

SANTA BARBARA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA
RESOURCE SPECIALIST CERTIFICATE OF
COMPETENCE
APPLICANT PACKAGE

Revised
April 2005

APPLICANT PACKAGE

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Date:

TO: Prospective Candidates for Resource Specialist Assessor Panel Program

FROM: Kathleen J. Blake, SELPA Coordinator

SUBJECT: ***Clear Resource Specialist Certificate of Competence***

The Santa Barbara County SELPA is approved to assess and recommend a candidate for the Clear Resource Specialist Certificate of Competence per California Administrative Code, Title, V, Sections 80070.1 through 80070.8.

If you are interested in obtaining this Certificate of Competence and meet the requirements listed below you may participate in the Resource Specialist Assessor Panel Program.

Prerequisites to Candidacy

Presentation of the following items will be required as a prerequisite to consideration of a candidate's competencies:

1. A valid special education credential other than an emergency credential; (see appendix for list of credentials); and,
2. Verification of three or more years of teaching experience, including both regular and special education teaching. (See appendix for clarification)
3. Currently serving in a Resource Specialist position.

Demonstration of Competency

Each candidate will:

1. Be required to submit a portfolio of materials pertaining to these *five* areas: consulting function, coordinating function, functions related to the implementation of laws, regulations, and other compliance requirements, staff development and inservice function, and skills related to parent education function, creating a positive classroom environment and program.
2. Send a 30 minute video of you conducting a lesson of your choice.
3. Take a written examination and,
4. Will go through an oral examination before the panel.

Upon receipt of your application you will be notified if you qualify to go through the Assessor Panel Program. Reservations will be taken on "***first come, first served basis***" with priority given to candidates within Santa Barbara County SELPA. The deadlines for filing an Application will vary to meet candidate's needs. An orientation meeting will be held by phone or in person as arranged by candidate and Santa Barbara County SELPA Coordinator. This will be an opportunity for candidate to ask questions and get more specific information regarding the requirements.

If you have any questions, please feel free to give me a call.

KJB:kd

SANTA BARBARA COUNTY SELPA
APPLICATION FOR RESOURCE SPECIALIST CERTIFICATE OF COMPETENCE

This application represents the intent of the applicant to apply for the Resource Specialist's Certificate of Competence in accordance with the Proposed California Administrative Code, Title 5 Regulations, Sections 80070-1. ***Be sure to read Section 80070.1, sub-section C, for verification of your eligibility to apply for the Certificate of Competence.***

Name of candidate: _____ School Phone: _____ School Fax: _____

Email Address: _____

School: _____
Name Address City Zip

Home: _____
Address City ZIP Phone

Years of regular teaching experience: _____ Grade levels: _____

Years of special education teaching: _____ Present position: _____

Regular Education Credentials held (attach copy*):

Special Education Credentials held (attach copy*):

Official letters from each District verifying experience, years of employment as a Regular Education teacher and/or as a Special Education Teacher (attach letters).

Recommendation letters will be required from your department supervisor, your principal, a parent, and a general education teacher which need not be sent with application but will be due within three months of beginning the program.

Signature of Applicant

Date

*Note: You must hold both credentials, preliminary or clear, prior to application.

**SANTA BARBARA COUNTY SPECIAL ASSESSOR PANEL
GUIDELINES FOR OBTAINING
RESOURCE SPECIALIST CERTIFICATE OF COMPETENCE**

Assessor Panel

The Assessor Panel is a multidisciplinary team, representing Santa Barbara County, which meets in May or June to evaluate and recommend candidates for the Clear Resource Specialist Certificate. The Assessor Panel is composed of a Resource Specialist, parent of a special education student, special education administrator, a regular education classroom teacher, and a special education professor.

Purpose of the Assessor Panel

The purpose of the Assessor Panel is to provide qualified persons with a process to obtain a Clear Resource Specialist Certificate.

Assessor Panel Requirements

A candidate must demonstrate competency in each of the functions identified with the Resource Specialist Certificate: consultation, coordination, implementation of the law, inservice, and parent education plus positive classroom environment and program. Evaluation of the candidate will include:

1. ***Application:*** Submit completed application form and check for \$250.00 (\$350.00 for out of SELPA candidate) made payable to Santa Barbara County SELPA. Please attach copies of credentials and letters verifying experience.
2. ***Letters of Recommendation, submit letters of recommendation from:***
 - a) your direct administrative supervisor who has the responsibility to evaluate your work
 - b) your Principal
 - c) a parent who has been through the IEP process with you
 - d) a regular education teacher for whom you have developed classroom modifications
3. ***Documentation:***
 - a) Candidates will complete and submit the required documentary evidence described in the Course Requirements. Omission of any required documentation will necessitate return to you for completion.
 - b) Candidates must submit one copy of the required competency documents to the SELPA office. Each Section should be sent as soon as completed. Set yourself a timeline and send each section so that the final section (plus video as described in #4) is received by May 1 of candidate year.

- c) Documentation may include: written information, charts, pamphlets, diagrams, audio-visual material, booklets, forms, logs, etc.
- d) All documentation should be objective and should verify the candidate's competency performance.

4. **Observations:**

Candidate will submit a 30 minute videos or two 15 minute videos for the lesson(s) that include demonstration by the applicant of:

- 1) Behavior management technique(s)
- 2) Instructional implementation of modification(s) to the curriculum and/or collaboration with general education teacher.

Forms:

- A copy of the Lesson Observation – Video Evaluation is included in this packet for candidate to use as a guide to set up video lesson.
- A copy of the Santa Barbara County SELPA Rating Scale – RS Certificate of Competence form is also included. Use this form to guide you as you gather your documentation.

5. **Written Examination:**

The written examination is an objective measure of a candidate's knowledge of the law, policies and procedures that affect the implementation of services and resource specialist's duties.

6. **Oral Examination:**

Questions will be asked, with oral responses from the candidate. Candidates should be prepared to participate in discussion of resource specialist "best practices" as it pertains to their respective services across ages, programs, and categories.

Evaluation of the above five measures: documentation, written examination, oral interview, oral examination and video lesson with a score of 70% or better on each measure will result in a candidate's being recommended for a Clear Certificate.

7. *Assessor Panel Schedule:*

The Assessor Panel meetings for written and oral examination will be scheduled after review of documentation. Candidates should contact the SELPA office for special dates, times, and places. The Assessor Panel will meet in early June of each year.

Assessor Panel Decisions

The Assessor Panel will meet after evaluating the candidate's documentation, written examination, oral interview, oral examination and observation. The Assessor Panel may:

1. Determine that the candidate has successfully completed the requirements for the resource specialist certificate with a score of 70% or better. The Assessor Panel informs, by letter, the candidates district director or coordinator, district credentials analyst and candidate of satisfactory completion of the program requirements. The candidate then must meet with the candidates employing district credential analyst to complete the require State forms.
2. Determine that the candidate has partially completed the requirements for the certificate. The candidate must then correct the deficiencies, and resubmit the required documents to the Assessor Panel.
3. Deny a candidate for certification when serious deficiencies are apparent.

Appeals Procedure

The candidate may appeal any unfavorable decision of the Assessor Panel, if desired. (See the "Appeals Procedures" on page 23)

Assessor Panel Records

Records regarding all candidates, including scoring, observation material, and when necessary, appeal requests will be confidentially maintained for five years.

**SANTA BARBARA COUNTY SELPA
RESOURCE SPECIALIST CERTIFICATE OF COMPETENCE
CHECKLIST**

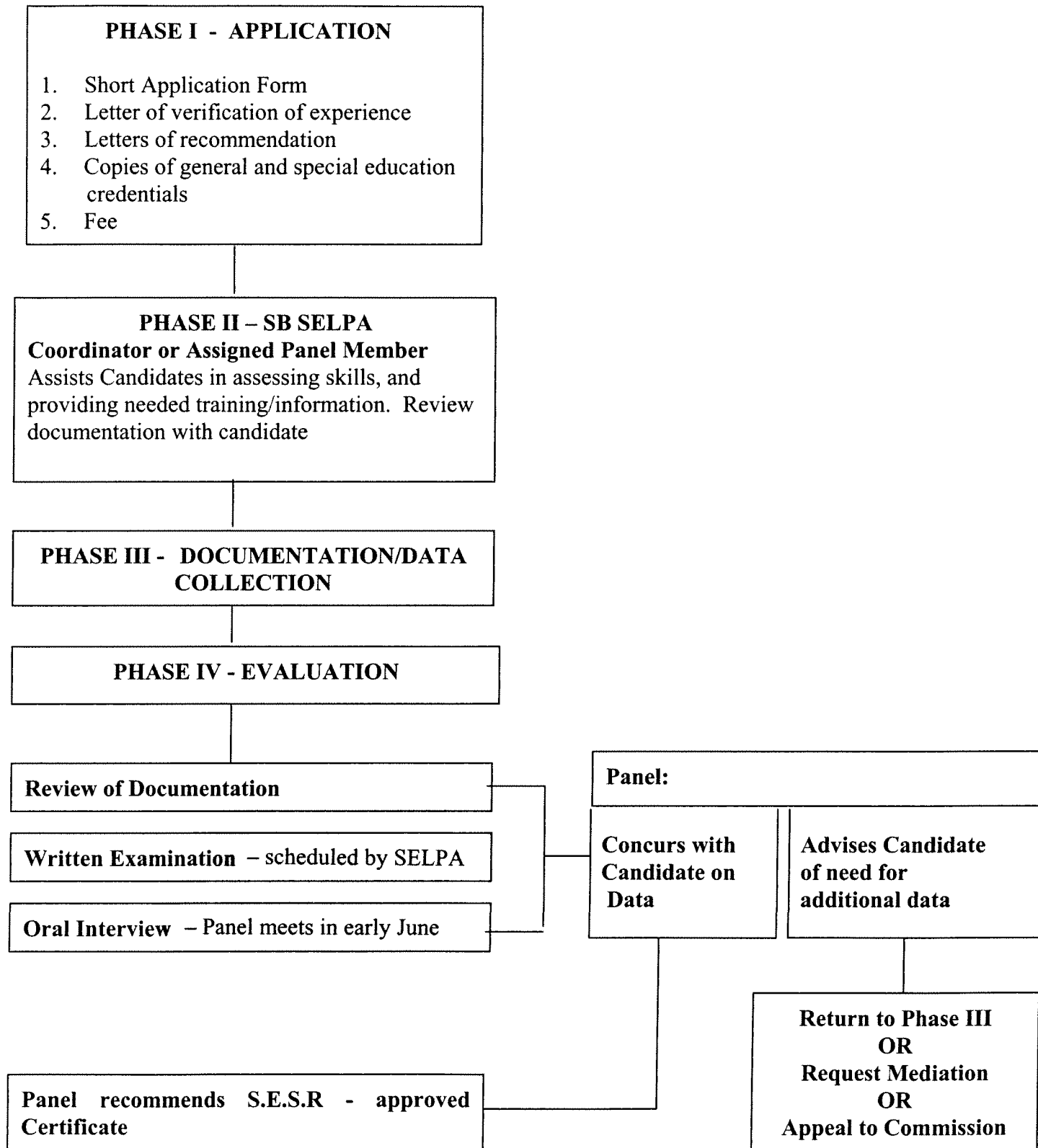
Name: _____

Candidates for the Resource Specialist Certificate of Competence are required to complete all steps in the competency assessment process. Please read the checklist prior to initiating the first step.**

- ___ 1. Complete the application form; submit copies of credentials, and letters verifying experience, as set forth in the California Administrative Code Section 80070.1C. Submit check for \$250.00 (\$350 out of Santa Barbara County SELPA applicants) made payable to Santa Barbara County SELPA.
- ___ 2. Submit letters of recommendation from your department head, principal, a parent, and a general education teacher.
- ___ 3. Contact Santa Barbara County SELPA Coordinator ([email-kblake@sbceo.org](mailto:kblake@sbceo.org)) to schedule your meetings/phone contacts with your Assessor Panel Coordinator.
- ___ 4. Complete documentation requirements: written descriptions, charts, pamphlets, diagrams, audio-visual materials, booklets, etc., which attest to the candidate's competencies.
- ___ 5. Submit required written documents to the SELPA office. Date: a _____ b _____ c _____ d _____ e _____ f _____ g _____.
- ___ 6. Video lesson: _____
- ___ 7. Prepare for the written test of knowledge of the law and Special Education policy.
- ___ 8. Meet (in person or by phone) the Assessor Panel or Panel Coordinator, on the scheduled date and time.
 - ___ a) orientation date: _____
 - ___ b) written examination date: _____
 - ___ c) oral interview (*must be in person* date: _____
in Santa Barbara County held two times per year)
- ___ 9. Receive decision of the Assessor Panel
- ___ 10. Appeal unfavorable decision of the Assessor Panel, if desired. Follow the "Appeals Procedures" on page 23.

****Any request for modification to the process must be submitted in writing. Application is good for 2 years. If not completed, candidate must reapply with fees.**

RESOURCE SPECIALIST CERTIFICATION: COMPETENCY ASSESSMENT PROCESS



RESOURCE SPECIALIST COMPETENCY COMPONENTS

DEFINITIONS

(read Title 5, Section 80070.8 for in-depth explanation)

A. **Consultation**

The Resource Specialist provides services to the regular school staff in order to most efficiently implement the IEPs of disabled students.

B. **Coordinating**

The Resource Specialist promotes a concerted effort among all school faculty members to ensure the efficacy of the IEPs of disabled students.

C. **Implementation of the Law**

The Resource Specialist seeks, disseminates and otherwise makes sincere efforts to accomplish the goals of legislation regarding a free, appropriate education for disabled students.

D. **Staff Development and Inservice**

The Resource Specialist determines needs, organizes and provides follow-up for relevant in-service activities involving site faculty groups and parents related to IEP achievement, and students with disabilities.

E. **Parent Education**

The Resource Specialist maintains contact with parents, to help them understand assessment, remedial methods, provide homework activities and counsel them in areas related to their child's abilities.

F. **Creating Positive Classroom Environment** (SBSELPA requirement)

The Resource Specialist provides regular staff with strategies in the areas of creating a positive classroom environment and behavior management.

G. **Program** (SBSELPA requirement)

The Resource Specialist uses state standards, adopted tests and supplemental materials to provide "best practice" remediation strategies.

DOCUMENTATION REQUIREMENTS

Candidates are asked to prepare a portfolio that the Resource Assessor Panel will use when assessing competencies in mandated areas. Send each section (6 copies) to the SELPA as completed. Set your time line as suggested on page 4 and 7 of this document.

The portfolio should be divided into sections that conform to the outline that follows. Each section should be labeled and all appropriate documentation should be included. Document all areas listed in outline.

Materials submitted must be specifically related to a particular student(s), or situations, not general statements. Six copies will need to be submitted for review. One will be kept in this office for a period of 5 years, the others will be returned to you.

Candidates for the Clear Resource Specialist Certificate of Competence are asked to demonstrate their competencies in the seven areas. (as numbered in Title 5, Section 80070.8 and two SELPA areas). These areas will be scored by the Resource Assessor Panel using the forms on pages 17 through 22. The scores will be obtained from the Documentation, Observations, Written and the Oral Examinations.

THE FUNCTION AREAS LISTED BELOW ARE THE TITLE 5 AND SELPA REQUIREMENTS. THE DATA PROVIDED FOR THE AREAS LISTED BELOW *MUST* BE DATA COLLECTED AND DEVELOPED ON A STUDENT IN A REAL CLASSROOM WITH REAL PROBLEMS THAT YOU ARE ATTEMPTING TO SOLVE. IF THIS DATA IS NOT PRESENT YOU WILL NOT PASS. BEGIN WITH DESCRIBING YOUR SCHOOL DEMOGRAPHICS: SCHOOL NAME, LOCATION, NUMBER OF STUDENTS, DIVERSITY, NUMBER OF YOUR CASELOAD, SERVICE DELIVERY MODELS YOU USE (PULLOUT, FULL INCLUSION, ETC.)

A. The Consulting Function

- a) Provide consultant services to regular classroom teachers in the identification and assessment of learning and behavioral patterns in pupils.
 - a) Provide a narrative of the consultant service process to classroom teachers, using a specific student. Documents and narrative of the consulting process begin with a teacher saying: "I have a student who is having difficulty." Describe the consultation process you use to identify learning and behavior problems.
 - b) List assessments, activities and materials you will need or have used to assist the regular classroom teacher. Provide samples of these materials.
2. Consultation and assistance in the utilization of evaluation data for the modification of instruction and curriculum.
 - a) Provide an assessment for the identified student to show how instruction or curriculum has been modified, based on the assessment.
 - b) Provide identified students' Student Study Team report (use only first name), include classroom modification list, or other data, to show how data have been used to modify the instruction or curriculum.

3. Provide consultation services in the application of classroom management techniques.
 - a. Describe behavior and management strategies used prior to consultation. Describe proposed management techniques and rationale for those recommendations, based upon *assessment* and *observation* previously described.
 - b) Include a completed behavior plan. This plan must be one for which you have been a participant in developing. This plan may be a school plan or a plan on SELPA form. (This may be for a different student if necessary.)
4. Provide consultant services as to resources (appropriate to individuals with exceptional needs), to regular staff members, parents, and guardians.
 - a) Provide a log of consultant services, both human and material.
5. Consult in the development of prevocational and/or vocational plans for individuals with exceptional needs.
 - a) For those who teach students 14 and older, submit an ITP or pages of IEP that include the vocational (ITP/prevocational) plans of a student. Describe how this plan was developed, and what it was based on.
6. Consult with regular classroom teachers and students as to their acceptance of students with exceptional needs.
 - a) Describe how you would/could assess scope and limits of staff acceptance of student with exceptional needs in regular education.
 - b) Describe how you would/could identify major area(s) of staff concern in educating special education students in regular education.
 - c) Describe 3 things you have done to address these staff concerns.

B. The Coordination Function

1. Coordination of referral and assessment procedures. Using a specific student's referral and assessment process complete the following:
 - a) Describe referral and assessment procedures. Describe how these procedures were coordinated with other programs or services.
2. Assist in the coordination of the individualized education team meeting.
 - a) Describe the process you used to schedule and set up this IEP meeting.

- 1) List persons invited and why.
 - 2) How did you get every one there?
 - 3) If parents or team members were unavailable to attend what did you do about it?
- a) Coordinate instructional planning: i.e., the development and implementation of Individual Educational Programs for an individual with exceptional needs.
 - a) Describe the student's identified educational needs
 - b) Describe the identification of eligibility, what was it based on. Using your identified student, include a casual description which *clearly* shows the relationship of how all information leads to services. Include copies of this information, a description of the causal relation of the information to the identification of the student as an individual with exceptional needs.
 - c) Describe appropriate placement based on a and b, to include but not be limited to, special education and 504.
 - d) What is your role in the process for the coordination of special education services.
4. Coordinate the organization and distribution of modified curriculum materials, special education media and materials for both resource and regular classrooms.
 - a) Provide a bibliography of materials collected for your identified student.
 - b) Describe one example of how you have used these materials to support the student in a regular education class. Include an example of one of these materials.
 5. Coordination of individualized instruction and activities of the resource specialist program with regular classroom curriculum.
 - a) How do you coordinate individualized instruction and activities of the resource specialist program with regular classroom curriculum? Use a specific example and include specific instructional strategies implemented and follow-up activities to insure service delivery.
- C. Functions Related to the Implementation of Laws, Regulations, and Other Compliance Requirements
1. Describe the system used at your school to schedule and monitor referral procedures in accordance with legal requirements. (assurance of meeting timelines)
 2. Describe how you monitor the development of individualized educational programs, and conduct review meetings in accordance with legal requirements.
 3. Describe procedures to gain parent approval of services for the child, (from one's who attend the IEP to one's who cannot be found).

- a) Include an IEP (white out last names) with *instructional goals and objectives* that show a clear relationship between the student's identified deficits and the goals and objectives.
- 5 Provide leadership for assuring full compliance with legal requirements.
 - a) Describe how you have informed parents/students of their rights.
 - b) Identify timelines required for:
 - 1) Assessment
 - 2) IEP Development and Review
 - 3) Suspension/Expulsion
 - c) Identify circumstances under which timelines can be waived for:
 - 1) Assessment
 - 2) IEP Development and Review
 - 3) Suspension/Expulsion

D. Staff Development and Inservice Education Function

1. How do you ascertain staff development needs at your school? Areas to assess include:
 - a. The utilization of systematic observations for referral to the Individualized Education Program.
 - b. The understanding and interpretation of appropriate assessment tools.
 - c. The selection and modification of appropriate instructional methods and materials.
 - d. The application of classroom environment and behavior management techniques.
 - e) The enhancement of social and emotional development of exceptional individuals within the educational environment of the regular classroom.
2. Describe an inservice, presented by you, based on the results of your assessment described above.
3. Provide the results of staff evaluation of the inservice you provided.

E. Parent Education

1. Describe how you would provide parents with basic knowledge of assessment procedures and instrumentations, and how to utilize the information.
2. Describe how you would provide parents with basic understanding of remedial methods and techniques as they relate to their own child's program.
3. Describe how you would provide parents with basic home enrichment and home management techniques designed to meet the needs of their child.

4. Describe how you would counsel parents in areas related to their child's abilities, including strengths and weaknesses; as well as to the child's needs and goals, including career and vocational planning alternatives.
- a) Describe how you would provide parents with information as to effective utilization of community resources.
6. Describe how you would assist in planning of parent education workshops.

F. Creating positive classroom environment and behavior management techniques

1. Describe three specific techniques that can be implemented in regular education to create a positive classroom environment, to include but not limited to the following:
 - a) Description of the technique
 - b) Materials
 - c) Timelines
 - d) Ways to measure success
 - e) Size and age of group for which technique is appropriate.
2. Behavior management: Provide a full description of **FIVE** or more strategies. Include:
 - a) Identification of target behavior
 - b) Appropriateness of strategy to the targeted behavior
 - c) Materials needed
 - d) Age/ability group for which these strategies are appropriate
 - e) Evaluation of success of strategy
 - f) Home behavior management techniques

G. Program

1. What standards based state adopted reading programs and math programs are available in your district. Describe how you use them to remediate particular needs of a student.
2. Identify other supplemental programs you use in your program to meet the needs of your students. Describe how you were trained to use these programs.
3. Describe how you learn about new "Best Practices"
 - a) List trainings you attended in the past two years.
 - b) List websites you use, professional organizations you belong to, journals you subscribe to and any other information you would like to give us.

LESSON OBSERVATION – VIDEO EVALUATION
for
Candidate for Resource Specialist Certificate

Resource Specialist _____ School _____ Date _____

It is mandatory that a video taped be provided by the candidate.

*Directions
for panel to
rate video
lesson:*

Please rate the resource specialist from 1-10 in each area listed. Make a short statement of strengths and/or weaknesses observed. Candidates must demonstrate proficiency at a minimum of 7, on a scale of 1-10 to verify competency for each item. Please use the following scale as a guideline in rating the resource specialist.

1-2 Poor	3-4 Fair	5-6 Adequate	7-8 Good	9-10 Superior
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a. How does lesson apply to goals and objectives in students IEP?

b. How does lesson apply to core curriculum?

c. Are materials age appropriate?

d. Is the behavior management positive and effective?

e. Does the Resource Specialist relate positively to the student(s)?

f. Did the students participate in the lesson? How?

g. What teaching techniques were observed?

h. Were the objectives of the lesson clear?

i. Other observations and comments

Strengths: _____

Weaknesses: _____

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
RATING SCALE--RESOURCE SPECIALIST CERTIFICATE OF COMPETENCE**

Resource Specialist: _____ School: _____ Date: _____

DIRECTIONS: Please rate the resource specialist on each of the following 30 items. Candidates must demonstrate proficiency at a minimum of AF Standards to verify competency for each item. Any item which earns a score of 0 or 1 must be redone.

0 - NOT ADDRESSED	1 - BELOW STANDARD	2 - AT STANDARD	3 - ABOVE STANDARD
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A. CONSULTATION FUNCTION	PORTFOLIO DOCUMENTATION	WRITTEN EXAM.	ORAL EXAM.	SCORE
1) Provide consultant services to regular classroom teachers in the identification of assessment of learning and behavioral patterns in pupils.				
2) Consultation and assistance in the utilization of evaluation data for the modification of instruction and curriculum.				
3) Provide consultation services in the application of classroom management techniques.				
4) Provide consultant services as to resource appropriate to individuals with exceptional needs to regular staff members, parents and guardians.				
5) Consult in the development of prevocational and/or vocational plans for individuals with exceptional needs.				
6) Consult with regular classroom teachers and students as to their acceptance of students with exceptional needs.				

COMMENTS: _____ Consultation Function Total _____ (Minimum 12 points required)

NO CERTIFICATE WILL BE ISSUED TO ANY APPLICANT WHO EARNS A SCORE ON ANY ITEM BELOW 2

(Rev 3/8/00)

RATING SCALE -- RESOURCE SPECIALIST CERTIFICATE OF COMPETENCE

B. COORDINATION FUNCTION	PORTFOLIO DOCUMENTATION	WRITTEN EXAM.	ORAL EXAM.	SCORE
1) Coordinate referral and assessment procedures.				
2) Assist in the coordination of the Individualized Education Program Team meeting.				
3) Coordinate instructional planning; i.e., the development and implementation of Individualized Education Programs for individuals with exceptional needs.				
4) Coordinate the organization and distribution of modified curriculum materials media and materials for both resource and regular classrooms.				
5) Coordinate individualized instruction and activities of the resource specialist with regular classroom curriculum.				

COMMENTS: _____

Coordination Function Total _____
 (10 points required)

RATING SCALE -- RESOURCE SPECIALIST CERTIFICATE OF COMPETENCE

Return to Phase III

C. FUNCTIONS RELATED TO THE IMPLEMENTATION OF LAWS, REGULATIONS, AND OTHER COMPLIANCE REQUIREMENTS	PORTFOLIO DOCUMENTATION	WRITTEN EXAM.	ORAL EXAM	SCORE
1) Schedule and monitor referral procedures in accordance with legal requirements.				
2) Monitor the development of Individualized Education Program, and conduct review meetings in accordance with legal requirements.				
3) Process all information leading to approval of services by child's parent or guardian.				
4) IEP provides clear relationship between identified deficits and the goals and objectives.				
5) Provide leadership for assuring full compliance with legal requirements.				

COMMENTS: _____

Implementation of laws,
 Regulations, Compliance
 Requirements Total (10
points required)

RATING SCALE -- RESOURCE SPECIALIST CERTIFICATE OF COMPETENCE

D. STAFF DEVELOPMENT AND INSERVICE EDUCATION	PORTFOLIO DOCUMENTATION	WRITTEN EXAM.	ORAL EXAM.	SCORE
<p>1) How do you ascertain staff development needs at your school? Areas to assess include:</p> <ul style="list-style-type: none"> a. The utilization of systematic observations for referral to the Individualized Education Program. b. The understanding and interpretation of appropriate assessment tools. c. The selection and modification of appropriate instructional methods and materials. d. The application of classroom environment and behavior management techniques. e. The enhancement of social and emotional development of exceptional individuals within the educational environment of the regular classroom 				
<p>2) Inservice provided to staff is based on assessment results and appropriate to staff needs as determined from above</p>				
<p>3) Provide the results of staff evaluation of inservice you provided</p>				

Staff Development and
Inservice Function Total
(6 points required)

COMMENTS: _____

(12/22/03)

RATING SCALE -- RESOURCE SPECIALIST CERTIFICATE OF COMPETENCE

E. PARENT EDUCATION	PORTFOLIO DOCUMENTATION	WRITTEN EXAM.	ORAL EXAM.	SCORE
1) Provide parents with basic knowledge of assessment procedures and instrumentations, and how to utilize the information.				
2) Provide parents with basic understanding of remedial methods and techniques as they relate to their own child's program				
3) Provide parents with basic home enrichment and home management techniques designed to meet the needs of their child				
4) Counsel parents in areas related to their child's abilities, including strengths and weaknesses; as well as to the child's needs and goals, including career and vocational planning alternatives				
5) Provide parents with information as to effective utilization of community resources				
6) Assist in planning of parent education workshops				

Parent Education
Function Total (12 points
required) _____

COMMENTS: _____

RATING SCALE -- RESOURCE SPECIALIST CERTIFICATE OF COMPETENCE

F. CREATING POSITIVE CLASSROOM ENVIRONMENT	PORTFOLIO DOCUMENTATION	WRITTEN EXAM.	ORAL EXAM.	SCORE
1) Describe three specific techniques to create a positive classroom environment				
2) Provide a full description of 5 or more behavior management strategies				

COMMENTS: _____

Creating Positive Classroom Environment Function Total _____
(4 points required)

G. PROGRAM	PORTFOLIO DOCUMENTED	WRITTEN EXAM.	ORAL EXAM.	SCORE
1) Remediation using state adopted texts				
2) Supplemental Programs				
3) Best Practices				

COMMENTS: _____

Program Function Total _____
(6 points required)

APPEAL PROCEDURES

A candidate has the right to appeal the decision of the Assessor Panel. Appeals will be reviewed within one month of receipt of appeal, unless panel members are on summer break then appeal will be reviewed by October 1.

The appeal process provides:

1. Reexamination with the Assessor Panel, of the candidate's experience, documentation, written examination, oral examination, and observation.
2. A review, by the JPA Board, if there is still a question. The SELPA Director will present the Assessor Panel information.
3. An appeal to the Commission for Teacher Preparation and Licensing.

EVALUATION OF RESOURCE SPECIALIST
ASSESSOR PANEL PROCESS

TO BE COMPLETED BY RESOURCE SPECIALIST CANDIDATES:

Please evaluate the process you have just completed.

1-2 POOR 3-4 FAIR 5-6 ADEQUATE 7-8 GOOD 9-10 SUPERIOR

1. The appropriateness of the documentation requirements _____
2. The appropriateness of the observers rating scale _____
3. The appropriateness of the written examination questions _____
4. The appropriateness of the oral examination _____

COMMENTS:

APPENDIX

1. California Administrative Code 80070.1, 80070.2, 80070.6, 80070.8
2. Valid Special Education Credential
3. Appropriate Teaching Experience Pursuant to Title 5, Section 80070.1(c)

§ 80070.1. The Resource Specialist Certificate of Competence: Definition and Terms

(a) "Resource Specialist" as used in Section 80070.2(a) (2) is a person who provided instruction and services as specified in subdivision (a) (1) - (5) below for two years prior to September 1, 1981; or provided instruction and services as specified in subdivision (b) (1) - (6) of Section 80070.2, for two years prior to June 30, 1983, including:

(1) Providing instruction and services for pupils whose needs were identified in a written individualized education program developed by a school appraisal team or an educational assessment service and who were assigned to regular classroom teachers for a majority of a school day.

(2) Providing information and assistance to individuals with exceptional needs and their parents.

(3) Providing consultation, resource information, and material regarding individuals with exceptional needs to their parents and to regular staff members.

(4) Coordinating the special education services provided each individual with exceptional needs served through the resource specialist program.

(5) Assessing pupil progress on a regular basis and revising individualized education programs, as appropriate, and referring pupils who did not indicate appropriate progress to the educational assessment service.

(b) "Special Education Credential" means a credential that specifically authorizes the teaching of pupils with exceptional needs, including, but not limited to, the communicatively handicapped, physically handicapped, learning handicapped, severely handicapped, visually handicapped, and orthopedically handicapped.

(c) "Three or more years of teaching experience, including both regular and special education teaching experience" means full-time experience in one or more of the combinations specified in (1) through (6) below.

The minimum amount of regular classroom teaching experience required is one semester of student teaching. Various other regular classroom teaching experiences may be substituted. These may include such experience as summer school teaching in a regular classroom, or organized inservice programs designed to provide teaching experience with regular classroom

students, conducted by a school district, county office, or special education service region, and included in that agency's comprehensive local plan, approved by the State Department of Education.

(1) One year of regular classroom teaching experience and two years of special education classroom teaching experience, or

(2) One year of special education classroom teaching experience and two years of regular classroom teaching experience, or

(3) Two and one-half years of regular classroom teaching experience and one semester or two quarters of full-time special education classroom teaching or student teaching, or

(4) Two and one-half years of special education classroom teaching experience and one semester or two quarters of full-time regular classroom teaching or student teaching, or

(5) Two years of regular classroom teaching experience and two semesters or three quarters of full-time special education classroom teaching or student teaching, or

(6) Two years of special education classroom teaching experience and two semesters or three quarters of full-time regular classroom teaching or student teaching.

(d) "Local plan" means a plan which meets the requirements of Chapter 3 (commencing with Education Code Section 56200) and which is submitted by a school district, special education service region, or county office.

Amended effective 7-3-83.

§ 80070.2. The Clear Resource Specialist Certificate of Competence on Direct Application

(a) Requirements.

(1) Possession of a valid special education credential other than an emergency credential.

(2) Provided instruction and services as described in (A) or (B).

(A) Provided instruction and services as specified in Section 80070.1, subdivision (a) (1) - (5), for two years prior to September 1, 1981; or

(B) Provided instruction and services as specified in subdivision (b) (1) - (6) below for two years prior to June 30, 1983.

Experience shall be verified, on forms provided by the Commission, by the appropriate administrative official of the district, special education services region or county office.

(3) Submission of a completed credential application form; verification of experience; and the fee as specified in Section 80487.

(b) Authorization.

(1) Provide instruction and services for pupils whose needs have been identified in an individualized education program developed by the individualized education program team and who are assigned to regular classroom teachers for a majority of a school day.

(2) Provide information and assistance to individuals with exceptional needs and to their parents.

(3) Provide consultation, resource information, and material regarding individuals with exceptional needs to their parents and to regular staff members.

(4) Coordinate special education services with the regular school programs for each individual with exceptional needs enrolled in the resource specialist program.

(5) Monitor pupil progress on a regular basis, participate in the review and revision of individualized education programs, as appropriate, and refer pupils who do not demonstrate appropriate progress to the individualized education program team.

(6) Emphasize, at the secondary school level, academic achievement, career and vocational development, and preparation for adult life.

(c) Term. A clear Resource Specialist Certificate of Competence authorizes service only if a valid special education credential, other than an emergency credential, is held concurrently.

Amended effective 7-3-83.

§ 80070.6. The Clear Resource Specialist Certificate of Competence Issued on Recommendation of a School District, County Office, or Special Education Service Region with a Comprehensive "Local Plan" and Approved by the Commission to Assess and Recommend for the Resource Specialist Certificate of Competence

(a) Requirements.

(1) Possession of a valid Special Education Credential as defined in Section 80070.1 (b).

(2) Verification of three or more years of teaching experience, including both regular and special education teaching experience, as defined in Section 80070.1 (c).

(3) Verification by the director of the school district, county office, or special education service region with a comprehensive "local plan" and approved by the Commission to assess and recommend for the Resource Specialist Certificate of Competence, that the applicant has successfully demonstrated all competencies described in Section 80070.8.

(4) Submission of a completed application; written verification that the candidate has successfully demonstrated all competencies described in Section 80070.8; and the fee as specified in Section 80487.

Added effective 7-3-81.

9/2000

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§ 80070.8. The Candidate for the Resource Specialist Certificate Shall Demonstrate the Skills, Knowledge and Performance Competencies Identified for Each of the Following Functions

(a) The Consulting Function.

(1) Provide consultant services to regular classroom teachers in the identification and assessment of learning and behavioral patterns in pupils.

(2) Consultation and assistance in the utilization of evaluation data for the modification of instruction and curriculum.

(3) Provide consultation services in the application of classroom management techniques.

(4) Provide consultant services as to resources appropriate to individuals with exceptional needs to regular staff members, parents and guardians.

(5) Consult in the development of pre-vocational and/or vocational plans for individuals with exceptional needs.

(6) Consult with regular classroom teachers and students as to their acceptance of students with exceptional needs.

(b) The Coordination Function.

(1) Coordinate referral and assessment procedures.

(2) Assist in the coordination of the individualized Education Program Team meeting.

(3) Coordinate instructional planning; i.e., the development and implementation of Individualized Educational Programs for individuals with exceptional needs.

(4) Coordinate the implementation of special education services provided individuals with exceptional needs.

(5) Assist in the coordination of Designated Instruction and Services.

(6) Coordinate the collection of relevant information for those students referred to the Individualized Education Program Team.

(7) Coordinate the organization and distribution of special education media and materials for both resource and regular classrooms.

(8) Coordinate individualized instruction and activities of the Resource Specialist Program with regular classroom curriculum.

(9) Coordinate special education inservice workshops and workshops for staff and/or parents.

(10) Coordinate follow-up activities to insure service delivery to all individuals with exceptional needs.

(c) Functions Related to the Implementation of Laws, Regulations and Other Compliance Requirements.

(1) Schedule and monitor Referral Procedures in accordance with legal requirements.

(2) Monitor the development of Individualized Education Programs, and conduct review meetings in accordance with legal requirements.

(3) Process all information leading to approval of services by child's parent or guardian.

(4) Provide leadership for assuring full compliance with legal requirements.

(d) Staff Development and Inservice Education Function.

(1) The utilization of systematic observations for referral to the Individualized Education Program.

(2) The understanding and interpretation of appropriate assessment tools.

(3) The selection and modification of appropriate instructional methods and materials.

(4) The application of classroom environment and behavior management techniques.

(5) The enhancement of social and emotional development of exceptional individuals within the educational environment of the regular classroom.

(e) Skills Related to the Parent Education Function.

(1) Provide parents with basic knowledge of assessment procedures and instrumentations, and how to utilize the information.

(2) Provide parents with basic understanding of remedial methods and techniques as they relate to their own child's program.

(3) Provide parents with basic home enrichment and home management techniques designed to meet the needs of their child.

(4) Counsel parents in areas related to their child's abilities, including strengths and weaknesses; as well as to the child's needs and goals, including career and vocational planning alternatives.

(5) Provide parents with information as to effective utilization of community resources.

(6) Assist in planning of parent education workshops.

(f) The Instructional Function:

Instructional competencies are already satisfied through the possession of a Basic Teaching Credential and/or a Special Education Credential.

Added effective 7-3-81.

9/2000

**VALID SPECIAL EDUCATION CREDENTIALS PURSUANT
TO TITLE 5, SECTION 80070.8**

Though the years, credential laws and titles have changed several times. For the purpose of identifying those credentials that serve to meet the requirements of “possession of a valid Special Education Credential other than an emergency credential”, the credential laws have been divided into three categories: General (Pre-Fished), Fisher (Standard), and Ryan (current). The following represents a listing, by title, of Special Education Credentials issued under each of these laws.

General (Pre-Fisher)

- Credential to Teach Exceptional Children in the areas of:
 - (a) Visually Handicapped
 - (b) Deaf or Hard-of-Hearing in Special Day Classes
 - (c) Speech Correction and Lip Reading in Remedial Classes
 - (d) Mentally Retarded
 - (e) Orthopedically Handicapped, including the Cerebral Palsied
- Adult Education Credential for Teaching Lip Reading to the Hard of Hearing Adult.
- Special Secondary Credential for Teaching the Blind.
- Special Secondary Credential for Teaching the Deaf.
- Special Secondary Credential for Teaching Lip Reading to the Hard-of-Hearing Child.
- Special Secondary Credential for Teaching the Partially-Sighted Child.
- Special Secondary Credential in Correction of Speech Defects.
- Special Secondary Credential for Teaching the Mentally Retarded.

Fisher (Standard)

- Standard Teaching Credential with a Specialization in Early Childhood Teaching, or Elementary Teaching, or Secondary Teaching, or Junior College Teaching - Specialized Preparation Minor for the Teaching of Exceptional Children in the areas of
 - (a) Deaf and Severely Hard-of-Hearing
 - (b) Mentally Retarded
 - (c) Orthopedically Handicapped, including the Cerebral Palsied
 - (d) Speech and Hearing Handicapped
 - (e) Visually Handicapped

- Standard Teaching Credential - Limited Specialized Preparation in the areas of:
 - (a) Deaf and Severely Hard-of-Hearing
 - (b) Mentally Retarded
 - (c) Orthopedically Handicapped, including the Cerebral Palsied
 - (d) Speech and Hearing Handicapped
 - (e) Visually Handicapped
- Restricted Special Education Credential in the areas of:
 - (a) Deaf and Severely Hard-of-Hearing
 - (b) Educable Mentally Retarded
 - (c) Trainable Mentally Retarded
 - (d) Orthopedically Handicapped Children, including the Cerebral Palsied (may also be titled, orthopedically Handicapped, including the Cerebral Palsied")
 - (e) Visually Handicapped
 - (f) Visually Handicapped in Mobility
 - (g) Deaf-Blind Children (may also be titled, "Deaf-Blind")
 - (h)... Speech and Hearing Specialist. (may also be titled, "Speech and Hearing Therapy")

Ryan (Current)

- Specialist Instruction Credential in Special Education in the area of:
 - (a) Learning Handicapped
 - (b) Severely Handicapped
 - (c) Communication Handicapped
 - (d) Physically Handicapped
 - (e) Visually Handicapped
 - (f) Restricted Aphasic

**APPROPRIATE TEACHING EXPERIENCE PURSUANT TO
TITLE 5, SECTION 80070.1(c)**

(c) "Three or more years of teaching experience, including both regular and special education teaching experience" means full-time experience in one or more of the combinations specified in (1) through (6) below.

The minimum amount of regular classroom teaching experience required is one semester of student teaching. Various other regular classroom teaching experiences may be substituted. These may include such experiences as summer school teaching in a regular classroom, or organized inservice programs designed to provide teaching experience with regular classroom students, conducted by a school district, county office, or special education service region, and included in that agency's comprehensive local plan, approved by the State Department of Education.

- (1) One year of regular classroom teaching experience and two years of special education classroom teaching experience, or
- (2) One year of special education classroom teaching experience and two years of regular classroom teaching experience, or
- (3) Two and one-half years of regular classroom teaching experience and one semester or two quarters of full-time special education classroom teaching or student teaching, or
- (4) Two and one-half years of special education classroom teaching experience and one semester or two quarters of full-time regular classroom teaching or student teaching, or
- (5) Two years of regular classroom teaching experience and two semesters or three quarters of full-time special education classroom teaching or student teaching, or
- (6) Two years of special education classroom teaching experience and two semesters or three quarters of full-time regular classroom teaching or student teaching.