

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
SCHOOL OF EDUCATION**

**EDUCATION SPECIALIST PROGRAM REPORT:
MILD/MODERATE DISABILITIES
LEVEL II CREDENTIAL**



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Contact Information:

Tiina Itkonen, Assistant Professor
805.437-3294
tiina.itkonen@csuci.edu

Joan Karp, Professor
805.437.8871
joan.karp@csuci.edu

Kaia Tollefson, Accreditation Coordinator
805.437.3125
kaia.tollefson@csuci.edu

California State University Channel Islands
One University Drive
Camarillo, CA 93012

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Standard 9
Design of the Professional Level II Education Specialist Program

The candidate, the university advisor and the employer's representative(s) work together to develop a Level II professional credential induction plan for the support and professional development of each beginning teacher based on the preliminary induction plan developed in Level I. The curriculum for the university and non-university components of the Education Specialist Credential program addresses the candidate's goals, builds upon the foundations established in the Preliminary Education Specialist Credential program, and applies conceptual knowledge to practice in ways that engage candidates in important issues of theory and practice.

Rationale

The preliminary Level II program was designed to acquaint candidates with the broad range of general and special education responsibilities in schools. The prior coursework and field experiences have prepared candidates to begin careers in special education. The curriculum at the professional level should extend those foundations, and allow for in-depth study of defined areas of interest for the new educator. The Level II professional induction plan builds on each beginning teacher's assessed needs and outlines specific activities for facilitating professional development.

Response

In the Fall of 2002, CSUCI welcomed its first students to the first four-year public university in Ventura County that is also one of the first few U.S. public universities to open in the 21st century. Members of the CSUCI faculty, administration, surrounding K-12 educators and community had the unique opportunity to spend 2001-2002 planning and designing a teacher education program that is consistent with the mission and values of CSUCI. The CSUCI learning community exercised the opportunity to construct programs that address the varied needs of diverse learners and their academic competence in a socially and technologically situated society. CCTC approved the Education Specialist: Mild/Moderate Disabilities Level I Credential in the Fall of 2003 following the approval of Multiple Subject in 2002 and subsequently Single Subject credentials in 2004. We are committed to a paradigm for teacher education that embraces a perspective that is inclusive, student-centered, and committed to excellence. This commitment extends to the Education Specialist: Mild/Moderate Disabilities Level II Credential that is built on the foundation of the Level I Education Specialist Credential and all other CSUCI credential programs.

CSUCI places quality teacher education as a priority commitment. The quality of all programs ultimately is the concern of the entire CSUCI faculty-community, administration and staff.

The university has a clear mission. The core values to which we subscribe as a community are directly linked to the mission. The mission clearly addresses the need to

develop educators well trained to meet the needs of diverse learners in Ventura County and the state of California. The mission states:

Placing students at the center of the educational experience, CSUCI 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 Education Specialist: Mild/Moderate Disabilities Credential Level I and II Programs reside in the Special Education Program area and are closely connected to the related Education Programs including the Multiple Subject and Single Subject Credential Programs. Thus, the following values guide all program areas:

1. *Commitment to the development of content knowledge – breadth and depth;*
2. *Commitment and respect for diversity of all students;*
3. *Commitment to scholarship, teaching, and active learning;*
4. *Commitment to excellence across program areas;*
5. *Commitment to active involvement with the surrounding community.*

The School of Education builds on the content knowledge base to prepare teachers to serve the varied needs of our community. Our graduates are comfortable with the skills of self-analysis, reflection and self-critique of their teaching skills and attitudes; and working in collaborative, analytical teams.

CSUCI resides in a County and State that are representative of a diverse community – culturally, ethnically, and linguistically. The diversity of the student needs is at the forefront of our program for teacher preparation. We strive to implement a program for teacher education that responds to this community and the diversity of students and their needs. Our program for teacher education occurs in a learning community that adheres to rigorous learning standards.

The CSUCI professional education programs are designed to contribute to the teaching profession by producing teachers who believe that all students have the ability to achieve high standards and who adapt their teaching so as to reach all students, who respect the diversity of all students; incorporating this into their daily teaching.

Core Values

The faculty at the School of Education believe that:

- Continuous improvement is essential to our roles as life-long learners;
- Collaboration and inclusion are central to our work;
- Professionalism is demonstrated by our service to the university and community;
- Teaching all children, regardless of their particular learning situation is everyone's responsibility and is reflected throughout the program;

- Critical reflection and inquiry are integral parts of our professional responsibility;
- The responsibility for acknowledging, affirming, and responding to linguistic, ethnic, and special needs resides with everyone.

The quality of our teacher credential preparation program is the responsibility of the faculty who are knowledgeable of current research in teaching, learning and in our respective subject areas. We incorporate this knowledge into our teaching, service, and scholarship. Faculty are current with respect to requirements and standards from the State Department of Education and assessment processes in the field by attending all informational meetings and conferences.

Faculty work collaboratively and operate in an environment where all voices are heard. We model this in our respective classrooms delivering a program that demonstrates our strongly held value of collaboration and inclusion.

Program Elements for Standard 9: Program Design, Rationale and Coordination

The CSUCI Education Specialist Mild/Moderate Level II credential program is designed around individualized programs of study that build upon the core knowledge and skills developed in the Level I program. Each of the program components is designed to foster development in relation to the standards for advanced levels of knowledge and skill appropriate to the credential and the individual beginning teacher. Candidates develop individualized programs of study that consist of university coursework, field work, and non-university activities. Candidates begin development of their program in Level I orientation meeting during the last semester of their Level I program. The individualized programs of study are developed as Professional Induction Plans in SPED 640. The induction plan provides an organizational framework to assist candidates in aligning their course of study in relation to the state standards and their individual needs. The professional induction plan incorporates the coursework outlined below and provides guidance for incorporating in-school field work and non-university activities. (See Appendix A for the Level II Handbook which outlines the induction process).

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. In 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. Candidates provide 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 seminar leader 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 seminar leader through SPED 640. 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 university seminar leader 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. 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. Evidence of competence will consist of artifacts and observations of candidates submitted through their portfolio. See Candidate Handbook for worksheets and forms.

Coursework

The following is a description of the CSUCI coursework for the Education Specialist Mild/Moderate Level II Credential Program. All candidates are required to complete the coursework. Coursework is designed to engage candidates in important issues of theory and practice. The goal of the coursework is to link theory and research on best practice to the candidates' own practice. Candidates will apply conceptual knowledge from the university to their teaching schema while being provided with support and structured opportunities for reflection.

Courses are structured as Professional Learning Communities (PLC) in which candidates brainstorm and generate solutions to various issues they are facing at their school site, using course readings, best practice, theory, and research to ground their discussions. The goals of using PLC are to (a) teach systematic, collaborative problem solving using research and best practice as a guide; and (b) create a support network candidates can rely upon after they leave the program.

The faculty work collaboratively to design courses, work across curricula, and plan assignments that reinforce and enhance, but do not duplicate one another. Since collaboration is an important part of our School of Education, we model for our students how to work collaboratively with each other on course design and assignments.

As a condition of remaining in the program, candidates must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner is monitored as part of the Induction Planning and Evaluation courses Sped 640 & 649. The 15-unit program has the following course requirements:

SPED 640 Induction Planning and Support	1
SPED 641 Advanced Perspectives in Special Education	3
SPED 642 Advanced Behavior and Environmental Support	3
SPED 643 Advanced Assessment and Instructional Practices for Diverse Learners	3
SPED 646 Advanced Collaborative Partnerships and Effective Communication in School Settings	3
SPED 647 Transition and Career Education	1
SPED 649 Induction Evaluation	1

Course Descriptions (Syllabi are included in the Appendices).

SPED 640 Induction Planning and Support

Development of a Level II professional Induction Plan in collaboration with a University Supervisor and District Support Provider. 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 Education Specialist Level I program and guide the candidate in developing a specific emphasis within the field of special education.

SPED 641 Advanced Perspectives in Special Education

This course prepares 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, policy and practice related to special education.

SPED 642 Advanced Behavior and Environmental Support

Examination and analysis of theories, research, and best practices of behavior and environmental; support for students with disabilities within their own school settings.

SPED 643 Advanced Assessment and Instructional Practices for Diverse Learners

This field based seminar course builds upon candidates' knowledge and skills of assessment and instructional methodology learned in their Level I Education Specialist credential. Candidates have the opportunity to discuss and review current practices in special education on the local, state and national level. Candidates 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.

SPED 646 Advanced Collaborative Partnerships and Effective Communication in School Settings

Examination and analysis of theories, research, and best practices for collaborative partnerships and effective communication within their own school settings and, professional and family environments.

SPED 647 Transition and Career Education

Candidates 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.

SPED 649 Induction Evaluation

This field-based seminar course will evaluate and finalize the candidate's 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 area of need and area of specialization determined in SPED 640.

Connection to the Level I Credential Program.

The Education Specialist: Mild/Moderate Disabilities Level II Credential Program builds on CSUCI's Level I Program. The Education Specialist: Mild/Moderate Disabilities Level I Credential Program is designed and sequenced to offer candidates the foundational information needed to be successful in general and special education classrooms and includes the advanced knowledge they require in order to be successful special educators. In the Level I program candidates gain knowledge of general education teaching methods through field experience (SPED 570, Field Experience in General Education) and methods courses (EDMS 522 Literacy 1, EDMS 526 Modern Methods in Mathematics, EDSS 540 Literacy in Secondary Schools, SPED 544 and Inclusionary Teaching Methods). In conjunction with a strong understanding of the relationship between general education and special education instruction, candidates are provided with foundational knowledge and skills to meet the unique requirements of special education teachers. Candidates are provided with a strong understanding of special education teaching methods (SPED 543 Educating Diverse Learners with Mild/Moderate Disabilities), policies and legal foundations (SPED 541, Foundations of Special Education), collaboration and family involvement (SPED 546 Consultation and Collaboration), assessment (SPED 545, Assessment of Diverse Learners), and behavior management (SPED 542 Managing Learning Environments).

The Level II program builds directly upon this coursework developing a parallel between courses. In the Level II program, candidates gain a deeper, more advanced understanding of special education theory and policies (SPED 641 Advanced Perspectives in Special Education), instructional methods and assessment (SPED 643 Advanced Assessment and Instructional Practices), behavioral supports (SPED 642 Advanced Behavior and Environmental Support), collaboration and assessment (SPED 646 Advanced Collaborative Partnerships and Effective Communication in School Settings), and transition services (SPED 647 Transition and Career Education). They directly apply what they are learning in coursework to their own special education practice.

Candidates completing CSUCI's Education Specialist Mild/Moderate Level I Program use their Level I final performance assessment and student teaching evaluations as evidence for identification of their area of need and area of specialty. Candidates who have not completed a Level I program at CSUCI identify their needs and areas of specialty based upon a review of their course grades, student teaching evaluations and any other summative assessments completed during their Level I program. Both groups of students also review their current teaching practices before determining their areas of strength and need. The analysis of learning needs occurs during SPED 640 Induction Planning.

Standard 10 **Support Activities and Support Provider Qualifications**

The Level II professional credential induction plan includes provisions for a support provider and activities that facilitate the professional development and effective performance of each new special education teacher. Individuals selected as support providers are qualified, prepared for their responsibilities, assigned appropriately, evaluated for their effectiveness, and recognized for their contributions.

Rationale

The guidance, advice, feedback, and support provided by an experienced colleague assists the new teacher in the performance of his/her role and helps to facilitate the development of professional norms. The sharing of knowledge of practice needs to be a planned part of the design for teacher induction. Induction support providers need to understand the needs of beginning teachers, and be prepared to help and assist in the development of expertise in the field of special education. New teachers may have more than one support provider, and the primary support provider may change.

Response

Support Activities

A systematic approach to support each candidate is important for their development as competent professionals. The collaboration among the candidate, support provider, university seminar leader and university advisor is important to candidates' successful completion of the Induction Plan and Specific Emphasis Assessment Plan. These professionals are also play a key role in assessing and developing candidate competence via the Level II Education Specialist Credential Standards and Competencies Assessment.

Each candidate develops an induction plan in SPED 640: Induction, Planning, and Support. In preparation for this assessment the candidate reflects upon knowledge, skills and competencies met through the Level I program. The candidate reviews the Level II Education Specialist Credential Standards & Competencies and develops a specific area of emphasis, identifies areas of need, and non-university activities to develop his/her professional competence.

Seminars and courses are structured using Professional Learning Community (PLC) as a model. The goals of PLC are to (a) teach candidates a systematic, collaborative problem solving technique using research, theory, and best practice as a guide; and (b) to develop a network candidates can rely upon after they leave the program.

As part of the PLC, candidates are required to visit each other's classroom. A candidate must choose a peer whose *area of strength* in their Induction plan is the candidate's *area*

of need. The candidate completes a visitation report indicating what they observed, what they learned, and how they will implement what they observed in their own practice.

Support Providers

As noted in the CCTC Technical Assistance Site Visit Review and Feedback Rubric of 2007, candidates stated there was little coordination regarding support activities and support provider. The CCTC review team recommended that coordination among university, district and candidate be strengthened. To this end, the Education Specialist Level II Program Coordinator and Director of Field Placement have attended meetings of the Ventura County Office of Education Higher Education Advisory Committee meetings; the purpose of their participation in these meetings was to identify ways that support could be more effectively coordinated. Outcomes to date include ensuring that each candidate has a support provider, contacting support providers to explain the Level II program, and beginning to work with the County office to re-send the Memorandum of Understanding between the county and the university to districts.

Obtaining and collaborating with district support providers is an unresolved challenge in the Level II program. Given that it is a district-level responsibility to select, prepare, assign, evaluate, and recognize support providers for our candidates, our ability to ensure that each candidate is well supported in the field is limited. Some candidates have formal support providers assigned through BTSA, while others have self-identified mentors who loosely function as support providers. Some candidates report that they have seen their support provider only once or a few times during the school year, while others report having regular contact. We have aggressively pursued the implementation of peer supports that complement what candidates receive in their districts. We now utilize a Professional Learning Community approach in all SPED coursework in the Level II Program. This approach creates opportunities for candidates to develop the kind of self efficacy and professional growth required for long-term success in the classroom. In their university course PLCs, candidates learn to network and problem solve together, to serve as advocates for each others' professional development and growth, and to learn together through exploring specific teaching and learning events from candidates' actual classrooms.

Another means of providing support to Level II candidates is through our assignment of a university advisor, a faculty member in the School of Education, who is responsible for the following support activities: advising students in course enrollment, providing the final approval of the induction plan, participating in the special education curriculum committee, participating in the final evaluation of candidates' portfolios, facilitating Professional Learning Communities in courses, mentoring other faculty on how to implement the PLC approach, brainstorming with and advising candidates 1:1 when needed and requested, and visiting the candidates' school site to observe and provide feedback when requested or needed.

At the time of application to the program, candidates fill out a form that names their initial support provider (see Appendix B). The Level II Coordinator sends out a letter to

the support providers introducing the program and its components, and encourages the support provider to work with the candidate on their induction plan. Candidates are encouraged to contact the support provider and to seek out their support.

The support provider must hold a credential in the area of the candidate's teaching responsibilities, have three years of teaching experience, and have permission from their local district to be a support provider. The support provider must be a credentialed staff member other than the teacher's supervisor or principal.

As noted in the Level II Biennial Report action plan of 2008 (see p. 56 of that report), one of our goals is to continue to work with the Ventura County Office of Education and BTSA, to find ways to collaborate more closely with districts and their assigned support providers. A plan currently in place for promoting this kind of collaboration is to invite support providers to CSUCI after finals week in May 2009 to help score the candidates' portfolios.

Standard 11

Nature and Inclusion of Non-University Activities

The institution has clearly defined criteria and procedures that allow for the inclusion of appropriate non-university activities in the Level II professional credential induction plan for each candidate. These activities are delivered by qualified individuals, supported by appropriate resources and evaluated on an ongoing basis. Non-university activities included in a candidate's Level II professional credential induction plan reflect an instructional design that is sequential, developmental and based upon a conceptual framework.

Rationale

Non-university activities are intended to develop expertise for California public school teachers and should be designed to provide flexibility, diversity, and a wide range of choices in professional development activities to meet the participant's needs. These activities may provide field-based, practical and specialized professional development opportunities not available at the university.

Response

The California State University Channel Islands Education Specialist Mild/Moderate Level II Credential Program includes non-university activities throughout the program. All non-university activities are selected by the individual candidate to meet their unique needs based upon their Induction Plan. Non-university activities are selected to round out the candidate's education by providing, flexibility, diversity and a wide range of choices in professional development. Each candidate develops an induction plan in SPED 640. The candidate reviews the Level II Education Specialist Credential Standards & Competencies and develop his/her specific area of emphasis and area of need. Based upon this review, the candidate selects areas to focus on for their non-university activities, with input and feedback from university seminar leader and Professional Learning Community.

Candidates complete a minimum of 5 non-university credits (NUC) throughout their program. NUC are deemed appropriate in one of two ways. All activities offered through the candidates' district, Ventura County BTSA program, Ventura County SELPA and the Council for Exceptional Children automatically qualify as appropriate NUC. Other activities identified by the student must be approved by the university advisor. Appropriate activities are delivered by qualified individuals, supported by appropriate resources and evaluated on an ongoing basis (please see non-university activity proposal and evaluation, in Candidate Handbook). NUC are calculated by the number of hours spent in the given activity. See table below.

NUC	Hours
1 NUC	12 hours or two full day activities
2 NUC	24 hours or four full days of activity
3 NUC	36 hours or six full days of activity
4 NUC	48 hours or eight days of activity
5 NUC	60 hours or ten full days of activities

Candidates submit evidence of non-university activities in their portfolios. Evidence can include certificates of completion, summary of activities completed written by the candidates, or handouts from the activity organizer. At the close of each semester candidates review their portfolio and progress in their induction plan with their university advisor.

Standard 12

Assessment of Candidate Competence

Prior to recommending each candidate for a professional credential, the university advisor and a qualified assessor from a local education agency use an authentic, fair assessment process and verify that the candidate has met the Level II performance standards and other expectations for candidate performance as outlined in the professional credential induction plan. Qualified assessors are professional practitioners who are thoroughly prepared for their assessment responsibilities.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence established for the professional credential induction program.

Response

During participation in the Education Specialist: Mild/Moderate Disabilities Level II Credential Program, candidates build a portfolio of their work. Prior to the completion of the program, candidates are provided a summative assessment by the seminar leader and the Professional Learning Community. The university seminar leader then conducts the formative assessment along with the candidates' self assessment. The summative assessment is completed by the University Special Education Curriculum/Assessment Committee. The portfolio is organized around the Education Specialist Level II Standards and Competencies and the Specific Emphasis Assessment. Each candidate gathers artifacts for areas of expertise and need. After gathering evidence, candidates summarize how the chosen artifacts demonstrate their knowledge, skills, and professional disposition for each standard and area of expertise and need.

Process for Assessment

Candidates are assessed by the university seminar leader during SPED 640: Induction Planning and Support; and SPED 649: Induction Evaluation. At each of these junctures, candidates assess their own progress in conjunction with the constructive critique provided by the Professional Learning Community. The candidate and university seminar leader meet to discuss the competencies and assessments and plan the candidate's next steps for growth. Candidates have the opportunity to revise their induction plan to reflect growth over time. Both seminars use a clinical supervision model for induction support. The model asks the candidate to identify strengths and areas in need of improvement. Using the credential-specific competencies as the framework, the candidate identifies the specific emphasis and/or area of need related to their teaching that the university advisor to observe. Data are collected on that specific emphasis and area of need. The candidate and university seminar leader examine the data in order to gather meaning for the candidate. This process encourages the candidate

to identify his/her areas of most importance to their progress on the standards and to critically reflect on their own professional growth.

Successful performance in SPED 640 leads the candidate to the culminating assessment before program completion in SPED 649. In SPED 640, the candidate develops a Level II Professional Induction Plan (Note: refer to Standard 9 for description). The plan identifies the candidate's professional area of expertise and need. The induction plan builds upon the theoretical and practical knowledge gained in the Education Specialist: Mild/Moderate Disabilities Level I Credential Program and guides the candidate in developing a specific emphasis within the field of special education.

In SPED 649, the candidate's Level II Professional Induction Plan and Portfolio are finalized and assessed (see Appendix C for Portfolio Rubrics). The candidate works with the university seminar leader and Professional Learning Community to effectively document the knowledge, skills, and professional disposition for each standard and area of expertise and need. At the completion of SPED 649, the University Special Education Assessment Committee summarizes the candidate's competence as demonstrated in the Level II Induction Plan and reviews the candidate's portfolio.

Candidates are also assessed on an ongoing basis in coursework. As a condition of remaining in the program, candidates must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+.

If the candidate's performance is deemed competent at the completion of the program, the academic faculty advisor writes a letter of recommendation for the Level II Credential.

For program evaluation purposes, candidates and their supervisors are sent a one year follow up survey (see Appendix D).

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.

Rationale

Effective education is a dynamic process requiring teachers to plan, implement, evaluate, and modify curricula, instruction, and instructional contexts on an ongoing basis to meet the unique needs of individual learners. Prior to being fully credentialed at the professional level, candidates must demonstrate these abilities across the range of ages, abilities, learning characteristics, and disabling conditions covered by the Educational Specialist Credential and any emphasis specialization selected by the candidate.

Response

In the CSUCI Education Specialist: Mild/Moderate Level II credential program candidates plan, implement, evaluate and modify curricula and instruction to meet the unique needs of individual learners with disabilities. Candidates demonstrate these abilities within university coursework and non-university activities. Candidates demonstrate their abilities across ages, abilities, learner characteristics and disabling conditions.

Fieldwork

SPED 640

Through field work candidates will demonstrate their competence by:

- Demonstrating their use of data-based decision making within their classroom
- Facilitating changes to students' schedules, behavior plans, instructional strategies, and curricula with the use of data.

Coursework

Candidates will demonstrate knowledge and competence in data-based decision making through SPED 642 and 643.

SPED 642

Through course lectures, readings and discussions, candidates will demonstrate their knowledge of:

- Behavior management based on ongoing data collection
- Data based behavior management techniques
- Training para-educators to collect behavioral data

Through course lectures, readings and discussions, candidates will demonstrate competence by:

- Development of behavior plans that promote skill acquisition with the use of data to support continuation, modification and adaptation of plan

SPED 643

Through course lectures, readings and discussions, candidates will demonstrate their knowledge of:

- Performance assessments and their relationship to curricular decisions, behavioral plans and student scheduling
- Assessment data both statewide and local
- How data can be used to effect instruction and student growth and performance

Through course lectures, readings and discussions, candidates will demonstrate competence by:

- Conducting ongoing data collection in their classroom
- Developing and implementing educational plans based on their data collection
- Conducting an analysis of statewide assessment data
- Reviewing current curriculum and instructional strategies based on the analysis of data
- Demonstrating changes in students' schedules, behavior plans, instructional strategies, and curricula based on data collected and analyzed
- Using technology to collaborate and problem solve with colleagues as a Professional Learning Community (using discussion boards, blogs, and on line chat).

Non-University Activities

Candidates will provide additional evidence of this standard through the completion of non-university activities such as, the following courses of study through Ventura County's BTSA program

- Understanding and Using Student Information
- Analyzing Student Work
- Interpreting Assessment Data
- Content Standards and Curriculum Calibration

Documentation

- Candidates collect, synthesize, and present evidence of their knowledge and skills in using data-based decision making for instructional and behavioral decisions in their Professional Portfolio and the Level II Education Specialist Credential Standards & Competencies Evaluation.

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.

Rationale

Level II coursework and field experiences prepare candidates to begin careers in special education. In order to effectively support those students with extremely complex behavioral and emotional needs, candidates must acquire advanced knowledge and skills in the areas of comprehensive behavioral supports, social skills instruction, crisis management, effective instruction, curricular adaptations, and creating positive learning environments. Ongoing assessment and data-based modifications are critical components of effective implementation and must be demonstrated by each candidate prior to earning the professional level credential.

Response

In the CSUCI Education Specialist: Mild/Moderate Disabilities Level II Credential Program, candidates demonstrate knowledge and competence in advanced behavioral, emotional, and environmental supports. Candidates demonstrate the ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with behavioral and emotional needs. Candidates collaborate with educational, mental health, and other community service providers in designing, implementing, evaluating, and modifying identified supports to ensure positive learning environments for students with mild to moderate disabilities.

Fieldwork

SPED 640

Through field work, candidates will demonstrate their competence by:

- Participating as a member of IEP and behavior intervention teams to assure needed accommodations, and to implement and evaluate behavior support plans
- Collaborating with other agencies to address the social, emotional, and behavioral needs of individual students
- Demonstrating the use of positive behavior support strategies and effective corrective feedback to students
- Implementing appropriate activities before, during, and after a crisis episode

Coursework

Candidates will demonstrate knowledge and competence in advanced behavioral, emotional, and environmental supports through SPED 642, 643, and 647.

SPED 642

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Biologically- and/or psychologically-based disorders, and behavior disorders
- Theoretical approaches and applications for students with complex emotional and behavioral needs
- Data-based behavioral assessment monitoring methods
- Theoretical models and best practices for pro-social skills instruction
- Effective instructional interventions and learning strategies
- Crisis management strategies
- Effective integration of academic instruction with affective development and behavior management strategies
- Issues, resources, and techniques for transitioning students from restrictive environments to less restrictive settings
- Effects of medications on student behaviors

Through course assignments, candidates will demonstrate their competence by:

In this course, due to the wide array of programs and students the candidates serve, the assignments are tailored to their individual needs.

- Each student will assess a student's environment and develop a comprehensive plan on how to address the student's behavioral, academic, and social emotional needs. Possible products include a functional analysis assessment, ecological assessment, and/or comprehensive behavioral support plan.
- Incorporate a comprehensive social skills plan in the behavioral supports plan, that effectively teaches the replacement behavior
- Developing, implementing, and evaluating a behavior support plan aimed at the acquisition of appropriate replacement behaviors, increased health and safety, improved quality of life, and reduction of problem behavior
- Students will submit a written or oral assignment that reflects their knowledge of community service providers, outside agencies, or student medications and their side effects.

SPED 643

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Instructional techniques for study skills, organization note-taking and use of textbooks
- How to generalize learning strategies from one environment to another
- How to integrate instruction and behavior management

Through course assignments, candidates will demonstrate their competence by:

- Writing a detailed instructional plan that addresses research-based instructional techniques and core curriculum adaptations and modifications

SPED 647

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Planning, writing and implementing transition plans across the lifespan including across educational settings
- Communicating with students and families about transition planning and services

Non-University Activities

Candidates will provide additional evidence of this standard through the completion of non-university activities such as the Ventura County SELPA Crisis Management Training Workshop, the SELPA BICM training, the Positive Behavior Support course of study through Ventura County's BTSA program, or Carpe Diem conferences.

Documentation

- Candidates collect and synthesize evidence of their knowledge and competence in advanced behavioral, emotional, and environmental supports in their Professional Portfolio and the Level II Education Specialist Credential Standards & Competencies Evaluation.

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.

Rationale

The education of students with disabilities reflects an evolving knowledge base, and it is essential that all candidates seeking a credential become knowledgeable of this critical information. In order for teachers to remain abreast of effective current and emerging practices, candidates must be expected to read and interpret research for applied use in the field.

Response

In the CSUCI Education Specialist: Mild/Moderate Disabilities Level II Credential Program, candidates demonstrate knowledge of and the ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice. Candidates learn how to access and apply current and evolving research from the field.

Fieldwork

SPED 640

Through field work, candidates will demonstrate their competence by:

- Implementing best practice research in their classrooms
- Disseminating current research to their educational community
- Reviewing special education policies in practice within their settings

University Coursework

Candidates will demonstrate knowledge and competence in current and emerging research and practices through SPED 641, 642, 643, 646, and 647.

SPED 641 Advanced Perspectives in Special Education

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Current special education legislation, litigation and policies
- Local policies and practices regarding special education
- Policy processes and ability to locate pending policy items on local, national and state policy agendas
- Emerging fields of research within special education
- Current and emerging research in the field of special education

Through course assignments, candidates will demonstrate their competence by:

- Locating current and emerging research in the field of special education
- Synthesizing and reporting on current best practice research

- Investigating and presenting current legislation and policies as related to students with mild to severe disabilities

SPED 642

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Current and emerging research, policy and practices regarding
 - behavioral and environmental supports
 - social skills instruction
 - crisis management
 - working with mental health agencies

SPED 643

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Research-based teaching techniques
- Research-based assessment techniques

SPED 646

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Current and emerging research on collaboration, co-teaching, and communication with families and professionals

SPED 647

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Research based practices for transition and career education
- Current policies on transition and career education

Documentation

- Candidates collect and synthesize evidence of their knowledge of and competence in analyzing and putting into practice current and emerging research within their Professional Portfolio and the Level II Education Specialist Credential Standards & Competencies Evaluation.

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.

Rationale

It is essential that educators understand the sequential and continuous nature of preparing students with mild to severe disabilities for successful adult transition and continuing educational, social, behavioral, and career development. Programs must facilitate the development of candidates who are knowledgeable about and sensitive to the unique transition needs of individual students and their families.

Response

In the California State University Channel Island Education Specialist Mild/Moderate Level II credential program candidates demonstrate knowledge of and the ability to implement transition planning for individual students and families. Candidates learn to prepare students for successful transitions from school to career, continued education and independent living. Candidates become knowledgeable about the unique transition needs of individual families and students.

Fieldwork

SPED 640

Through field work, candidates will demonstrate their competence by:

- Demonstrating skills in developing transition plans to meet the needs of their students
- Develop and implement transition plans for students moving from one educational environment to the next or from school to community
- Teach students to advocate for their needs and make independent choices

University Coursework

Candidates will demonstrate knowledge and competence in transitions and transition planning through SPED 647.

SPED 647 Transition Planning

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Preparation of students with mild/moderate disabilities for adulthood incorporating knowledge of services, self-advocacy, social skills and appropriate adult behavior
- The unique needs of students and families as they transition to adulthood
- Legal and practical requirements for transition planning

- Development of transition plans to meet the needs of their students
- Development of transition plans for students moving from one educational environment to the next or from school to community
- local agencies providing transition services

In addition, as suggested in the Site Visit report in 2007, the transition component has been strengthened by requiring candidates to demonstrate:

- The ability to plan, write, and implement plans for the transition between critical developmental stages for students with disabilities (elementary to middle school, middle to high school).
- The skills needed to communicate with students and families about pending transitions.
- An understanding of the educational, social, behavioral, and career development needs of students with disabilities transitioning from public school to adult life.
- Information about transition services available from educational and community agencies.

Through course assignments, candidates will demonstrate their competence by:

- Completing a career interest and career skills survey to begin the development of a transition plan completed in class
- Interviewing parents and students about transition needs
- Develop teaching unit for transition skills or plan to assist student in transitioning to Middle or High School

Non-University Activities

Candidates will provide additional evidence of this standard through the completion of non-university activities such as the Ventura County SELPA workshop, *Transition: From School to Adult Life* or *Transitions for Independence* through Ventura County's BTSA program.

Documentation

- Candidates collect and synthesize evidence of their knowledge of and competence in transitions and transition planning within their Professional Portfolio and the Level II Education Specialist Credential Standards & Competencies Evaluation.

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.

Rationale

Prior coursework and field experiences have prepared candidates to begin careers in special education. Teaching experiences and learner needs stimulate interest for the new educator which require in-depth research of defined content areas and the development of expertise for specialized roles and/or responsibilities.

Response

Candidates in the CSUCI Education Specialist Level II credential program develop a specific emphasis within special education. Candidates also develop expertise in the specialized roles and responsibilities for their specific teaching job. Candidates are expected to build an area of expertise and improve on a determined area of need defined in their induction plan. Candidates identify coursework, fieldwork and non-university activities that will lead to mastery in these areas. Progress towards mastery of the determined areas is evaluated by the candidate's university seminar leader and advisor.

Fieldwork

In collaboration with their district support providers and university seminar leader, candidates will identify opportunities in their fieldwork that will support their specific emphasis and area of need as defined in their individual induction plan. Candidates will provide evidence of this fieldwork through the portfolio development and review in Sped 640 and Sped 649.

University Coursework

All coursework in the CSUCI Education Specialist Level II Mild/Moderate Credential Program will provide opportunities for students to develop expertise in their specific emphasis. The level of direct application of coursework to the specific emphasis will vary by individual. Candidates will develop and evaluate their specific emphasis and area of need as outlined below in Sped 640 and Sped 649.

SPED 640

In SPED 640 students will develop a 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. Candidates provide 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 seminar leader and Professional Learning Community. 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 seminar leader through SPED 640.

SPED 649

In SPED 649 students finalize their specific emphasis and present their results through their portfolio to their university seminar leader, Professional Learning Community, and university advisor.

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 evidences growth in areas of strength and need through course work, field work, and non-university activities.

Non-University Activities

Candidates will be required to identify non-university activities to build on the area of expertise determined through their induction plan.

Documentation

Candidates collect and synthesize evidence of their development of specific emphasis within their Professional Portfolio and the Level II Education Specialist Credential Standards & Competencies Evaluation.

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.

Rationale

The experienced teacher must demonstrate advanced skills in planning, conducting, reporting, and utilizing a variety of assessments and evaluations that pertain to student learning. The teacher must demonstrate an understanding of assessment bias and the research, law, and policies and procedures pertaining to conducting, interpreting, and utilizing assessments.

Response

Candidates in the CSUCI Education Specialist Level II credential program demonstrate advanced skills in assessment through coursework, fieldwork and non-university activities. Candidates are provided with opportunities to acquire proficiency in identifying, describing, selecting and administering standardized and non-standardized, formal and informal assessment procedures. Additionally candidates demonstrate competence in using and interpreting assessments in a manner that is responsive to individual differences within and across each student.

Fieldwork

Through field work, candidates will demonstrate their competence by:

SPED 640

- Candidates will implement assessment plans containing formal and informal assessments using standardized and non-standardized measures in their classrooms
- Candidates will communicate assessment results to families in IEP meetings and reflect on the process

University Coursework

Candidates will demonstrate knowledge and competence in assessment of students through SPED 641, 642, 643 and 646.

SPED 641

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Statewide standardized assessments
- Adapting and modifying statewide assessments

- Assessment bias on standardized tests

Through course assignments, candidates will demonstrate their competence by:

- Analyzing accountability policies (past and present) and the policy implications on the structure of schooling, curriculum, students with special needs

SPED 642

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Advanced data-based behavioral assessment and monitoring methods

Through course assignments, candidates will demonstrate their competence by:

- Collecting behavioral data, summarizing the data, developing a competing behavior model, making instructional decisions

SPED 643

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Standardized and non-standardized assessments
- Non-biased assessment procedures including both standardized and non-standardized measures
- Research, issues, laws, policies and procedures related to non-biased and non-discriminatory screening and assessments

Through course assignments, candidates will demonstrate their competence by:

- Developing a nonbiased assessment plan including formal and informal assessments
- Conducting assessments and interpreting data in a written report
- Developing a nonbiased assessment plan for an English Learner, including formal and informal assessments, conducting assessment and interpreting data in a written report
- Developing a detailed instructional plan based on assessment data
- Communicating assessment data and instructional plan to professionals

SPED 646

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Communicating with families and professionals in a manner that is sensitive to individual differences
- Knowledge of cultural and linguistic differences that impact students in the school setting

Through course assignments, candidates will demonstrate their competence by:

- Conducting effective IEP meetings that communicate assessment results to families and other professionals on the IEP team.

Non-University Activities

Students will provide additional evidence of this standard through the completion of non-university activities such as, the following courses of study through Ventura County's BTSA program

- Understanding and Using Student Information (1)
- Analyzing Student Work (4)
- Interpreting Assessment Data (7)
- Developing as a Professional Educator (11)

Documentation

- Candidates collect and synthesize evidence of their knowledge of and competence in analyzing and putting into practice current and emerging research within their Professional Portfolio and the Level II Education Specialist Credential Standards & Competencies Evaluation.

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.

Rationale

In order to fully serve special education students with mild to moderate disabilities, candidates must demonstrate advanced skills in utilizing and integrating instruction and in assisting students to become independent learners. They must address broad curricula areas, including vocational development and community living preparation, and utilize a variety of instructional approaches, including various technologies. They must acquire the knowledge and skills to teach, adapt, modify and integrate appropriate curricula to meet the individual needs of students with mild to moderate disabilities.

Response

Candidates in the CSUCI Education Specialist Level II credential program integrate University and non-university work to demonstrate advanced skills in using and integrating instruction to develop independent learners. Candidates acquire knowledge and skills in teaching, adapting, modifying and integrating curriculum across a variety of settings that are appropriate to the unique educational needs of students with mild/moderate disabilities. Candidates use a variety of instructional approaches including technologies that will meet the broad array of curricular needs of their students with mild/moderate disabilities.

Fieldwork

SPED 640

Through field work, candidates will demonstrate their competence by:

- Demonstrating reflective teaching practices
- Adapting and modifying curriculum and instructional techniques based on student needs
- Demonstrating the use of technology within their teaching

University Coursework

Candidates will demonstrate knowledge and competence in curriculum and instruction through SPED 642, 643 and SPED 647.

SPED 642

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Comprehensive behavioral support planning, effective instruction and curricular modifications for diverse learners
- Research-based social skills instructional models and curricula

In this course, due to the wide array of programs and students the candidates serve, the assignments are tailored to their individual needs.

Through course assignments, candidates will demonstrate their competence by:

- Developing, implementing and evaluating a behavioral support plan aimed at the acquisition of appropriate replacement behaviors, increase health and safety, improve quality of life, and reduction of problem behavior
- Developing, implementing and evaluating an intervention plan aimed at the acquisition of target behaviors to improve social skills

SPED 643

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Research-based intervention techniques
- Connection between assessment outcomes and instructional practices
- Appropriate adaptations and modification for core curriculum
- Research-based teaching techniques that integrate the core curriculum and basic skills instruction

Through course assignments, candidates will demonstrate their competence by:

- Developing and implementing an instructional plan based on assessment results and research-based teaching techniques
- Describing how to use adaptations and modifications to develop an instructional plan that will make the core curriculum accessible to students with disabilities

SPED 647

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Instructional needs of students with disabilities transitioning from K-12 education

Non-University Activities

Students will provide additional evidence of this standard through the completion of non-university activities such as, the following courses of study through Ventura County's BTSA program

- Designing Effective Lessons (3)
- Differentiation of Instruction (5)
- Standards-Based Instruction (9)

Documentation

- Candidates collect and synthesize evidence of their knowledge of and competence in curriculum and instruction within their Professional Portfolio and the Level II Education Specialist Credential Standards & Competencies Evaluation.

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.

Rationale

Students with mild to moderate disabilities typically spend a large portion of their school day in regular classrooms. It is therefore critical that their special education teachers be prepared to communicate and collaborate with these teachers, as well as with the range of other school and community personnel, including parents, who participate in the education of these students.

Response

In the CSUCI Education Specialist: Mild/Moderate Disabilities Level II Credential Program, candidates demonstrate knowledge and competence in collaboration and consultation. Candidates demonstrate effective skills in communication, collaboration, co-teaching, and consultation with general education teachers, other school personnel, community providers, and families. Candidates learn how to effectively communicate academic, social, and behavioral information in the areas of assessment, and curriculum. They acquire effective skills for coordinating special education services for students with mild/moderate disabilities. Candidates are prepared to serve in a coordination function for students with mild/moderate disabilities before, during, and after special education placements.

Fieldwork

SPED 640

Through fieldwork, candidates will demonstrate their competence by:

- Collaborating with general education teachers in order to obtain and apply evaluation data for the modification of instructional practices and curricula
- Coordinating and facilitating IEP team meetings for students with mild/moderate disabilities
- Collaborating with an interpreter during an IEP team meeting with a non-English speaking family
- Planning and supervising the duties of a classroom paraprofessional

Coursework

Candidates will demonstrate knowledge and competence in collaboration and consultation through SPED 642, 643 646, and 647.

SPED 642

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Mental health and community resources for students with disabilities

Through course assignments, candidates will demonstrate their competence by:

In this course, due to the wide array of programs and students the candidates serve, the assignments are tailored to their individual needs:

- Conducting an interview with a community service provider including the mental health, medical, and social service fields serving students with complex emotional and behavioral needs
- Developing a collaboration plan that addresses how candidate (a) trains general education teachers on a student's behavior plan or behavioral needs; (b) communicates with them regularly to get feedback on the plan's effectiveness; (c) keeps data on the plan's effectiveness across multiple people; and (d) a brief summary of how the collaborative implementation worked.

SPED 643

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Referral and assessment procedures for students
- Collaborating with a team of professionals to develop and coordinate assessment and instructional plans

Through course assignments, candidates will demonstrate their competence by:

- Writing an assessment report

SPED 646

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Group process strategies for collaboration with teachers, other school personnel, community providers, and families
- Coordination of referral and assessment procedures
- Culturally competent strategies for working with families from varying socioeconomic, cultural, and linguistic backgrounds
- Coordination and facilitation of IEP meetings
- Planning and supervision of classroom paraprofessionals
- Community resources for students and families with disabilities

Through course assignments, candidates will demonstrate their competence by:

- Planning and presenting a special education in-service workshop to families, school personnel, and community providers
- Presenting the roles and responsibilities of various community-based agencies to provide resources and services to students and families with disabilities to class members

- Consulting with general teachers about the development of individualized behavioral support and classroom management plans

SPED 647

Through course lectures, readings, and discussions, candidates will demonstrate their knowledge of:

- Community agencies that collaborate with schools and provide services to students with special needs

Non-University Activities

Students will provide additional evidence of this standard through the completion of approved non-university activities.

Documentation

- Candidates collect and synthesize evidence of their knowledge and competence in collaboration and consultation in their Professional Portfolio and the Level II Education Specialist Credential Standards & Competencies Evaluation.