue to be a major contributor to preparation and career/staff development. Although college non-professional programs may be legitimately under the control of a college faculty committee, teacher education (professional preparation) has broader involvements, and hence, needs a broader base for planning, development and implementation.

Colleges in collaboration with school organizations and professional associations should develop a variety of options for students: some students need direct field experiences early--such experiences make academic collegiate work meaningful; some students can assimilate theoretical constructs easily and can achieve competence via later field experiences.

Colleges should help students know themselves, understand the social milieu in which school function, see alternative and individually suitable styles of conduct, and test their self/career perceptions in college and school settings.

#### C. PREPARATION PROGRAMS

The following principles should underlie program development and should ensure a more valid relationship between an individual's preparation and the professional role he will assume.

##### 1. Consortium Arrangements

- a. Letter of Intent. A group of collaborating agencies desiring to form a consortium and develop a preparation program is to file a letter of intent with the Superintendent of Public Instruction. The letter of intent will allow the Superintendent of Public Instruction to provide assistance to the consortia during the developmental stages and coordinate efforts and activities related to emerging programs.
- b. Roles and Responsibilities. Roles and responsibilities of each agency in the consortium are to be agreed upon by the consortium. Therefore, agency representatives should have authority to act for their agency or know the parameters within which they may so act. Agency responsibility, accountability and cooperation are discussed in detail in Section B of Appendix A and in Appendix B.
- c. Program Evaluations. On-going evaluation is essential to determine whether a program is achieving its objectives. Program evaluation should be a continuing process in which all participate.

In addition to these on-going consortia evaluations, at least once during the five-year period between State Board of Education approval actions, the consortium will arrange for a comprehensive evaluation of the program(s) by a person(s) not directly involved in the consortium

or its program(s). The consortium may agree that program evaluations conducted for purposes of regional or national accreditation meet this criterion.

Results of all evaluations should be helpful to the consortium in program change and development. Evaluation reports will be filed with the Superintendent of Public Instruction for State Board of Education reference when reviewing preparation programs for approval.

- d. Resources of the Consortium. The consortium should identify the human and material resources available and/or needed to develop and implement a program. The consortium should provide evidence that, as appropriate, resources will be shared, redeployment of resources can be accomplished, and additional resources can be obtained.

A given consortium may have adequate resources to develop and implement one phase of a preparation program (e.g., preparatory--initial phase, elementary teacher) and be unable to develop and implement another phase (initial--continuing phase, elementary teacher). The consortium may develop and implement that phase for which it has resources if, at the same time, it establishes links or arrangements with another consortium(s) offering programs which cover phases of preparation it can not provide.

## 2. Preparation programs.

- a. Roles. Since the objective of preparation is to prepare professionals to perform, the basis for preparation programs (content and experience) should be what it is the educator does or ought to do when he is performing his professional role. Role definitions should include consideration of both what is and what ought to be.
- b. Competencies. Competencies appropriate to given roles should be described and should include cognitive, affective, and psychomotor experiences related to the educator's performance on the job in a given role. There is a considerable and growing literature describing competencies for teaching. (For example, the 10 elementary education models funded by the USOE.) The consortium should state the assumptions underlying their choice of those particular competencies specified in a preparation program.
- c. Learning Experiences and Contexts. Preparation experiences should be designed in relation to the individual's assets and needs. Components of preparation programs are now too often treated as discrete, unrelated knowledges, skills, attitudes--existing for their own sake apart from individuals. The kind of preparation envisioned requires integration and synthesis of many elements into learning experiences that reinforce the individual's strengths and satisfy his needs.

Appropriate contexts for learning and resources essential to preparation need to be found or created--some on the college campus; others in the community; others in school situations.

- d. Individualization. A pervasive idea in these standards is that teacher education should be "individual oriented." That is, that the instructional resources should be provided and arranged in relation to the

individual's needs and talents.

The kinds, amount and duration of preparation experiences of each candidate will be an individual determination. The major task of the preparation agencies is to provide personal encounters with teaching-learning situations and provide adequate feedback data to the candidate so that he can make wise decisions concerning his development. Learning is individual; learning to teach is also individual.

- e. Evidence of Entry/Exit Levels of Competence. In order to develop learning experiences which are appropriate to the individual, determinations must be made about where the person is in relation to knowledge, skills, and attitudes appropriate to his role in education. Such determinations should be made when he enters the program, on a continuing basis while he is in the program, and when he exits the program. The consortium of agencies has responsibility for identifying the levels of competence and designating or developing indicators it accepts as evidence of acceptable entry and exit levels.

Agencies should be concerned with designation of appropriate indicators. For example, the individual's performance on a written test may be the most appropriate indicator of successful achievement of a knowledge outcome. Whereas, the most appropriate indicator of successful application of that knowledge is to be found in his interaction with clients.

- f. Feedback. The most important judge of whether a person has the competencies and qualities to perform in a professional role is the person himself. Preparation programs should be so designed that the individual is provided with accurate feedback concerning his performance. Feedback should be an on-going, constructive process through which the individual (1) becomes aware of his strengths and limitations in performance and (2) is assisted to enhance his strengths, overcome limitations, and develop new competencies not now possessed. If feedback is to serve these purposes, it must occur in dynamic situations with provision for continuous assessment of performance and for non-threatening assistance and support as one plans for continued development and learning.
- g. Staff Development. School organization personnel and college faculty may desire to participate in pre-service and in-service preparation of other professionals. The consortium is responsible for indicating the roles and competencies expected of staff development personnel participating in the consortium program and the experiences which will be provided to such personnel to assist them to perform their staff development role. Staff development personnel should strive for the highest levels of knowledge and professional competence.
- h. Quality Control. Professional educators will continue to depend upon personal repertoires of knowledge. It should not be necessary to require here a specific amount of academic study or degree(s). The knowledge requirements for teachers in today's schools surely indicate that the initial certificate holder will have that amount of knowledge which will enable him to pursue scholarly study.

The career teacher makes a commitment to scholarship as a function of his role. Providing the career teacher with the power to acquire superior levels of knowledge in a special field should be an important consideration of a quality program for continuous career development.

- i. Career-long Preparation. We live in a changing society; teaching roles, performance, and competencies will also change. Therefore, staff development should facilitate professional growth and movement. Persons engaged in the education professions should require high standards of performance of themselves, realize the need for continuing preparation, and be encouraged to assume responsibility for their own development. Programs should provide opportunities for self-renewal and professional development throughout one's career.

#### D. ROLES OF STATE BOARD OF EDUCATION AND SUPERINTENDENT OF PUBLIC INSTRUCTION

The State Legislature has delegated to the State Board of Education responsibility for establishing standards for professional preparation and identifying the types of certificates to be issued. Any preparation program leading to certification of school professional personnel must be reviewed and approved by the State Board of Education.

In accomplishing its function, the State Board of Education has established these guidelines and standards requiring the consortium to make explicit the processes and procedures (criteria) employed to determine consortium arrangements, identify program objectives and professional competencies, provide appropriate preparation experience, and evaluate program and participant performance.

The State Board of Education will conduct a comprehensive review of programs for approval purposes each three to five years and provide for site visitations, annual reports, and comprehensive evaluations.

The Superintendent of Public Instruction will assist the State Board of Education achieve program review and approval responsibilities. The Superintendent of Public Instruction will maintain records and reports related to certification and endorsement, consortium program arrangement, and program evaluation and progress and will serve as a resource to consortium agencies as they develop and implement programs. The Superintendent of Public Instruction and advisory committees will provide on-going review and evaluation of preparation standards and programs in order that standards and programs be relevant to the professional's roles and the needs of children and youth in the common schools of Washington State.

Any agency or individual believing its(his) rights in relation to preparation and certification as set forth in these standards have been abused, should notify the Superintendent of Public Instruction and/or State Board of Education.

CONSIDERATIONS IN IMPLEMENTATION

A major consideration in implementing the guidelines and standards will be the development of working relationships among the three kinds of agencies forming a consortium. How can three agencies function together in developing and implementing preparation programs? Functioning together will not be easy for:

1. Although each agency approaches the situation with a desire to improve the quality of professional service through better programs of preparation, each agency comes (a) from a context offering different background and experience and giving each a unique perspective of the purpose and function of preparation; (b) with unique access to or control over resources necessary to make any preparation program work; and (c) with unique limitations on the time, energy, and resources it can afford to spend developing and implementing preparation programs.
2. Each agency will insist and must be assured that there will be parity both in the power to influence decisions and in the assumption of responsibility for implementing the decisions.

The guidelines and standards require different kinds of cooperation to satisfy different needs. Since both the development and the implementation of programs is involved, the three agencies will have to function together on at least three levels:

1. Level one (program development only): involves activities leading to the development of programs for specific professional roles or disciplines. Here cooperation is basically informal. The initiative to begin may be taken by any agency, but each of the agencies should be involved as soon as possible to assure parity at this level.
2. Level two (program development and implementation): involves formal adoption of policies that affect both the development and the implementation of programs. Here action must be taken by formal representatives of each agency which will commit the resources of each agency. Representatives must have the authority to act within well defined parameters. It is at this level that the unique perspectives, resources, and limitations of each of the agencies must be fully considered and accommodated as the representatives work toward finding the common ground on which policies and procedures can be based.
3. Level three (implementation only): involves the effective management of the resources of each agency in implementing adopted programs. Here clear delineation of responsibility and accountability for specific aspects of the adopted program to each agency is essential.

1/ Appendix B is not a part of regulations.



When a letter of intent to form a consortium is filed with the Superintendent of Public Instruction, it is assumed that at least one school organization, one college or university, and one professional association have agreed to establish a policy board of representatives to act for their respective agencies in establishing working arrangements, policies and programs that will meet the criteria set forth in Section C of the standards portion of this document. It is likely that there will have been previous contact and cooperation among at least some of the consortium participants in student teaching arrangements, educational staff associate (ESA) interim procedures, or informal planning activities by the three agencies for one or more particular role or discipline categories. This being so, the overview of cooperative functioning by the three agencies might be outlined as follows:

- I. Existing patterns of cooperation under the 1961 standards (student teaching, fifth-year advising, etc.)
- II. New patterns of cooperation developed informally through activities designed to test the principles of the Fourth Draft, through activities that led to establishing interim procedures for ESA certification, and through informal planning activities that led to the decision to form a consortium.
- III. The first formal act of cooperative functioning would be to file a letter of intent with the SPI.
- IV. The second formal act would be to establish a policy board for the consortium.
- V. After the letter of intent has been filed and a policy board established, cooperative activities at Level one, Level two, and Level three would continue simultaneously as follows:

#### LEVELS OF COOPERATION

<u>Level One</u> Program Planning Activities	<u>Level Two</u> Policy Board Activities	<u>Level Three</u> Implementation Activities
Basically informal. Initiated by any agency. Governed by policies of the consortium in regard to parity in participation, procedures, basic requirements, etc.	Meets all requirements of 1971 criteria (Sec. 3) Establishes policies governing consortium activities. Administers policies and procedures. Delegates responsibilities for implementation of programs to consortium agencies and/or to sub-committees in charge of individual programs	Follows Matrix for assignment of responsibilities as presented below or alternate arrangement agreed to by consortium

Specific phases of program development will occur within each of these levels of agency cooperation. Implementation problems may be identified in these several phases in program development are recognized, for each may require different degrees of responsibility and coordination on the part of agencies within the consortium. The following Table outlines possible phases in program development

TABLE I  
ACTIVITIES AND RELATIONSHIPS AMONG CONSORTIUM AGENCIES

Key: I = Initiate  
P = Participate  
C = Coordinate

Phases of program development	Levels of Cooperation	Agency Responsibilities						Activities to be Accomplished		
		P.A.	S.O.	C/U	Spec. Grps.	State	Pol. Bds.			
Phase I-- CONSORTIUM FORMATION	Cooperation is informal. The initiative to begin may be taken by any agency. Each agency to be involved as soon as possible to ensure parity at the outset.  If initiative comes from a special interest group, that group should work through its "parent" agency.	I	I	I	I	P		1. Contact all appropriate agencies. 2. File letter of intent with SPI.		
Phase II-- ESTABLISHMENT OF POLICY BOARD	Cooperation is formal. The policy board becomes responsible and accountable for all phases of development	I	I	I	P			1. Establish a policy board, members of which are designated by their agencies and understand parameters within which they may function for that agency. 2. Procedures for policy board actions and decision-making are stated (voting, consensus, etc.).		
Phase III-- ADOPTION OF POLICIES	Agreed upon procedures are followed, cooperation is formal.	P	P	P	P		C	1. Formulate and adopt policies which will govern consortium and will affect both development and implementation of programs. 2. Designate special interest groups which are to be involved in program development. 3. Ensure that resources are available to begin program development and facilitate program development activities		
Phase IV-- PROGRAM DEVELOPMENT	Cooperation among those involved in development of program components may be less formal, cooperation among policy board group will remain formal.  Consortium agencies will provide as much input as possible into Phase IV activities.	P	P	P	P		C	1. Develop role definitions and competencies from which program components will emerge and prepare rationale. 2. Determine entry level criteria. 3. Make suggestions about and/or design learning experiences and contexts which will assist the candidate to develop competence in an individualized manner. 4. Determine resources needed to accomplish program objectives and ensure they are/will be available		
Phase V-- STATE BOARD APPROVAL	Formal request from policy board.	P	P	P	P		C	I	SBE and SPI arrange for site visits and program review.	
Phase VI-- PROGRAM IMPLEMENTATION	As programs are implemented, the policy board may assign coordinating responsibility for given components to one of the consortium agencies.	(See examples of possible assignments)						C	1. Operationalize selection criteria. 2. Finalize and operationalize didactic and field program components for preparatory, initial, and/or continuing levels of preparation. 3. Coordinate learning activities. 4. Conduct learning experiences and evaluate candidate progress. 5. Recommend for certification	
Phase VII-- CERTIFICATION	The policy board may take responsibility or it will assign responsibility to appropriate agency (agencies).	(See examples of possible assignments)						C	I	SPI issues certificates with appropriate endorsements.
Phase VIII-- PROGRAM EVALUATION	Relationships for purposes of annual evaluations may be less formal. Comprehensive evaluations will be formal with policy board assigning agency responsibility	P	P	P	P	P		C	Arrange for annual and comprehensive program evaluations.	

The several phases of development will, no doubt, overlap. The attempt in the preceding discussion is to indicate the activities which need to be accomplished and to suggest possible arrangement for participation of consortium agencies, the policy board, and the State Board of Education and/or the Superintendent of Public Instruction.

Within this framework the policy board becomes the primary coordinating and decision-making body, having the authority to formulate and adopt policy as well as to assign responsibility and accountability for specific program components to consortium agencies. Examples of assignment of coordinating responsibility follow:

EXAMPLE #1

MATRIX FOR ASSIGNMENT OF RESPONSIBILITIES

	Professional Associations	School Organizations	College or University	State Agency
Patterns for Certification, Program Approval and Granting of Certificate	Cooperating	Cooperating	Cooperating	Coordinating
Programs for Preparatory and Initial Certificates	Cooperating	Cooperating	Coordinating	Cooperating
Placement and Assignment	Cooperating	Coordinating	Cooperating	Cooperating
Programs for Continuing Certificate	Coordinating	Cooperating	Cooperating	Cooperating
Continuation of Professional Preparation	Coordinating	Cooperating	Cooperating	Cooperating

EXAMPLE #2

ASSIGNMENTS OF COORDINATING RESPONSIBILITY IN PROGRAM DEVELOPMENT:

PHASES VI, VII, and VIII

(Assignments to be made by Policy Board)

PHASE VI PROGRAM IMPLEMENTATION	Finalize and opera- tionalize Program Components			Coordinate/conduct Learning Experience		Assess Candidate for Certification		
	Prep	Init	Cont	Campus	Field	Prep	Init	Cont
	Professional Association	P	P	C	P	P	P	P
School Organization	P	P	P	P	C	P	P	P
College/ University	C	C	P	C	P	C	C	P
Policy Board	P	P	P	P	P	P	P	C
State Agency								

PHASE VII CERTIFICATION	Recommendation			Issuance		
	Prep	Init	Cont	Prep	Init	Cont
Professional Association	P	P	I			
School Organization	P	P	P			
College/ University	C&I	C&I	P			
Policy Board	P	P	C&I			
State Agency				C	C	C

KEY:

- I = Initiate
- P = Participate
- C = Coordinate

PHASE VIII PROGRAM EVALUATION	Annual		Comprehensive	
	arrange	conduct	arrange	conduct
Professional Association	P	C	P	P
School Organization	P	P	P	P
College/ University	P	P	P	C
Policy Board	I&C	P	I&C	P
State Agency				

APPLICABILITY OF GUIDELINES AND STANDARDS TO PROFESSIONAL PERSONNEL IN VOCATIONAL EDUCATION, SPECIAL EDUCATION, EARLY CHILDHOOD, AND COMMUNITY COLLEGES

The responsibility for determination of standards of preparation for all elementary and secondary school professional personnel rests with the State Board of Education. The responsibility for issuing all certificates rests with the Superintendent of Public Instruction.

1. Vocational Education

Standards for preparation and certification of vocational education personnel are developed by the Coordinating Council for Occupational Education as a part of the State Plan for Vocational Education. The state plan is subject to the approval of the State Board of Education as said plan relates to teacher preparation and certification.

Vocational education personnel have been involved in development of these guidelines and standards. The Coordinating Council for Occupational Education is currently engaged in a study of standards for preparation of vocational education personnel.

2. Special Education

These guidelines and standards are relevant to preparation and certification of personnel serving in special education programs in the common schools. Personnel working in other agencies which serve the handicapped may also wish to use the guidelines and standards in developing preparation programs.

3. Early Childhood Education

Preparation of teachers for young children may be included under these guidelines and standards. For some years a state advisory committee on the preparation of teachers for young children, ages 3-8, has been concerned with development and improvement of preparation programs.

4. Community Colleges

Standards for preparation and certification of community college professional personnel are determined by the State Board for Community College Education.

As noted in the guidelines and standards, community colleges may participate in programs preparing elementary and secondary professional personnel.

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<sup>1/</sup> Appendix C is not a part of regulations.

EASTERN WASHINGTON SPECIAL EDUCATION CONSORTIUM MEMBERSHIP LIST

1974-75

CONSORTIUM REPRESENTATIVE NAME	DISTRICT	ORGANIZATION REPRESENTING	ADDRESS	PHONE	LETTER OF APPOINTMENT, 1974-75
Wally Stanley	Central Valley	S.O.	123 S. Bowditch, Spokane	924-6851	Yes
Margo Gower	Central Valley	P.A.	1218 N. Sherwood, Spokane	327-4081	Yes
Bill Moore	Cheney	S.O.	312 C. Street, Cheney	235-6205	Yes
Bonnie Cannon	Cheney	P.A.	46 W. 25th, Spokane	838-8077	Yes
Bud Phillips	Clarkston	S.O.	Box 72, Clarkston, Wash.	758-3300	Yes
Judith Jacobs	Clarkston	P.S.	1620-7th, Clarkston, Wash.	758-5915	Yes
Mary Ann Dunnigan	Cover d' Alene	S.O.	720-9th, Cover d' Alene, Idaho	664-5749	Yes
George Ruthhart	Grand Coulee Dam	S.O./P.A.	Box 117, Electric City, Wash.	633-2381	Yes
Mike Altman	I.S.D. 101	S.O.	E. 117 Boone, Spokane, Wash.	456-5770	No
Coral Hammond	I.S.D. 123	S.O.	County Services Bldg, Walla Walla, Wash.	529-3700	No
Sandra Owen	Pullman	S.O.	N.W. 1150 Bryant, Pullman, Wash.	332-1335	Yes
Sandra Zachary	Pullman	P.A.	Rt. #2, Garfield, Wash.	635-3829	Yes
Grace Cooper	Richland		Box 068, Burbank	547-7027	No
Muriel Rossing	Spokane	P.A.	W. 106 Nora, Spokane, Wash.	325-4503	No
Bob Hoesly	Spokane	S.O.	N. 825 Spokane Falls, Spokane	455-4410	No
Elton Fenno	Walla Walla	S.O.	364 S. Park, Walla Walla, Wash.	525-0330	Yes
Gorden Taylor	Walla Walla	P.A.	1260 Jewel Lane	525-2060	Yes
Don Hunsaker	EWSC	C.	EWSC, Cheney	359-2435	No
Duane Thompson	EWSC	C.	EWSC, Cheney	359-2425	No

S.O. = School Organization  
 P.A. = Professional Association  
 C. = College



APPENDIX XII

ESTIMATED BUDGET

FOR

FIRST YEAR OPERATIONS

The following budget is based upon a \$15.00 per man-hour cost and estimated time-hour costs. The budget reflects estimates for implementation the first year. However, it does not estimate how much of the financial responsibility may be absorbed by member institutions.

PREPARATORY LEVEL

Activity	Predicted Time Ranges	Predicted Costs
1. Student declares special ed as his major and is assigned an advisor		
2. Professional Advisor assists student in planning program	10 - 20 Hours	\$ 150 - 300
3. Processing PO Sign-Off Slips	15 - 30 Hours	225 - 450
4. Professional Advisor supervises student's program	250 - 300 Hours. Based upon 10% of student's estimated class time predictions	3,750 - 4,500
5. Professional Advisor meets with trainee to review program and recommend to Review Committee	10 - 20 Hours	150 - 300
6. Make Review Committee assignments (3-4 person committees)	5 - 10 Hours	75 - 150
7. Process information to committee	5 - 10 Hours	75 - 150
8. Review Committee preparation meeting	12 - 17 Hours	180 - 255
9. Review Committee meets with candidate	15 - 20 Hours	225 - 300
10. Process Recommendation to OSPI	5 - 10 Hours	75 - 150
11. Travel for Review Committee members		125 - 150
12. Printing		10 - 20
TOTAL	327 - 437 Hours	\$5,040 - 6,725



INITIAL LEVEL

Activity	Predicted Time Ranges	Predicted Costs
1. Professional Advisor assists student in planning program	10 - 20 Hours	\$ 150 - 300
2. Process PO Sign-Off Slips	15 - 30 Hours	225 - 450
3. Professional Advisor supervises student's program	125 - 150 Hours Based upon 5% of student's estimated class-time prediction	1,875 - 2,250
4. Field experience supervision 1/3 FTE		5,000 - 6,000
5. Professional Advisor meets with trainee to review program and recommend to Review Committee	10 - 20 Hours	150 - 300
6. Process information to committee	5 - 10 Hours	75 - 150
7. Review Committee Preparation Meeting	12 - 17 Hours	180 - 255
8. Review Committee meets with candidate	15 - 20 Hours	225 - 300
9. Process Recommendations to OSPI	5 - 10 Hours	75 - 150
10. Travel for Review Committee		125 - 150
11. Printing		10 - 20
TOTAL	197 - 277 Hours	\$8,090 - 10,325

CONTINUING LEVEL

Activity	Predicted Time Ranges	Predicted Costs
1. Trainee applies to enter program and is assigned an advisor		
2. Advisor meets with student, evaluates credentials, and plans program	15 - 30 Hours	\$ 225 - 450
3. Professional Advisor supervises student's program	400 - 450 Hours Based upon 15% of student's estimated class time.	6,000 - 6,750
4. Field experience supervision 1/3 FTE		5,000 - 6,000
5. Professional Advisor meets with trainee to review program and recommend to Review Committee	10 - 20 Hours	150 - 300
6. Process information to committee	5 - 10 Hours	75 - 150
7. Review Committee Preparation Meeting	12 - 17 Hours	180 - 255
8. Review Committee meets with candidate	15 - 20 Hours	225 - 300
9. Process Recommendations to OSPI	5 - 10 Hours	75 - 150
10. Travel for Review Committee		125 - 150
11. Printing		10 - 20
TOTAL	462 - 557 Hours	\$12,065 - 14,525

MISCELLANEOUS ACTIVITIES

FOR THE FIRST YEAR

Activity	Estimated Cost
1. Workshop for Faculty and Staff 20 people at \$25/diem (2 days) Instruction - Consultants	\$1,000.00 400.00
2. Workshops in the Field for Consortium Members 3 workshops at 1 day each--\$150/workshop	450.00
3. New In-service Class on Campus (1 credit) 1/10 FTE	1,700.00
4. Printing Copies of Consortium Plan Estimated request of 300 copies--\$3/copy	900.00
5. Quarterly Consortium Meetings \$150/meeting	450.00
6. Evaluation Committee of 3 for 5 days--\$100/ day each	1,500.00
TOTAL	\$6,400.00