

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist Credential Program: Mild to Moderate Disabilities

Special Education 640
Induction Planning and Evaluation (1 unit repeatable)

Professor: Tiina Itkonen, PhD
Office Hours: Wednesday 2- 4 pm, or by appointment
2844 Bell Tower East
Office Phone: 437-3294
Email: tiina.itkonen@csuci.edu

Class Meeting Time: Wednesday 7:30-8:30
Location BTW 1726

Prerequisites: Enrollment in Education Specialist level 2 program

Course Description

This repeatable field-based seminar course requires the candidate in collaboration with a university supervisor and a district support provider to develop a Level II Professional Induction Plan. The plan will include university and non-university components. The plan will identify the candidate's professional area of specialization and area of need. The induction plan will build upon the theoretical and practical knowledge gained in the Education Specialist Level I program and guide the candidate in developing a specific emphasis within the field of special education..

Student Learning Outcomes:

This course is designed to provide students with guidance and support to identify and address personal areas of need within their role as a special education teacher. The specific goals and objectives for each student will be determined by the University supervisor and the student.

Upon successful completion of this course, the student will be able to:

- 1) Demonstrate professional growth in a determined area of need
- 2) Exhibit competence in developing a goal oriented professional development plan.
- 3) Demonstrate growing expertise within an area of specialization.

Alignment of Standards for Educator Development to Foster Student Learning

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned communities. In particular, this course aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Content Standards Addressed in Special Education: Content specifications for the subject matter requirements for the Education Specialist Credential: Mild to Moderate Disabilities are congruent and integrated across the CCTC core standards. Since this course is an induction seminar, all CCTC standards will be addressed through the induction process. Please refer to your Level II Handbook for a thorough description of each standard.

Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

The Special Education Program Faculty is committed to infusing exceptionality, family, language, culture, technology, and gender competencies across the curricula. These competencies are drawn from the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Course Requirements

CSUCI Professional Induction Plan

Each candidate in Sped 640 will be required to develop and conduct ongoing evaluation of their individual induction plans. See details below. All forms and worksheets are in the Candidate Handbook.

The CSUCI Induction Plan consists of two planning components, the Specific Emphasis Plan and the Level II Education Specialist Credential Standards and Competencies Plan. For each of these plans, candidates gather evidence and reflections of knowledge, skills and competencies gained for a culminating portfolio that demonstrates their competence in their specific emphasis and the standards.

1. Specific Emphasis Plan.

On the Specific Emphasis plan, candidates identify a specific *area of need* and an *area of specialty* that are *unique to their personal development* as a teacher. Each candidate provides a brief description of the area of expertise and area of need they plan to pursue. This description must include a *learning objective, summary and prospective evidence of accomplishment*.

The plan is reviewed by the University supervisor and District Support Provider, and based on this review, revisions are made and a final plan is sent to the University Advisor for final approval. This plan guides candidates in selecting non-university activities that best suit their needs and provides them with a focus as they progress through their program of study. The Specific emphasis plan is assessed on an *ongoing basis* by the university supervisor and district support provider through SPED 640 and on site meetings.

The final summative assessment occurs during the candidates' *final semester, SPED 649*. The candidates provide evidence of competence in their specific emphasis through their culminating portfolio which is presented to their district support provider, university supervisor, and university advisor. See Candidate Handbook for description of portfolio. NOTE: Culminating portfolio will include artifacts in strength and need areas.

2. Level II Education Specialist Credential Standards and Competencies Plan.

In the Level II Education Specialist Credential Standards and Competencies Plan, candidates *identify coursework, fieldwork, and non-university activities* that will assist in demonstrating competency in the CCTC standards. The Standards and Competencies plan is uniform across all students. In conjunction with their university supervisor, district support provider, and university advisor, each candidate determines *field experiences and non-university activities* that will provide learning in addition to university course work to meet each standard.

In addition to coursework, candidates are required to identify one field work or non-university activity for each sub-standard as presented in the Level II Education Specialist

Credential Standards and Competencies Assessment worksheet. *A minimum of 2 non-university activities must be identified for each standard.* Evidence of competence will consist of *artifacts and observations* of candidates submitted through their portfolio. See Candidate Handbook for worksheets and forms.

NOTE:

- The areas of strength and need need to include two artifacts in the culminating portfolio
- Fieldwork evidence can be anecdotal (“I conducted an iep which...”)
- Non-university activities need to be either 5 credits, 10 days, or 60 hours. CEC on line workshops, SELPA workshops, and individually approved events are examples:

California Department of Education: www.cde.ca.gov/sp/se/

Ventura County SELPA: www.venturacountyselpa.com

Council of Exceptional Children (CEC): <http://www.cec.sped.org>

Course Materials

This course will use web-based delivery of materials and resources. Student must have access to the internet and an active CSU Channel Islands' email account to be enrolled in this course.

We will use **BlackBoard** for on-line class communication and discussions. You will need to be enrolled in BlackBoard for this course. Explore the site to understand how it works and contact the university's Office of Information Technology if you have questions about **BlackBoard**.

Course Policies

1. Attendance

It is acknowledged that participants in this course are professionals with work and family commitments. Due to the intensity and highly interactive nature of the course, all students are expected to *attend each class session*. Arriving late or leaving early on more than two occasions will result in the reduction of grade. Illness and emergency circumstances will be reviewed on an individual basis. It is the student's responsibility to contact the instructor prior to an extenuating circumstance.

2. Participation requirements

For successful participation, students must read assigned materials by the date indicated in the syllabus, and be prepared to discuss and analyze readings individually or in structured groups. Participation includes in-class discussions, structured interactions, group work, oral presentations, and guided discussion of readings. The degree of your engagement in these processes forms the basis for points assigned.

3. Late Work

Because of the concentrated nature of this course, all assignments must be submitted on their due date. The grade for assignments submitted one session after the due date

will be reduced by one letter grade (or the point equivalent). Work submitted beyond one session late will receive no credit.

4. *Academic Honesty and Integrity*

Students are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of “F” for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an “F” for the course. Therefore, submit your own work and cite your sources when referencing the work of others, using APA style.

5. *Learners with Disabilities*

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are requested to inform the professor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or practicum may be made as requested and required to provide for equitable participation in the course. For information about the University’s Disability Accommodation Office, contact Dr. Terri Goldstein at 437-8528.

Seminar Outline

Some of the seminar meetings will consist of whole-class instruction and discussion, and the other meeting times will allow students to work on their emphasis plans and credential standards and competencies plans.

This seminar is organized around Teacher Circle concept. Induction candidates generate issues of interest and concern, and those are discussed in seminar. Readings may be required to stimulate conversation.

Seminar Activities:

1. Problem solve
2. “Show and tell” –candidates bring an instructional strategy, curriculum material, etc. and share with colleagues. Goal: To learn from peers
3. Classroom visits. Candidates are excused from one seminar for visiting one of their colleagues whose area of strength is Candidate’s area of need. A visitation reflection form is turned in to Instructor.
4. Review induction plan progress

Possible topics:

1. Curriculum-based assessment
2. Organization
3. Management
4. Working with paras, parents, general educators
5. Co-teaching

CSUCI Professional Induction Plan Graphic Summary

1. Specific Emphasis Plan for Areas of Need and Strength:

Identify the two areas and for each, provide:

AREA OF NEED And STANDARD	AREA OF STRENGTH And STANDARD
Present Level of Performance: Why is this an area of need?	Present Level of Performance: Why is this my strength?
Learning objective: <i>“At the end of the induction program I will...”</i>	Learning objective
Prospective evidence—how will you show you have accomplished this goal <i>Course work</i> <i>Workshops (district, SELPA, county)</i> <i>Conferences</i> <i>Consultation with colleagues, support provider</i> <i>Classroom visitations</i>	Prospective evidence—how will you show you have accomplished this goal

2. Standards and Competencies Plan

Course work that will address the area
Field work (your job) that will address the area.
Non-university activities: either 5 credits, 10 days, or 60 hours. Acceptable activities include <ul style="list-style-type: none">• SELPA workshops,• BTSA• CEC on-line, or• individually approved events for which you must apply and get pre-approved.

3. Portfolio (in final seminar 649)

Follow the portfolio guidelines and put this all together for your last semester's seminar presentation. For area of need and strength, include 2 artifacts each.

Course Outline

Week	Outline	Due
1	Level 2 induction plan overview	
2	Brainstorm areas of strength and need	
3	Teacher Circles	
4	Working session: Matrix	
5-6	Working session: Matrix	Reflection 1 due
7-8	Peer reviews of reflection; re-writes	
9-10	Excused for visiting colleague's classroom and writing visitation report	Re-write due
11-12	Peer reviews	Reflection 2 due Visitation report
13-14	Working session in computer lab (edits, final changes)	Induction plans due; re-writes of reflection 2
15-16	Peer reviews; teacher circles	

Teacher Circle Visitation

Name: _____

Date: _____

School Visited: _____

Teacher Visited: _____

Reason/Topic for Visit: _____

1. What did I observe?

2. What did I learn?

3. How am I going to include this in my practice?

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist Credential Program: Mild to Moderate Disabilities
Fall 2008

Special Education 641
Advanced Perspectives in Special Education (3 units)

Professor: Tiina Itkonen, Ph.D.
Office: 2844 Bell Tower East
Office Hours: Wednesday 2-4 pm, or by appointment
Phone: 805-437-3294
Email: tiina.itkonen@csuci.edu

Meeting Time: Wednesday, 4:30 – 7:15 pm
Location: Bell Tower 2684

Course Description

This course allows teachers and administrators to remain abreast of effective advanced practices in the field of special education. Students will demonstrate knowledge and abilities to interpret, apply, and disseminate current and emerging research, theory, legislation, court decisions, policy and practice related to special education. The broader goals of this course are to provide students with an understanding of the political structures and processes that shape education policy at the different levels of the government, and to help students systematically analyze special education policy and its effects on schools and classrooms.

Course Objectives

Upon successful completion of this course, students will be able to:

- 1) Demonstrate knowledge of advanced theories and practices in Special Education
- 2) Examine and analyze in-depth current special education legislation, litigation and policies
- 3) Demonstrate the ability to implement accommodations and modifications on statewide assessments for students with disabilities
- 4) Explain how to guide educators in conducting nonbiased referrals and assessment for special education services
- 5) Describe how federal and state policies are implemented locally
- 6) Disseminate current best practice research to practitioners in local community agencies and schools.

**Alignment of Standards for Educator Development
to Foster Student Learning**

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aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Content Standards Addressed in Special Education: Content specifications for the subject matter requirements for the Education Specialist Credential: Mild to Moderate Disabilities are congruent and integrated across the following CCTC core standards:

Standard 15: Current and Emerging Research and Practice: Demonstrate knowledge and application of current and emerging theories and research in education; litigation and policies that impact students with disabilities; implement educational programs that reflect current best practice; participate in district and community to facilitate the development of policies and practices that reflect current information.

Standard 18: Assessment of Students: demonstrate knowledge of research, issues, law, policies, and procedures for screening and referral for students with disabilities.

Content Standards Addressed in Teaching English Language Learners:

Standard 19: Resourcefulness: Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development.

CLAD 19(A): Knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners.

Knows local and school organizational structures and resources designed to meet the needs of English learners.

CLAD 19(E): Knows the purposes, contents and uses of California's English Language Development Standards and English Language Development Test.

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Course Policies

1. ATTENDANCE, PREPAREDNESS AND PARTICIPATION. For more detailed expectations, please see Course Requirements section on the next page.
2. E-MAIL. Please note that e-mail is professional, official communication.
3. CELL PHONES. Please turn off cell phones and pagers.
4. **ACADEMIC HONESTY AND INTEGRITY:**
Students are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of "F" for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course. University discipline procedures may be initiated. Therefore, submit your own work and cite your sources when referencing the work of others. Assignments may be run through Turn-it-in feature of the Library to check originality of writing.

5. ASSIGNMENTS DUE DATES

All assignments should be submitted in class on the specified due date. **No later work is accepted.**

6. GRADING

This course utilizes a “+/-” grading system. Grades will be determined based on the breakdown of the following corresponding percentages of total points earned.

A = 95 – 100%	C = 73 - 76
A- = 90 - 94	C- = 70 - 72
B+ = 87 - 89	D+ = 67 - 69
B = 83 - 86	D = 63 - 66
B- = 80 - 82	D- = 60 - 62
C+ = 77 - 79	F = 59 or lower

STUDENTS MUST EARN A “C+” OR BETTER IN THIS COURSE TO BE CONSIDERED PASSING for the Credential Program. Grades of less than C+ must be retaken for Credential Program.

7. WORK QUALITY

All assignments must be typed (10 point or 12 point font), double-spaced when appropriate, and have 1" margins to receive consideration for full credit. All referenced works must be cited using the most current American Psychological Association (APA) style. Content and mechanics will be considered when grading written assignments. It is expected that all assignments will reflect graduate-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

8. UNIVERSITY STUDENTS WITH SPECIAL NEEDS

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the professor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation in the course. For further information, contact the University's Disability Accommodation Office, at 437-8528.

Course Requirements

Attendance and Participation	15 pts
Overview District of Special Education	25 pts
Policy/Case Law Summary (or exam)	45 pts
In-service Plan	15 pts
Total	100 pts

I. Attendance and Participation (15 pts.)

- a. Because of the dynamic nature of the level II program, students are expected to attend each class session. *Five points will be taken from the final grade for each unexcused absence from class and for 2 tardies.* Should the student have extenuating circumstances such as a medical excuse, s/he should advise the professor before the class meeting.
- b. Work-related absences or tardies must be communicated to the professor prior to the class session. Make up work will be required to ensure that the missed content is comprehended. Make-up work is due the next class session. No late work is accepted.
- c. For successful participation, students must have read the assigned weekly readings before each class meeting, be prepared for each session, and to participate actively in class activities. Reading questions will be posted on Blackboard for most readings to help focus reading comprehension.
- d. Quizzes on class readings may be administered to ensure proper preparation for class.
- f. Professional conduct and disposition are expected at all times.

II. Overview District of Special Education Structure, Policies and Procedures (25 pts.)

Objective: Students will demonstrate knowledge of the special education system in their home district.

In this assignment students prepare a description of the structure of special education within their district, including but not limited to

- (a) The structure: The role of the SELPA, district special education director, superintendent, principals, teachers, and paraprofessionals;
- (b) Policies: A description of selected special education policies and procedures regarding IEPs, due process hearings, English language learners, behavioral supports and discipline, etc.;
- (c) Demonstrates knowledge of the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners; Knows local and school organizational structures and resources designed to meet the needs of English learners.
- (d) Demonstrates knowledge of the purposes, contents and uses of California's English Language Development Standards and English Language Development Test.
- (e) Brief reflection: What was the most intriguing item you learned in this assignment about your school, district, or special education policy in general?

Format can be a written paper, bulleted paper, or PowerPoint. (Turn in a paper copy). Projects will be discussed in class.

III. Policy Paper (45 pts.)

Objective: Examine and analyze current special education legislation, litigation and/or policies

Students will analyze *current* piece of legislation, pending bill, court case, or a policy issue related to special education. *Choose a topic that is of interest to you.* This summary should provide readers with an understanding of the law/legislation and an analysis on how it relates to teachers and students in California. *Students are expected to use additional resources (listed on this syllabus) to gather information and evidence.* The paper should be double-spaced, use American Psychological Association (APA) style (including in references), and approximately 8-9 pages in length (no more than 10 pages). Further guidelines and a rubric will be given in class.

- OR (STUDENT CHOICE) -

Final Exam (45 pts).

Objective: Examine and analyze current special education legislation, litigation and/or policies

Students will synthesize class readings to analyze the policy issues/problems given. Professor reserves the right to determine whether exam is in-house or take home. In the case of an in-house exam, exam will be open-book (notes, readings allowed). In case of a take home, exams must be submitted via the Turnitin feature within Blackboard.

IV. Inservice Plan (15 pts.)

Objective: Disseminate current best practice research or current policy information to practitioners in local community agencies and schools.

Students will work in small groups to develop an inservice presentation for their school district (prepare as if presenting to a faculty meeting or a school board). The groups may choose from the following topics: statewide testing accommodations, current special education policy issue (e.g., discipline; highly qualified), response to intervention, teaching strategies for reading, teaching strategies for math. Assignment guidelines will be provided in class. The presentation should not exceed 10 minutes and have more than 6 slides. Turn in a paper copy.

Required Readings

I Textbook

Cuban, L. (2003). *Why is it so hard to get good schools?* New York: Teachers College Press.

II E-Reserves in Blackboard

A. Special education policy context

Week 2: Special education policy framework

Skirtic, T.M., Harris, K.R., Shriner, J.G. (2005). The context of special education practice today. In Skirtic, T.M., Harris, K.R., Shriner, J.G. (Eds.), *Special Education Policy and Practice* (pp. 1-18). Denver Colorado: Love Publishing

McDonnell, L. M., McLaughlin, M. J. & Morison, P. (1997). Policy frameworks. In McDonnell, L. M., McLaughlin, M. J. & Morison, P. (Eds.) *Educating One and All: Students with Disabilities and Standards-Based Reform* (pp. 20-67). Washington, D.C: National Academy Press. ***READ PAGES 20-22; 46-53***

Week 3: Individuals with Disabilities Education Improvement Act of 2004

Policy briefs on Changes in IDEA 2004:

- Alignment with NCLB
- Private schools
- Disproportional representation of minority children
- Highly qualified

- IEP
- Initial evaluations
- Discipline
- Early intervening services
- IEP teams
- Secondary transition

Source: http://www.directionservice.org/cadre/stat_index_idea.cfm --or--
<http://idea.ed.gov/explore/home>

Strengthening and renewing special education: Bill summary. H.R. 1350 Conference report. House Education and the Workforce Committee, November 17, 2004.
<http://edworkforce.house.gov/Issues/108th/Education/IDEA/1350ConfSummary.htm>

Week 4: No Child Left Behind

Cuban, Chapter 1

Yell, M. and Drassgow, E. (2005). *No Child Left Behind*. Columbus, OH: Merrill Prentice Hall. Chapter 1: 1-19.

Week 5: The Power of Interests in Special Education Policy

Coulbourne, B. (2005). One Parent's Voice: IDEA 2004. *The Special Edge* 18(2) 16, 12.

Itkonen, T. (2007). Politics of passion: Collective action from pain and loss. *American Journal of Education*, 113, 4, 577-604.

Week 6: English Language Learners

Harry, B. & Klinger, J. (2006). *Why are so many minority students in special education? Understanding race and disability in schools*. New York: Teachers College Press. Chapter 1: Overview

Week 7: Accountability and Standards

Cuban, Chapter 2

Optional:

Itkonen, T. & Jahnukainen, M. (2007). An analysis of accountability policies in Finland and the United States. *International Journal of Disability, Development, and Education*, 54(1), 5-23.

B. Case law

Week 8:

Notice of Class Action Settlement in the *Williams v. State of California* Education lawsuit. California State Department of Education.

<http://www.cde.ca.gov/eo/ce/wc/noticeenglish.asp>

Walsh, M. (2006). Parent may not recover fees under IDEA, Supreme Court rules. *Education Week*, educationweek.org

Walsh, M. (2006). Justices rule against parents in IDEA case. *Education Week*, educationweek.org

Choose one of the Supreme Court decisions:

Arlington Central School District v. Murphy, 2006 U.S. Lexis 5162

Honig v. John Doe and Jack Smith, 484 U.S. 305, 108 S.Ct. 592 (1988)

Sacramento Unified School District v. Holland. 14 F.3d 1398 (9th Cir. 1994).

Schaffer v. Weast, 126 S.Ct. 528 (2005)

C. Response to intervention

Week 9:

Fuchs, D. & Fuchs, L. (2005). Responsiveness-to-Intervention; A blueprint for Practitioners, Policymakers, and Parents. *Teaching Exceptional Children*, 38, pp. 57-61

Vaughn, S. & Roberts, G. (2007). Secondary interventions in reading: Providing additional instruction for students at risk. *Teaching Exceptional Children*, 39, 40 – 46.

D. Legislative research

Week 10: Working session on research and exam preparation

E. Highly qualified personnel & teacher supply and demand

Week 11:

Whitaker, S. D. (2005). Supporting beginning special education teachers. In Skirtic, T.M., Harris, K.R., Shriner, J.G. (Eds.), *Special Education Policy and Practice* (pp. 156-181). Denver Colorado: Love Publishing.

F. California school drop-out problem

Week 12:

Cuban Chapter 3

California Dropout Research Project, policy briefs:

- Predictors
- Economic impact
- Student outcomes
- Improving data system
- Giving student a voice
- System capacity

Source: <http://www.lmri.ucsb.edu/dropouts/pubs.htm>

G. Discipline and behavioral supports

Week 13:

Horner, R., Todd, A., Lewis-Palmer, T., Irvin, L., Sugai, G. & Boland, J. (2004). The school-wide evaluation tool: A research instrument for assessing school-wide positive behavior supports. *Journals of Positive Behavior Interventions*, 6(1), 3 – 12.

Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446, 108th Congress, Section 615.

H. Statewide testing

Week 14:

California High School Exit Examination (CAHSEE). Questions and answers for parents and guardians. California Department of Education, August, 2007.

Matrix of test variations, accommodations, and modifications for administration of California Statewide Assessments. California Department of Education, August, 2007.

I. Special and general education collaboration

Week 15:

Snell, M. E. & Janney, R. (2000). An overview of collaborative teaming. In Snell, M. E. & Janney, R. (2000). *Collaborative teaming* (pp. 1-14). Baltimore, MA: Brookes Publishing.

Snell, M. E. & Janney, R. (2000). Taking team action. In Snell, M. E. & Janney, R. (2000). *Collaborative teaming* (pp. 59-84). Baltimore, MA: Brookes Publishing.

- **External Links: Additional Resources for Assignments III and IV (and Your Future):**
 - ◊ California Department of Education: www.cde.ca.gov/sp/se/
 - ◊ Ventura County SELPA: www.venturacountyselpa.com
 - ◊ U.S. Department of Education, Office of Special Education Programs: <http://www.ed.gov/about/offices/list/osers/osep/index.html>
 - ◊ Proquest Education Journals data base on Library Home Page
 - ◊ The Center for What Works www.whatworks.org (evidence-based teaching strategies)
 - ◊ House and Senate Bills, Enacted Legislation: <http://thomas.loc.gov>
 - ◊ Resource about IDEA, regulations, court cases www.wrightslaw.com.
 - ◊ OSEP Technical Assistance Center on Positive Behavioral Intervention& Supports: <http://www.pbis.org/main.htm>
 - ◊ Interest Groups:
 - Council of Exceptional Children (CEC): <http://www.cec.sped.org>
 - Children and Adults with Attention Deficit Disorders (CHADD): <http://www.chadd.org/>
 - Learning Disabilities Association of America (LDAA): <http://www.ldanatl.org/>
 - National Education Association: <http://www.nea.org>
 - School administrator associations

SPED 641 Course Outline

Week	Date	Activities	Reading	Assignments Due
1	8/27	Course Overview, Introductions, Introduction to public policy and special education policy context		
2	9/3	Special education policy context (historical and legislative context)	Week 2	
3	9/10	IDEA 2004	Week 3	
4	9/17	NCLB	Cuban Chapter 1 and Week 4	Choose exam or paper Policy paper topic
5	9/24	The power of interests in special education	Week 5	
6	10/1	English language learners and special education	Week 6	Policy paper 1 paragraph
7	10/8	Accountability and standards	Cuban Chpt 2 and Week 7	Special Education Overview
8	10/15	Case law	Week 8	Policy paper outline
9	10/22	Response to Intervention	Week 9	
10	10/29	Legislative and judicial research	Week 10	
11	11/5	Highly qualified personnel & teacher supply and demand	Week 11	
12	11/12	California Dropout problem	Cuban Chpt 3 and Week 12	Policy paper draft
13	11/19	Discipline and behavioral support	Week 13	In-service plans; Presentations
14	11/26	Statewide testing	Week 14	Presentations
15	12/3	Special and general education collaboration	Week 15	Presentations
16	12/10	<i>Finals week: Exam</i>		Policy paper or Exam

Professor reserves the right to change the syllabus. Due dates in **bold** are signature assignment due dates and must be turned in. Policy paper drafts are suggested guidelines to prompt on-going writing and to receive constructive feedback.

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist: Mild/Moderate Disabilities Credential Program
Spring 2009

Special Education 642:
Advanced Behavior and Environmental Support

Instructor:	Dr. Tiina Itkonen
Office:	Bell Tower East 2844
Office Hours:	Wednesdays 2 – 4 pm; or by appointment
Office Phone:	805-437-3294
Email:	tiina.itkonen@csuci.edu
Meeting Days/Times:	Wednesdays 4:30 -7:15, except Spring break
Location:	Conference Room BTE 2810
Units:	3 units

Prerequisites: Admission to the Education Specialist: Mild/Moderate Disabilities Level II Credential Program.

Course Description: Students in this advanced course will examine and analyze policies, theories, research, and best practices of behavior and environmental support for students with disabilities within their own school settings. This course builds upon SPED 542 with an added level of theoretical and evidence-based research on the current state of positive behavioral supports.

Student Learning Outcomes: *Students who successfully complete this course will be able to examine and analyze in their own school setting:*

1. Comprehensive positive behavioral support planning, effective instruction and curricular modifications
2. Advanced, data-based behavioral assessment monitoring methods
3. Research-based social skills instruction models and curricula
4. Advanced crisis management techniques, and mental health/community resources

Alignment of Standards for Educator Development to Foster Student Learning

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned communities. In particular, this course aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Content Standards Addressed in Special Education 642: Content specifications for the subject matter requirements for the Education Specialist: Mild/Moderate Disabilities Credential Level II are congruent and integrated across the following CCTC core standards:

Standard 13: Data-Based Decision Making

Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.

Standard 14: Advanced Behavioral, Emotional, and Environmental Supports

Each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating and modifying identified supports to ensure a positive learning environment.

Standard 15: Current and Emerging Research and Practices

Each candidate demonstrates knowledge of and ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice.

Standard 17: Development of Specific Emphasis

The curriculum for the Professional Level II Education Specialist program provides opportunities to build upon the foundation of the Preliminary Level I Education Specialist Credential program, expanding the scope and depth of study in specific content areas, as well as expertise in performing specialized functions.

Content Standards Addressing Teaching English Language Learners:

CLAD 19(G): Draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.

CLAD 19C: Demonstrates ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English, and in their first language.

CLAD 19 J: Provides an equitable learning environment that encourages students to express meaning in a variety of ways.

CLAD 19 K: Effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.

Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

Commitment to the Infusion of Competencies to Address the Needs of All Children

The Special Education Program Faculty is committed to infusing exceptionality, family, language, culture, technology, and gender competencies across the curricula. These competencies are drawn from the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Course Policies

1. Attendance

It is acknowledged that participants in this course are professionals with work and family commitments. Due to the intensity and highly interactive nature of the course, all students are expected to *attend each class session*. Missed sessions due to work commitments can be made up through extra work. More than 3 sessions missed will reduce the grade by 15 points. Arriving late or leaving early on more than two occasions will result in the reduction of grade. Illness and emergency circumstances will be reviewed on an individual basis. It is the student's responsibility to contact the instructor prior to an extenuating circumstance.

2. Participation requirements

For successful participation, students must read assigned materials by the date indicated in the syllabus, and be prepared to discuss and analyze readings individually or in structured groups. Participation includes in-class discussions, structured interactions, group work, oral presentations, and guided discussion of readings. The degree of engagement in these processes forms the basis for points assigned. Quizzes may be administered on the readings.

5. Late Work

Because of the concentrated nature of this course, all assignments must be submitted on their due date. The grade for assignments submitted one session after the due date will be reduced by one letter grade (or the point equivalent). Work submitted beyond one session late will receive no credit.

6. Academic Honesty and Integrity

Students are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of "F" for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course. Therefore, submit your own work and cite your sources when referencing the work of others, using APA style.

5. Grading

Assignments and Points:

Participation	10
Hallmark Assignments (20 pts. each)	40
Regular Assignments (10 pts. each)	50
TOTAL POSSIBLE POINTS	100

This course utilizes a “+/-” grading system.

Grades will be determined based on the breakdown of the following corresponding percentages of total points earned. Decimals will be rounded according to mathematical principles (e.g., a score of 89.7 will be rounded to 90, and a score of 89.3 to 89). A minimum grade of C- is required to stay in the program.

A = 95 – 100%	C = 73 - 76
A- = 90 - 94	C- = 70 - 72
B+ = 87 - 89	D+ = 67 - 69
B = 83 - 86	D = 63 - 66
B- = 80 - 82	D- = 60 - 62
C+ = 77 - 79	F = 59 or lower

6. Work quality

All assignments must be typed (10 point or 12 point font), double-spaced when appropriate, and have 1" margins to receive consideration for full credit. All referenced works must be cited using an APA format. Content and mechanics will be considered when grading written assignments. *It is expected that all assignments will reflect university-level composition and exposition.* Use of electronic spelling and grammar checking is strongly encouraged. **All assignments must cite course readings or peer reviewed articles and research.** Even when the assignment is related to the student's own classroom (e.g., data collection), citations are required to demonstrate the understanding between research, theory, and practice.

Students are also highly encouraged to utilize the Writing Center in the Broome Library for assistance with APA style etc.

Learners with Disabilities

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are requested to inform the professor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or practicum may be made as requested and required to provide for equitable participation in the course. For information, contact the University's Disability Accommodation Office at 437-8528.

Course Requirements

1. *Assignment Guidelines.* To best align this course with each individual student's induction process, students will choose their assignments from a list, following these guidelines.
 - a. There are both hallmark and regular assignments under each standard.
 - b. Students will complete two hallmark assignments and five regular assignments.
 - c. Choices must cover each of the four standards. In other words, at least one assignment (regular or hallmark) must be chosen under each standard.
 - d. Chosen assignments must be aligned with the student's induction plan.

- e. Each student will present their choices during third week of classes, and with professor approval, sign a contract.
- f. Assignments are due on dates indicated on the syllabus.
- g. Assignments can be turned in before the due date!

2. Assignment Choices (choose 2 hallmark and 5 regular, which combined must cover all standards)—and remember to cite relevant research or theory.

Standard 13: Data-Based Decision Making

Hallmark Assignment:

1. Conduct a “mini-study” using single subject design (which will be taught in class). The “study” can be an intervention in student academic performance, behavior, social skills. Guidelines will be given in class, but main components of the product include a description of the problem, data (ABAB reversal design or multiple subject design), and results with a 2-3 page summary. (If you do this assignment, you can use your data for functional analysis or behavior plan assignments under standard 14, if you choose those assignments.) **Due April 15**

Regular Assignments:

2. Collect data on student performance (behavior, academic) over 5 data points (days, periods, tests, etc.); graph the data as taught in class; explain patterns in data as taught in class; indicate your instructional decision(s) (You can use these data for behavior plan assignment under standard 14). **Due March 11**
3. Teach your student(s) to self-monitor (e.g., their behavior, being on-task, work accuracy). Turn in a description of your instructional procedures, samples of student self-monitoring data sheets (5 days/periods), a summary of student data, and your instructional decisions (Was this effective? What will you decide/keep the same/change based on data?) **Due March 18**
4. Teach your paraprofessional how to collect behavioral student data. Turn in a description of your instructional procedures, samples of data collection by the para (5 days/periods), and your instructional decisions (was this effective? What will you decide/keep same/change based on data?). **Due March 18**

Standard 14: Advanced Behavioral, Emotional, and Environmental Supports:

Hallmark Assignments:

5. Conduct a functional analysis assessment by: conducting a minimum of 2 FAA interviews, collecting direct observation data, developing a competing behavior model, and writing a report. **Due April 1**
6. Conduct an ecological survey of your classroom (guidelines given in class). Include demonstration of drawing upon resources to enhance English learners’ comprehension (CLAD 19G), ability to use adopted instructional materials and strategies for English learners (CLAD 19C), providing equitable learning

environment (CLAD 19J), and teaching effectiveness for diverse students (CLAD 19K). **Due February 18**

7. Develop a behavior support plan for one student by collecting classroom data and developing competing behavior model. Write a behavior plan following outline given in class. **Due April 8**

Regular Assignments:

8. Interview a community service provider (e.g., mental health, probation) to investigate their role and duties, and how they see themselves fitting in supporting your students (3-4 pages). Share in class (max 10 min). **Due April 29**
9. Power point presentation: What outside agencies provide services in your school, or students have access to? Who are these agencies? What do they do? What is the process to access them for services? (Max 10 min) **Due April 29**
10. Review your students' medications. Provide a 1-2 page summary for your paras of the medication(s), what it is used for, and potential side effects. Provide suggestions on how to monitor and accommodate side effects in class and in school. Share in class (max 5 min) **Due April 29**

Standard 15: Current and Emerging Research and Practices

Hallmark Assignment:

11. Develop a training packet for your para-educators (e.g., hand-outs, readings, guided readings, video). You can focus on a specific student or behavioral supports in general. This assignment should be very hands-on, and involve interactive materials through which you can assess learning acquisition. **Due April 22**
12. Develop a collaboration plan that addresses how you (a) train general education teachers on a student's behavior plan or behavioral needs; (b) how you communicate with them regularly to get feedback on the plan's effectiveness; (c) how you keep data on the plan's effectiveness across multiple people; and (d) a brief summary of how the collaborative implementation worked with your plan. You will need to include some actual implementation data with your product (e.g., student data, teacher questionnaires, etc.) **Due April 15**

Regular Assignment:

13. Read a current study on behavioral supports. The study must be from a peer reviewed journal. Check with the professor if you are unsure whether your article is peer reviewed. "Translate" the study to general education teachers (2-3 pages): What was the purpose of the study? How did the researchers go about studying this topic? What were their main findings? What are the significant implications? Why would this study be important to your school? **Due March 4**
14. Choose a current policy issue on behavioral supports (Hughes Bill, IDEA 04, lawsuit) and write a 2-3 page summary for your assistants and/or general ed teachers. **Due February 11**

15. Take a course reading (or a peer review article), explain it in your own words, and discuss how to implement the content of the reading in your own practice. **Due February 11**

Standard 17: Development of Specific Emphasis

Regular Assignments:

16. Reflection (1-2 pages for strength and 1-2 pages for need). Think about why your area of strength is a strength and the need area a need. *For each*, what life/career experiences had brought you to the point that you felt that these areas were of relative strength and need? How did the strength apply to your classroom teaching? How could you continue to build upon that strength during your Level II program? **Due May 6**
17. Modify your specific emphasis plan to reflect your growth as a professional special educator. Use the matrix, and apply your coursework, non-university course activities, and professional development, to track your growth. **Due May 6**
18. Present to class (max 10 minutes) an innovation that you have created in the area of classroom management/behavioral supports. *Requires prior instructor approval when contracts are due.* **Due May 6**

Summary: *Choose 2 hallmark and 5 regular assignments that combined, cover the standards.*

Required Text

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook*. Pacific Grove, CA: Brookes/Cole Publishing.

Additional Required Readings

Additional required reading will be posted in Blackboard under eReserves.

Week 2: Ecological Context

Browning Wright, D. (2002). What every teacher should know in order to positively support student behavior. *Behavior/Discipline Trainings, California Department of Education*.

Kauffman, J. M., Mostert, Trent, S. C., Hallahan, D. P. (2005). *Managing Classroom behavior: A reflective case-based approach*. Boston: Allyn & Bacon, pp. 53-64 (Chapter 3.)

Week 3: Legal and Ethical Considerations

Hughes Bill Questions & Answers. Source:
<http://www.csusm.edu/thousand/501hughesbill.html>

Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446, 108th Congress, Section 615.

The Individuals with Disabilities Education Improvement Act of 2004. *The Special Edge* 18(2) 1-11.

Department of Education Topical Brief on Discipline, effective July 1, 2005 (summary of IDEA 2004, not an interpretation of the Department).

Week 4: Principles of Behavior

Kauffman, J. M., Mostert, Trent, S. C., Hallahan, D. P. (2005). *Managing Classroom behavior: A reflective case-based approach*. Boston: Allyn & Bacon, pp. 31-51 (Chapter 3.)

Kennedy, C. H., & Itkonen, T. (1993). Effects of setting events on the problem behavior of students with severe disabilities. *Journal of Applied Behavior Analysis*, 26, 321-327.

Week 5: Functional Analysis Interview

Browning Wright, D. (2003). Requests for conducting functional analysis assessment. *PENT Summits, California Department of Education*.

O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., Sprague, J. R. (1997). *Functional assessment and program development for problem behavior: A practice handbook*. Pacific Grove, CA: Brookes/Cole Publishing Co., Chapter 1 and Chapter 2, pp. 9-35

Week 6: Data Collection

O'Neill, et al. (1997). pp. 35-64

Alberto, P. & Troutman, A. (2006). *Applied behavior analysis for teachers*. Prentice Hall: Saddle River, NJ, pp. 53-116.

Week 7: Competing Behavior Model

O'Neill et al. Chapter 3, pp. 69-78

Week 8: Comprehensive Behavior Support Plans

O'Neill et al. Chapter 4

Patton, B., Jolivette, K. & Ramsey, M. (2006). Students with emotional and behavioral disorders can manage their own behavior. *Teaching Exceptional Children*, 39, 14-21.

Week 9: Teaching Social Skills

Chadsey, J. & Gun Han, K. (2005). Friendship-facilitation strategies: What do students in middle school tell us? *Teaching Exceptional Children*, 38(2), 52-57.

Kennedy, C. H., & Itkonen, T. (1996). Social relationships, influential variables, and change across the life span. In Kern-Koegel, L., Koegel, L. R., & Dunlap, G. (eds.): *Positive behavioral support: Including people with difficult behavior in the community*. Baltimore: Paul Brookes.

Snell, M. E., & Janney, R. (2000). Social relationships and peer support: Teachers' guides to inclusive practices (Chapter 4). Baltimore: Paul H. Brookes Publishing Co.

Week 10

SPRING BREAK—no class

Week 11: Implementation

Kauffman, J. M., Mostert, Trent, S. C., Hallahan, D. P. (2005). Working with other educators. In Kauffman, J., Trent, S. & Hallahan, D (Eds.) *Managing Classroom behavior: A reflective case-based approach*. Pp. 120 – 134. Boston: Allyn & Bacon.

Week 12: Crisis Management

Caraulia, A. & Steiger, L. K. (1997). Nonviolent Crisis Intervention. Brookfield, WI: CPI Publishing. Chapters 3 and 8.

Week 13: Medications

Psychiatric medications overview. Source:

http://www.healthyplace.com/site/psychiatric_medications.htm

Medications used in the Management of Disruptive Behavioral Disorder. Hand-out from Santa Barbara County Education Office Behavior Management Handbook.

Week 14: School-Wide Behavioral Supports

Staff (2003). Changing Problem Behavior: Evidence Supports BEST training. *The Special Edge*, pp. 1, 6, 7

Colvin, G., Martz, G., DeForest, D., & Wilt, J. (1995). Developing a school-wide discipline plan: Addressing all students, all settings, and all staff. *The Oregon Conference Monograph*, 7.

Hawken, L. (2005). Behavior programs for older students: What's helpful in secondary schools. *The Special Edge*, 19, pp. 1, 4-5.

Week 15: Systems of Care

Hernandez, M. & Goldman, S. (1996). A local approach to system development. In Stroul, B. (Ed.), *Children's Mental Health: Creating Systems of care in a Changing Society*.

National Mental Health Information Center. Source:

<http://www.mentalhealth.samhsa.gov/publications/allpubs/Ca-0030/default.asp>

- *Choose one of the following three chapters and be prepared to present in class (all from Children's Mental Health: Creating Systems of Care in a Changing Society).*

Stroul, B & Friedman, R. (1996). The system of care concept and philosophy.

Isaacs-Schockley, M., Cross, Bazron, B, Dennis K. & Benjamin, M. (1996). Framework for a culturally competent systems of care.

Friesen, B. & Huff, B. (1996). Family perspectives on systems of care.

Class Assumptions

- The process of learning is an on-going process for all involved in this class requiring constant critique, reflection and action.
- Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, and relying on each others' strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.
- Content in this process is emergent. Students have to be involved not only in determining content, as well as explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The "bank" from which content is drawn is the social reality of students' lives and experiences in conjunction with expert opinion, research and practice. It may range from the very immediate context of the classroom itself, of family and community context, and/or to broader political issues.
- Progress is seen to be cumulative and cyclical rather than occurring in discrete, linear steps. Students are encouraged to submit drafts for input and review.

**ASSIGNMENT CONTRACT
SPED 642**

Name:

Hallmark Assignments, Standard Addressed, and Due Dates:

- 1.
- 2.

Regular Assignments, Standard Addressed, and Due Dates:

- 1.
- 2.
- 3.
- 4.
- 5.

Alignment with Induction Plan:

Area of Strength

Area of Need

Student Signature, Date

Professor Signature, Date

SPED 642 COURSE OUTLINE

Class	Date	Topic	Readings/Assignments
1	1/21	Course Overview & Requirements; Introduction	Each reading assignment must be read before coming to class on the week for which it is assigned.
2	1/28	Managing Learning Environments: The Ecological Contexts of Home-School-Community	Week 2 course pack
3	2/4	Legal & Ethical Considerations for Behavioral Supports	Week 3 course pack Contract due
4	2/11	Principles of Behavior	Week 4 course pack Assignments 14, 15 due
5	2/18	Functional Analysis Interview	Week 5 course pack, and O'Neil et al. Chapters 1 and 2 (pp. 9 – 35) Assignment 6 due
6	2/25	Data Collection	O'Neil et al. pp. 35-64
7	3/4	Competing Behavior Model	O'Neil et al. Chapter 3 Assignment 13 due
8	3/11	Writing Comprehensive Behavior Plans	O'Neil et al. Chapter 4 Assignment 2 due
9	3/18	Peer Supports and Teaching Social Skills	Week 10 course pack. Assignments 3, 4 due
10	3/25	SPRING BREAK	
11	4/1	Behavior Plan Implementation: Collaboration and Problem Solving	Week 11 course pack Assignments 5 due
12	4/8	Nonviolent Crisis Management: Defusing Explosive Behavior	Week 12 course pack Assignment 7 due
13	4/15	Medications for Students with Complex Behavioral & Emotional Needs	Week 13 course pack Assignment 1, 12 due
14	4/22	School-Wide Behavioral Supports	Week 14 course pack Assignments 11 due
15	4/29	Mental Health Systems of Care & Community-Based Resources	Week 15 course pack. Read first 2 readings and choose one of the 3 chapters from the <u>Children's Mental Health</u> . Share. Assignments 8, 9, 10 due
16	5/6	Review, Student presentations	Assignments 16, 17, 18 due
	5/14	<i>Final Examination Week</i>	Presentations

***Note: This syllabus and schedule are subject to change per the discretion of the professor.**

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist Credential Program: Mild to Moderate Disabilities

Special Education 643

Advanced Assessment and Instructional Practices for Diverse Learners (3unit)

Professor: Jill M. Leafstedt PhD.

Office Hours: Tuesdays 12:30-2:30

Office Phone: 805-437-2792

Email: jill.leafstedt@csuci.edu

Class Meeting Time: Mondays 4:30-7:20

Meeting Schedule: Meets weekly

Prerequisites:

Concurrent Courses:

Course Description:

This field based seminar course build upon students knowledge and skills of assessment and instructional methodology learned in their level I Education Specialist credential. Students have the opportunity to discuss and review current practices in special education on the local, state and national level. Students review current trends in multicultural and bilingual special education, augmentative communication, data-based decision making, early intervention, outcomes assessments, technology and other areas that effect special education practices for students with mild/moderate disabilities.

Course Objectives: *Upon successful completion of this course, students will be able to:*

Students successfully completing this course will be able to:

- o Demonstrate the ability to implement and practice data-based decision making within their own school setting
- o Use and explain research-based intervention techniques for students with disabilities
- o Identify, describe, and administer standardized and non-standardize assessment procedures.
- o Demonstrate the ability to connect student assessment outcomes with instructional practices
- o Write assessment reports that clearly states assessment outcomes and a plan of action for instruction
- o Demonstrate the ability to implement appropriate teaching and assessment techniques for students with disabilities from diverse social and linguistic backgrounds

*Alignment of Standards for Educator Development
to Foster Student Learning*

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned communities. In particular, this course aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Content Standards Addressed in Special Education: Content specifications for the subject matter requirements for the Education Specialist Credential: Mild to Moderate Disabilities are congruent and integrated across the following CCTC core standards:

Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

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Course Requirements

Attendance and Participation	15 pts
Journal	15 pts
Assessment Report	25 pts
Instructional Plan	25 pts
Videotape of Teaching	20 pts

Journal: Students are required to write a one page reflection on the weekly readings. This reflection will be the basis for class discussions and will be collected at the end of the semester.

Assessment Report: Students are required to write a complete assessment report. The report should include an assessment plan, assessment results, and an interpretation of the results. The assessment plan must include both formal and informal assessments. Complete assignment details will be distributed in class.

Instructional Plan: Students are required to write an instructional plan based on their assessment plan. The instructional plan should indicate details on instructional techniques and core curriculum adaptations and modifications. Instructional techniques should be referenced to assure research-based techniques are being used. The instructional plan should be implemented. The final product will include a reflection on the effectiveness of the plan. The plan should also indicate a plan for ongoing assessment. Complete assignment details will be distributed in class.

Videotape of Teaching: Students will work in pairs to videotape their teaching and provide feedback to one another. Students will provide their partner with a lesson plan and an explanation of their area of concern. Their partner should watch the video and write a 2-3 page reflection on the instruction addressing the areas of concern presented by the teacher. The lesson plan, videotape and reflection will be submitted.

COURSE MATERIALS: This course will use web-based delivery of materials and resources. Student must have access to the internet and an active CSU Channel Islands' email account to be enrolled in this course.

We will use **BlackBoard** <http://csuci.blackboard.com/?bbatt=Y?bbatt=Y> for on-line class communication and discussions. You will need to be enrolled in BlackBoard for this course. Explore the site to understand how it works and contact the university's Office of Information Technology if you have questions about **BlackBoard**.

Required Texts

Shapiro, E.S. (1996). *Academic Skills Problems: Direct Assessment and Intervention* (2nd ed.). New York: Guilford.

Shapiro, E.S. (1996). *Academic Skills Problems Workbook*. (2nd ed.). New York: Guilford.

Shin, M.R., Walker, H.M., Stoner, G. (200_). Interventions for Academic and Behavior Problems II: Preventative and Remedial Approaches. National Association for School Psychologists.

Additional Readings are listed on the course outline. These readings are available through the Electronic Reserves in the library

How to Access Electronic Reserves

- Log onto <<http://www.library.csuci.edu>>
- Click on <[Electronic Coursepacks](#)> in the right-hand menu of the Library Services homepage.
- Select department (Special Education) or instructor name (Leafstedt, Jill).
- Click <Go>.
- Select correct course by clicking on its number or title (sped643)
- **OR** use this URL to get to the same point
<http://csuci.docutek.com/coursepage.asp?cid=159>
- Enter password (**sped643**).
- Read the terms and click the <Accept> button.
- Click on the desired document title to view it.*

*Most of the documents are Adobe PDF files. If your computer does not have Adobe Acrobat Reader, you can download it for free at <http://www.adobe.com/products/acrobat/readstep.html>

Grading Policy and Procedures

Students must complete all of the course requirements outlined above. There are a total of 100 points that may be obtained for satisfactory completion of the course requirements. +/- Grades will be given for students that are within 1 point of the next grade, for example 89 = B+.

A = 90 - 100 points D = 60 - 69 points

B = 80 - 89 points F = 50 - 59 points

C = 70 - 79 points

Important Policies

- Late assignments will not be accepted and in-class activities cannot be made up at a later date. If you must miss a class meeting, make arrangements with the professor *prior* to your absence to fulfill the assignments.
- Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the professor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation in the course.
- Any form of scholastic dishonesty will result in an F and the CSUCI scholastic dishonesty policy will be followed. Scholastic dishonesty includes (but is not limited to): cheating on assignments or exams; and plagiarizing (misrepresenting as one's own work anything done by another individual).

Class Meeting	Topic	Reading
1	Interventions	Shin et.al. Chapter 1 Shapiro Chapter 1 & 2
2	Intervention Based Service Delivery Models	Shin Chapter 2
3	Assessing the Academic Environment	Shapiro Chapter 4
4	Classroom Interventions	Shin Chapter 10
5	Assessing Instructional Placement	Shapiro Chapter 4
6	Basic Skills prevention and remediations	Shin Chapter 9
7	Reading instruction and Assessment	Shin Chapter 20
8	Reading instruction and Assessment	Shin Chapter 27 & Shapiro Chapter 6 165-179
	Reading instruction and Assessment	Shin Chapter 26
9	Mathematics Instruction and Assessment	Shin Chapter 6
10	Mathematics Instruction and Assessment	Shapiro Chapter 6 180-184
11	Writing Instruction and Assessment	Shin Chapter 7
12	Writing Instruction and Assessment	Shapiro Chapter 6 186-197
13	Progress Monitoring	Shapiro Chapter 7
14	Peer Tutoring & Study Skills	Shin Chapter 23 &24
15		

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist: Mild/Moderate Disabilities Credential Program
Spring 2007

Special Education 646:
Advanced Collaborative Partnerships and Effective Communication in School Settings

Professor Information:

Professor: Dawn Witt
Office: Bell Tower 2778
Office Phone: (805) 437-2743
Office Hours: Monday 12-4
Email: dawn.witt@csuci.edu

Course Information:

Meeting Days/Times: Mondays, 4:30 – 7:30 pm
Location: Bell Tower 1491
Units: 3 units

Prerequisites: Admission to the Education Specialist: Mild/Moderate Disabilities Level II Credential Program

Course Description: Students in this advanced course will examine and analyze theories, research, and best practices for collaborative partnerships and effective communication within their own school settings and, professional and family environments. The culminating activity will be an in-service special education workshop to teachers, other professionals, and families.

Course Objectives: *Students who successfully complete this course will be able to examine and analyze in their own school setting:*

1. Roles, responsibilities, complexities, and reciprocal influences of family, caregivers, school administrators, general and special education teachers, specialists, paraprofessionals, community providers and related service personnel involved in the special education process
2. Advanced techniques and skills used in group process, facilitation, problem solving, decision making, collaboration, and communication in order to effectively work in partnership with general education teachers, other school personnel, community providers, and families in the special education process
3. Advanced professional practices that are sensitive and empowering to families of diverse socioeconomic, cultural and linguistic backgrounds when developing and implementing individualized education and behavior support plans

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within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

***Alignment of Standards for Educator Development
To Foster Student Learning***

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned communities. In particular, this course aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Content Standards Addressed in Special Education 646: Content specifications for the subject matter requirements for the Education Specialist Credential Level II: Mild to Moderate Disabilities are congruent and integrated across the following CCTC core standards:

Standard 20: Collaboration and Consultation:

Each candidate is able to communicate relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. Each candidate is prepared to serve in a coordination function before, during and after special education placement has been made.

ARE THERE OTHER STANDARDS TO INCLUDE IN THIS SECTION? IF NOT, NEED TO MODIFY ABOVE NARRATIVE!

Course Requirements

◆ Class Attendance and Participation	20 points
◆ Reading Reactions	10 points
◆ Collaboration with Community-Based Agency	25 points
◆ Consultation with General Education Teachers	15 points
◆ Special Education In-Service Workshop	30 points

Course Requirements and Assignments

All assignments are due on the dates indicated. No late assignments will be accepted. Assignments must be typewritten/word processed, double-spaced, with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. A printed, paper copy of all the assignments must be submitted to the professor in class on the due dates specified.

I. Class Attendance and Participation

Students are expected to attend each class session. Only 1 class meeting missed is acceptable, or it will impact your final grade. Five points will be subtracted from your final grade for each unexcused absence from class. Should the student have extenuating

circumstances (i.e. illness), s/he should advise the professor before the class meeting by phone or email. For successful participation, participants are expected to arrive on time, to have read the assigned weekly readings before each class meeting, be prepared for each session, and to participate actively in class activities and discussions.

II. Reading Reactions

Reading reactions consist of short reflective writings on selected, assigned readings. The reactions should be 1 page double-spaced. These reactions may include reflections on class activities and personal experiences in relation to course readings.

III. Collaboration with Community-Based Agency

Collaborate with a community-based agency that provides resources and services to students and families with disabilities in your school setting. Design and implement an individual, group or school-wide activity in collaboration with the community-based agency that you choose. Prepare a written summary of your collaborative activity.

IV. Consultation with General Education Teachers

Consult with general education teachers about the development of individualized behavioral support and classroom management plans in your school setting. Provide evidence of at least three artifacts that demonstrate your assistance to general educators in the area of individual or classroom management such as lesson plans, classroom management plans, related correspondence, and/or a reflection paper.

V. Special Education In-Service Workshop

Plan and present a special education in-service workshop to general education teachers, other school personnel, families, and community providers. Choose a special education topic of relevance and interest that is appropriate for the needs of your school setting. Provide evidence of documentation of workshop agenda, lesson plan, video of workshop, and participant evaluations of workshop effectiveness.

Required Texts

Additional Required Readings

An electronic course pack will be on Blackboard.

Grading Policy and Procedures

Students must complete all of the course requirements outlined above. There are a total of 100 points that may be obtained for satisfactory completion of the course requirements. +/- Grades will be given for students that are within 1 point of the next grade, for example 89 = B+.

A = 90 - 100 points	D = 60 - 69 points
B = 80 - 89 points	F = 50 - 59 points
C = 70 - 79 points	

Important Policies

- Late assignments will not be accepted and in-class activities cannot be made up at a later date. If you are absent from class, it is your responsibility to check on announcements and assignments made while you were absent.
- Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in the course are requested to inform the Disabilities Resource Program (DRP) in writing. Adaptation of methods, materials, testing, or practica may be made as requested and required to provide for equitable participation in the course. For information about DRP, contact 437-8528.
- All work that students submit as their own work must, in fact, be their work. For example, if a paper presents language taken from other sources – books, journals, web sites, people, etc. – must be cited. In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course. Individual course assignments with plagiarized ideas or language will be graded “F”. Students are encouraged to consult with the professor or the university’s librarians about how to accurately cite sources.

Class Assumptions

- The process of learning is an on-going process for all involved in the course that requires constant critique, reflection and action.
- Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, and relying on each others’ strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.
- Content in this process is emergent. Students have to be involved not only in determining content, as well as explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The “bank” from which content is drawn is the social reality of students’ lives and experiences in conjunction with expert opinion, research and practice. It may range from the very immediate context of the classroom itself, of family and community context, and/or to broader political issues.
- Progress is seen to be cumulative and cyclical rather than occurring in discrete, linear steps.

SPED 646: TENTATIVE COURSE OUTLINE

Class	Date	Topic	Readings/Assignments
1	1/19	Course Overview & Requirements; Introduction: The Context for Collaboration & Communication with General Educators, Other School Personnel, Families, and Community Providers	Each reading assignment must be read before coming to class on the week for which it is assigned. No Class MLK Day
2	1/26	Diversity of Families: Historical & Current Roles & Functions	
3	2/2	Diversity of Families: Historical & Current Roles & Functions	
4	2/9	Consultation & Collaboration: Theories, Models, & Functional Processes	
5	2/16	Consultation & Collaboration Across General & Special Education Settings	
6	2/23	Communication, Interpersonal Skills & Group Processes	Collaborating with Administration
7	3/2	Communication, Interpersonal Skills & Group Processes	Collaborating with Parents
8	3/9	-Effective Cross-Cultural Communication & Communicating through Interpreters	
9	3/16	Home-School Consultation & Collaboration	In-service Presentations
10	3/23	Home-School Consultation & Collaboration	No class spring break
11	3/30	Coordination & Facilitation of IEP Team Meetings	No class C. Chavez' day
12	4/6	Coordination & Facilitation of IEP Team Meetings	
13	4/13	Supervision and Collaboration with Classroom Paraprofessionals	
14	4/20	Collaboration with Community-Based Agencies	
15	4/27	Course Review	

***Note: This syllabus and schedule are subject to change per the discretion of the professor.**

Syllabus
Special Education (SPED) 647
Transition and Career Education
Education Specialist Credential Program: Mild to Moderate Disabilities
California State University Channel Islands
Spring 2009

Instructor Information:

Fran Arner-Costello, M.A.
(805) 482-2353 (8:00 am - 5:00 pm, Mon- Fri)
fran.arner-costello@csuci.edu
Office hours: Monday- Friday 8:00 am- 5:00 pm by appointment

Course Information:

Meeting times: Saturday, March 7 and March 14, 2009, 9:00 am – 4:00 pm
Classroom: To be announced
Units: 1

Mission Statement:

Placing student at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

The Special Education Program faculty is committed to infusing language, culture, special education/exceptionality, technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs.

Alignment of Standards for Educator Development to Foster Student Learning:

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

Content Standards Addressed in Special Education:

Content specifications for the subject matter requirements for the Education Specialist Credential: Mild to Moderate Disabilities are congruent and integrated across the following CTC core standards:

Standard 10: Professional, legal and ethical practices

Standard 11: Educational policy and perspectives

Standard 15: Managing learning environments

Learning Assumptions:

The process of learning is an ongoing process for all involved in this class and requires constant critique, reflection and action. Learning is seen to be a collective process, where participants share and analyze experiences together in order to gain insight and knowledge. The 'bank@ from which content is drawn is the social reality of students' lives and experiences in conjunction with expert opinion, research and practice. Differences of opinion or viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn and grow together.

Course Description:

Students in this seminar will gain an understanding of transition planning and career education for students with disabilities. Students will demonstrate the ability to write and implement successful transition plans for students transitioning out of public education. Students will learn about career services for people with disabilities available from educational and community agencies.

Course Objectives:

Students completing this course will be able to:

1. Demonstrate the ability to plan, write, and implement plans for the transition between critical developmental stages for students with disabilities.
2. Demonstrate the skills needed to communicate with students and families about pending transitions.
3. Demonstrate an understanding of the educational, social, behavioral, and career development needs of students with disabilities transitioning from public school to adult life.
4. Examine and present information about transition services available from educational and community agencies.

Texts and Materials:

This course will use web-based discovery of materials and resources. Students must have access to the internet and an active CSU Channel Islands email account to participate.

- California Department of Education, (2007) Transition to Adult Living: A Guide for Secondary Education. *It is available on Blackboard, under Course Documents.*
- Materials from the Ventura County SELPA webpage. This page is located at www.venturacountyselpa.com.
 1. Click on “IEP Forms,” then “Additional Forms.” Print out and bring several copies of the Transition to Adult Life page as well as the instructions for the transition page and Appendix E. **Important.** *If you are a current SES-Web user, you can bring blank forms from that program.*
 2. Click on “IEP Forms,” then “Pre-Meeting Forms.” Print out and bring one copy of the SCANS Assessment, form “N.”
 3. Click on “Transition to Adult Life,” then “Resources for Teachers.” Go to “A Teacher’s Guide to Transition Portfolios.” Preview- not necessary to bring to class. If you have one, bring it.
 4. Click on “Transition to Adult Life,” then “Resources for Families.” Go to “Adult Resource Directory.” Preview- not necessary to bring to class. If you have one, bring it.
 5. “A Guide to the Transition to Middle School,” (in publication). Will be posted on Blackboard.
- Ventura County SELPA (2008) Special Education Survival Guide. *This is also optional, but if you have one, bring it to class for the forms, instructions and examples.*
- Ventura County SELPA SES-Web Goals Bank, Transition Goals. *Located on the Ventura County SELPA website under Publications. If you have access to the goals bank, print out and bring copies of the transition goals. Not required, but helpful.*
- Blackboard- Bring a copy of the Transition Requirements and Family Scenarios worksheet, located under Course Documents. *To access Blackboard, go to the CSUCI webpage, and then to “My CSUCI.” Access “Blackboard.” Your user name is your People Soft ID, and your password is your nine digit social security number.*

Course Grades:

Grades reflect performance in all assigned areas. Grades will be given as follows:

A= 90- 100%; B= 80- 89%; C= 70- 79%; D= 60- 69%; F= 0- 59%

The instructors will assign A+@ and A-A grades as appropriate. Grades will be posted on Blackboard at the end of the course. It is the student’s responsibility to check the grades for accuracy and report any discrepancies before the end of the semester. Please keep copies of all graded work for future reference.

Course Requirements and Assignments:

- ✓ Attend both classes and participate fully in all discussions and activities- **50 points**
- ✓ Complete a career interest survey and career skills survey with a young person and bring the results to class- **20 points**
- ✓ Develop a unit for instructing a transition skill and present in class- **30 points**

1. Class attendance and participation

Students are expected to attend class each session for the entire period. For successful participation, students are expected to have downloaded and brought to class any supplemental materials from the SELPA website and/or Blackboard, and to participate in discussions and group work.

2. Complete an Career Interest and Career Skill Survey

Using assessment tools that you have learned in this class, conduct both assessments with a young person (aged 15- 25 years old.) It does not have to be a person with disabilities, but it may be. Bring the results of the assessments to class, in either the form of a printout from the internet or a filled out answer sheet.

2. Unit on Transition Skills or Plan to Assist Student in Transitioning to Middle or High School

- Transition Unit- Using resources that you have found in this course, or ideas of your own that you may have, develop a unit which will teach students transition skills that you have identified. (Examples: banking, college exploration, job application, etc.) In class, develop a unit that includes at least six lesson plan outlines that you could use to teach the skills. Describe the grade level, types of learners, and overall theme of the activities that you would use. Find or develop at least two sample worksheets and/or activities. You will have ten minutes to share in class with your colleagues. You may use the computers and printer in class to print out any products as appropriate.
- Transition Plan to Middle or High School- Develop a plan for assisting a student with special needs to transition from middle school to high school. Describe the disability of the student and the barriers that it is anticipated he or she will face. Describe the steps that will be taken to involve sending and receiving teachers, student and parents in the plan. Develop at least three lessons that can be used in class to prepare this student and his classmates for the transition. Find or develop at least two sample worksheets and/or activities. You will have ten minutes to share in class with your colleagues.

Note: Please use person-first language when referring to people with disabilities in order to receive full credit for written and oral assignments.

Students with Special Needs:

Individuals who have any disability which might affect their ability to perform in this class are encouraged to inform the instructor at the start of the semester and to register with the Office for Students with Disabilities, ext. 8528. Adaptation of methods or materials may be made as required to provide for equitable participation.

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist Credential Program: Mild to Moderate Disabilities

Special Education 649
Induction Evaluation (1 unit)

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Education Specialist Credential Program: Mild to Moderate Disabilities

Special Education 649
Induction Planning and Evaluation (1 unit repeatable)

Professor: Barbara Patten, M.A.
Office: Bell Tower 2782
Office Hours: One hour after class
Office Phone: 469-0127
Email: Barbara.patten@csuci.edu or tweedywas@aol.com

Class Meeting Time: Monday 7:30-8:20
Location: Bell Tower 1471

Prerequisites: SPED 640
Prerequisites or Concurrent Courses: SPED 641, 642, 643, 646, 647

Course Description:

This field based seminar course will evaluate and finalize candidates' Professional Level II Induction Plan and Professional Development Portfolio. The candidate will work with his/her university supervisor and district support provider to demonstrate and/or document proficiency in the California State Standards for Education Specialists. The candidate will provide evidence for professional development within an area of need and area of specialization as determined in SPED 640.

Student Learning Outcomes: Students completing this course will be able to:

- 1) Demonstrate competence as a professional special educator.
- 2) Present their professional portfolio which will provide evidence of their meeting the state standards for the Education Specialist level II credential program.
- 3) Provide evidence of their competence within their chosen area of expertise.
- 4) Demonstrate that they have met the goals and objectives for the area of need determined.
- 5) Demonstrate ability to meet the unique needs of diverse learners.

***Alignment of Standards for Educator Development
to Foster Student Learning***

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned communities. In particular, this course aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Content Standards Addressed in Special Education: Content specifications for the subject matter requirements for the Education Specialist Credential: Mild to Moderate Disabilities are congruent and integrated across the following CCTC core standards:

Standard 13: Data-Based Decision Making

Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.

Standard 14: Advanced Behavioral, Emotional, and Environmental Supports

Each candidate demonstrates advanced knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating and modifying identified supports to ensure a positive learning environment.

Standard 15: Current and Emerging Research and Practices

Each candidate demonstrates knowledge of and ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice.

Standard 16: Transition and Transition Planning

Each candidate demonstrates knowledge of and the ability to implement factors associated with successful planning and implementation of transitional life experiences for students with mild/moderate/severe disabilities. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students.

Standard 17: Development of Specific Emphasis

The curriculum for the Professional Level II Education Specialist program provides opportunities to build upon the foundation of the Preliminary Level I Education Specialist Credential program, expanding the scope and depth of study in specific content areas, as well as expertise in performing specialized functions.

Standard 18: Assessment of Students

The Level II program provides opportunities for each candidate to acquire skills and proficiency in identifying, describing, selecting, and administering a variety of standardized and non-standardized, formal and informal assessment procedures, and in using and interpreting these in a manner that is responsive to the cultural, socio-economic, and linguistic characteristics of individual students.

Standard 19: Curriculum and Instruction

The Level II program offers adequate opportunities for each candidate to acquire the knowledge and skills to teach, adapt, modify and integrate curriculum appropriate to the educational needs of students with mild/moderate disabilities.

Standard 20: Collaboration and Consultation

The Level II program provides opportunities for each candidate to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. Each candidate is able to communicate relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. Each candidate is prepared to serve in a coordination function before, during and after special education placement has been made.

Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

The Special Education Program Faculty is committed to infusing exceptionality, family, language, culture, technology, and gender competencies across the curricula. These competencies are drawn from the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

Course Requirements

Induction Plan

Each candidate in Sped 649 will be required to submit their final induction portfolio for evaluation. See details below. All forms and worksheets are in the Candidate Handbook.

CSUCI Professional Induction Plan

The CSUCI Induction Plan consists of two planning components, the Specific Emphasis Plan and the Level II Education Specialist Credential Standards and Competencies Plan. For each of these plans, candidates gather evidence and reflections of knowledge, skills and competencies gained for a culminating portfolio that demonstrates their competence in their specific emphasis and the standards.

Specific Emphasis Plan. On the Specific Emphasis plan, candidates identify a specific area of need and an area of specialty that are unique to their personal development as a teacher. Each candidate provides a brief description of the area of expertise and area of need they plan to pursue. This description must include a learning objective, summary and prospective evidence of accomplishment. The plan is reviewed by the University supervisor and District Support Provider, based on this review, revisions are made and a final plan is sent to the University Advisor for final approval. This plan guides candidates in selecting non-university activities that best suit their needs and provides them with a focus as they progress through their program of study. The Specific emphasis plan is assessed on an ongoing basis by the university supervisor and district support provider through SPED 640 and on site meetings. The final summative assessment occurs during the candidates' final semester, SPED 649. The candidates provide evidence of competence in their specific emphasis through their culminating portfolio which is presented to their district support provider, university supervisor, and university advisor. See Candidate Handbook for description of portfolio.

Level II Education Specialist Credential Standards and Competencies Plan. In the Level II Education Specialist Credential Standards and Competencies Plan, candidates identify coursework, fieldwork, and non-university activities that will assist in demonstrating competency in the CCTC standards. The Standards and Competencies plan is uniform across all students. In conjunction with their university supervisor, district support provider, and university advisor, each candidate determines field experiences and non-university activities that will provide learning in addition to university course work to meet each standard. In addition to coursework, candidates are required to identify one field work or non-university activity for each sub-standard as presented in the Level II Education Specialist Credential Standards and Competencies Assessment worksheet. A minimum of 2 non-university activities must be identified for each standard. Evidence of competence will consist of artifacts and observations of candidates submitted through their portfolio.

Education Specialist: Mild/Moderate Disabilities Level II Portfolio Guidelines The Professional Portfolio is a collection of the candidate's best work and documents the candidates' knowledge and skills in performing the duties of a special education teacher. The portfolio documents the candidate's competence in each of the State Standards of Quality and Effectiveness for Education Specialist Credential Programs.

Portfolio Document

Cover Letter

Verification of Employment as a Mild/Moderate Special Education Teacher

Section I-- Standards and Competences Plan (filled out Matrix)

Section II—Strength & Need Plans and Reflections

A. Summary of Area of Strength. Tie into a standard.

Evidence of Knowledge and Growth of Specific Emphasis Area (This is a reflection—tie in course work and non-university activities as evidence)

B. Summary of Area of Need. Tie into a standard.

Evidence of Growth in Area of Need (This is a reflection—tie in course work and non-university activities as evidence)

C. Evidence of competence in the California State Standards of Quality and Effectiveness

* Include a minimum of two original artifacts for both the area of strength and need.

Section III—Non-University Activity Documentation.

Provide a list of these, and tie into standards found on the matrix. Provide copies of certificates.

General Course Expectations:

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, with standard 1 inch margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

Late assignments will not be accepted and in-class activities cannot be made up at a later date. If you must miss a class meeting, make arrangements with the professor *prior* to your absence to fulfill the assignments.

It is acknowledged that participants in this course are professionals with work and family commitments. Due to the intensity and highly interactive nature of the course, all students are expected to *attend each class session*. Arriving late or leaving early on more than two occasions will result in the reduction of grade. Illness and emergency circumstances will be reviewed on an individual basis. It is the student's responsibility to contact the instructor prior to an extenuating circumstance.

You will need to be enrolled in BlackBoard for this course. Explore the site to understand how it works and contact the university's Office of Information Technology if you have questions about **BlackBoard**.

Grading Policy and Procedures

Students must complete all of the course requirements outlined above. This course is graded on a pass/fail basis. All students must submit a induction portfolio and show proficiency as a special education teacher to receive a passing grade. University supervisors and district support providers evaluate adequate progress for each student.

Important Policies

Academic Dishonesty

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.

1. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
2. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
3. The Academic Appeals Board shall consist of faculty and at least one student.
4. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
5. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

Disability Statement

Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their

academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

Subject to Change

Information contained in this syllabus, other than that mandated by the University, may be subject to change with advance notice, as deemed appropriate by the instructor.

Course Outline

Week	Outline	Due
January 26	Reflect on the induction plan (status check); develop an action plan; review sample portfolios, format overview	
February 2		
February 9	Update Matrix	Binder set-up
February 16	Peer review of Matrix	Matrix Draft
February 23	Area of Need format	Matrix Due
March 2	Peer review of Area of Need	Area of Need Draft
March 9	Peer review of artifacts	Final draft – Area of Need
March 16	Area of Strength format	Area of Need artifacts
April 6	Peer review of Area of Strength	Area of Strength Draft
April 13	Peer Observations – no class	
April 20	Peer Observations sharing	Final draft – Area of Strength
April 27	Format for Non-University Documentation	Peer Observations
May 4	Induction Binder Due Focus Groups	Induction Binder
May 11	Finals Week	

Professional Learning Community Visitation

Name:

Date:

School Visited:

Teacher Visited:

Reason/Topic for Visit:

4. What did I observe?

5. What did I learn?

6. How am I going to include this in my practice?