

**Education Specialist Mild/Moderate Level II Credential
Handbook**

**CSUCI
California State University Channel Islands**

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University Mission

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.

CSUCI Teacher Education Program Core Values

- 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 an integral part of our professional responsibility;
- The responsibility for acknowledging, affirming, and responding to linguistic, ethnic, and special needs resides with everyone.

Education Specialist Level II Mild/Moderate Credential Program Introduction

The Education Specialist Mild/Moderate Level II Credential Program is designed to provide specific preparation for special education teachers in our region including, Southern Santa Barbara and Ventura Counties. The preparation of a fully credentialed special education teacher takes two steps: first a candidate completes an initial credential, called the Education Specialist: Mild/Moderate Disabilities Credential Level I. Once a candidate secures a teaching position with their Level I Credential, they must complete two years of additional teaching with accompanying university-level coursework and mentoring in the classroom. This program during the initial two years of teaching is called the Education Specialist: Mild/Moderate Disabilities Credential Level II. The Level II coursework builds on the students' initial training in their Level I program. The Level II Credential Program provides a structure for students to connect their classroom teaching to theory and practice. The Level II Credential Program provides the candidate with the opportunity to develop advanced teaching skills under the guidance of a university supervisor and a school district support provider, all of which leads to the Level II Credential.

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Education Specialist Mild/Moderate Disabilities Level II Program Objectives

1. Provide advanced levels of instruction to students with disabilities
2. Use research based instructional strategies
3. Make instructional decisions based on formal and informal assessment data
4. Effectively manage classrooms using high quality behavior management strategies
5. Demonstrate leadership in their school district based on an area of specialization within the field of special education
6. Effectively communicate and collaborate with families and professionals
7. Effectively advocate for students with disabilities and their families

Level II Program Design

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 consists of university coursework, field work, and non-university activities. Candidates begin development of their program in Level II orientation meetings during the last semester of their Level I program. The individualized programs of study are developed as Professional Induction Plans. 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.

CSUCI Education Specialist Level II 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.

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 coursework 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 worksheet, in the forms section of your handbook. A minimum of 2 non-university activities must be identified for each standard.

Education Specialist Level II Mild/Moderate Credential Program University Coursework

SPED 640	Induction Planning and Support (repeatable)	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:

SPED 640 Induction Planning and Support (repeatable)

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 Level I program and guide the candidate in developing a specific emphasis within special education.

SPED 641 Advanced Perspectives in Special Education

This course allows teachers and administrators to remain abreast of effective advanced practices in the field of special education. Students will demonstrate the knowledge and ability to interpret, apply, and disseminate current and emerging research, theory, legislation, policy, and practice related to the field of special education.

SPED 642 Advanced Behavior and Environmental Support

Students in this advanced course will examine and analyze theories, research, and best practices of behavior and environmental support for students with disabilities within their own school settings. The culminating course activity will be the effective implementation of comprehensive individual and classroom behavior support planning for students with complex behavioral and emotional needs.

SPED 643 Advanced Assessment and Instructional Practices for Diverse Learners

This field-based seminar course builds upon students' knowledge and skills of assessment and instructional methodology acquired in the Level I Education Specialist: Mild/Moderate Disabilities Credential Program. Students have the opportunity to discuss and review current practices in special education at the local, state and national levels. 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.

SPED 646 Advanced Collaborative Partnerships and Effective Communication in School Settings

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 course activity will be an in-service presentation to teachers, other professionals, and families.

SPED 647 Transition and Career Education

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.

SPED 649 Induction Evaluation

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 identified area of need and specialization determined in SPED 641.

Admission Requirements for the
Education Specialist: Mild/Moderate Disabilities Level II Credential Program

CBEST verification

Education Specialist: Mild/Moderate Disabilities Credential Level I

Cumulative grade point average of 3.0 in post baccalaureate or graduate work

Two letters of recommendation from professionals who are knowledgeable about the candidate's professional work, at least one of whom is the candidate's current supervisor or administrator. Letters from university faculty describing the candidate's ability to successfully complete graduate work are also recommended.

Interview with the Education Programs Admissions Committee

Writing Sample. A written statement of purpose in a 400-600 word essay. This essay includes reflections on personal and professional goals, and how the candidate plans to acquire the knowledge and skills in order to achieve these goals.

Evidence of Employment as a Special Education Teacher. The Education Specialist: Mild/Moderate Disabilities Credential Level II requires the student to be employed as a Special Education Teacher.

Requirements for Program Maintenance in the
Education Specialist: Mild/Moderate Disabilities Level II Credential Program

As a condition of remaining in the program, students 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 will be monitored at the conclusion of each semester as part of the Induction Planning and Evaluation courses SPED 640 & 641.

Candidates must continue to be employed as special education teachers in a setting with students with mild/moderate disabilities in order to participate in the program.

School and University Collaboration

Collaboration between the candidate, the university supervisor and the district support provider is required throughout the Education Specialist: Mild/Moderate Disabilities Credential Level II Program. The school district approves the selection of the support provider, is integrally involved in the development of your induction plan and non-university activities and the final determination for a Level II credential.

At the time of application to the CSUCI for a Level II program, when candidates identify their learning objectives they request a support provider, the university will verify the qualifications of the support provider. The support provider must hold a credential in the area of the candidates' teaching responsibilities, have three years of teaching experience, and have permission from their local district to be a support provider. The support providers will be a credentialed staff member other than the teachers' supervisor or principal. Prior to assuming the role of support provider, they will be trained in the university's Education Program clinical supervision model and their competence will be assessed using this model evaluated on an on-going basis. Candidates must submit a support provider request form to the university with signatures from their requested support provider and district administrator.

Non-University Activities 25%

Non-university activities are selected by the individual candidate in order to meet their unique needs based upon their specific emphasis and area of need as designated by their induction plan. District support providers and university supervisors approve each selection. Non-university activities are selected to round out the candidates' education by providing, flexibility, diversity and a wide range of choices in professional development.

Candidates complete a minimum of 5 non-university credits (NUC) throughout their program. NUC are deemed appropriate in one of two ways. If deemed appropriate for the individual candidates Induction Plan by their supervisor, all activities through the Ventura County BTSA program, Ventura County SELPA and the Council for Exceptional Children automatically qualify as NUC. Other activities identified by the student must be approved by the University Special Education Assessment Committee. 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 your Level II handbook) NUC are calculated by the number of hours spent in the given activity, see table below.

registration
Workshop
conference
completion

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

2 full day

Candidates must submit evidence of non-university activities in their portfolio. Evidence can include certificates of completion, summary of activities completed written by the candidate, or handouts from the activity organizer. At the close of each semester each candidate reviews their portfolio and progress in their induction plan with their university supervisor in SPED 640.

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

Section I

Cover Letter

Resume

Section II

Professional Induction Plan

 Specific Emphasis and Area of Need

 Standards and Competences Plan

Non-University Activity Documentation

Verification of Employment as a Mild/Moderate Special Education Teacher

Section III

Summary of Specific Emphasis

Evidence of Knowledge and Growth of Specific Emphasis Area

Summary of Area of Need

Evidence of Growth in Area of Need

Section IV

Evidence of competence in the California State Standards of Quality and

Effectiveness

* Include a minimum of two original artifacts for each standard.

The CCTC Standards of Quality and Effectiveness

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.

Forms

SPECIAL EDUCATION PROGRAM CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Notification to the School District & Support Provider Request

The Special Education Program at CSU Channel Islands works collaboratively with the school districts of Ventura County to prepare future education specialists for positions of special education teachers. The educator named below is making application to the Education Specialist Mild/Moderate Level II credential program. The applicant will be seeking two letters of recommendation from professionals who are familiar with the applicant's work, at least one of whom is the applicant's immediate supervising administrator. Once admitted, this educator will require the assistance of a support provider who is a credential mild/moderate special education teacher in your school district. It is our intention, that working together we can select an excellent support provider to work with students.

Candidate Completes This Section:

Name of Applicant for Ed Specialist Level II Mild/Moderate Credential:

School/site of applicant _____

Candidate's preference for support provider _____
School/site of suggested support provider _____

Support providers are appointed through collaboration between the district administrative representative to the Special Education Program and the university coordinator of the Education Specialist Level II Credential Program coordinator.

Superintendent or District Representative to the Special Education Program completes this section:

I am aware that the above named applicant may be admitted to the Education Specialist Level II Credential Program at CSU Channel Islands and the district will be expected to collaborate in the preparation of this candidate by providing an district support provider for this individual.

Concern, if any: _____

Confidential concerns may be addressed by calling the Education Specialist Level II Credential Program Coordinator at CSU Channel Islands. (805-437-2792) or e-mail jill.leafstedt@csuci.edu

Signature _____ Date _____

Please print name _____

Phone _____ E-mail _____

Level II Education Specialist Credential Standards & Competencies Assessment Matrix

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
Standard 13. Data-Based Decision Making				
13a. Analyze student performance data and analyze to determine if outcomes have been met	SPED 643			
13b. Conduct outcomes driven educational program using data from colleagues, families, students, performance data and observations to adjust instruction and daily routines	SPED 643, SPED 646			
13c. Use informal assessment and collaboration to meet ongoing needs of students for communication, social/behavioral, health care, motor, mobility and sensory function.	SPED 642, SPED 643			
13d. School and Community assessment to create adaptations as needed	SPED 642, SPED 643			
13e. Adapt general	SPED 643			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
education curriculum, pre-planned and on-the-spot				
13g. Evaluate instructional strategies (cooperative groups, heterogeneous groups)	SPED 643			
13h. design, implement and evaluate instructional sequences for concepts, rules, and strategies in math, reading and other content areas	SPED 643			
Standard 14. Advanced Behavioral, Emotional and Environmental Supports				
14a. participate on behavior intervention team implementing, evaluating and adjusting behavior support plans	SPED 642			
14b. collaborate with community agencies	SPED 642			
14c/14k/14l. Identify indicators of crisis of life threatening situations as part of functional assessment; use non-invasive crisis	SPED 642			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
management; develop activities for before, during and after crisis episode				
14d. social skills instruction	SPED 642,			
14h. Use non-aversive techniques for managing behavior	SPED 642			
14e/19a. teach study skills, organization, listening, notetaking, textbook reading	SPED 642, SPED 643			
14f/19e. demonstrate and implement procedures for promoting generalization of learning strategies, study skills and social behaviors	SPED 642, SPED 643			
14 g. integrate academic instruction and behavior management	SPED 642, SPED 643			
14i. provide corrective feedback for students	SPED 642, SPED 643			
14j/14m. communicate with physicians about behavior; describes effects of prescription and non prescription medication	SPED 642			
14 n. collaborates to examine viability and value of accommodations to	SPED 642			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
assure post school behavior/ social supports				
14o. identify issues, resources and techniques for transition students with behavior needs from restrictive to less restrictive settings	SPED 642, SPED 647			
14p. delineate theoretical approaches for students with emotional and behavioral needs	SPED 642			
Standard 15 Current and Emerging Research and Practice				
15a. demonstrate knowledge and application of current and emerging theories and research in education	SPED 641, SPED 642, SPED 643, SPED 646, SPED 647			
15b. demonstrate knowledge of litigation and policies that impact students with disabilities	SPED 641			
15c. implement educational programs that reflect current best practice	SPED 641, SPED 643			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
15d. participate in district and community to facilitate the development of policies and practices that reflect current information.	SPED 641 SPED 646			
Standard 16 Transition and Transition Planning				
16a. examine stages of life development for students with disabilities with regards to transitions	SPED 647			
16b/16c. collaboratively develop and implement transition plans for movement from one educational environment to another, from school to community and for independent living	SPED 647			
16d. Promote student choice making, self-direction and student advocacy for secondary transition	SPED 647			
Standard 17 Development of Specific Emphasis				
17b/17e. Student selects	SPED 640, SPED 649			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
and successfully develops and area of expertise and demonstrates application and integration of theory and practice in the field				
Standard 18. Assessment of Students				
18a. Develop and implement individualized assessment plans with non-biased, non-discriminatory assessments	SPED 642, SPED 643			
18b/18h. Select design, administer and interpret, informal assessments (questionnaires, observations, performance graphs, work samples, portfolio and student records)	SPED 642, SPED 643, SPED 646			
18c/18i. Identify and use non-biased assessments for students from culturally diverse backgrounds, linguistically diverse backgrounds and different socio-economic levels	SPED 642, SPED 643			
18d. Write assessment report	SPED 642, SPED 643			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
18e. Communicate assessment results and implications to general education teachers, families and other professionals.	SPED 642, SPED 643, SPED 646			
18f. Demonstrate knowledge of research, issues, law, policies and procedures for screening and referral for students with disabilities	SPED 641, SPED 643			
18g. Use performance data to modify learning environments	SPED 642, SPED 643			
Standard 19. Curriculum and Instruction				
19b. Select, modify and evaluate validated curriculum for appropriate projected outcomes	SPED 642, SPED 643			
19c. Teach life skills for employment and independent living	SPED 643, SPED 647			
19d. Describe instructional procedures for students from diverse backgrounds	SPED 642, SPED 643, SPED 647			
19f. Evaluate software and develop lesson plans that incorporate software and	SPED 643			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
other technologies				
19g. Encourage self-advocacy in students	SPED 642, SPED 643			
Standard 20. Collaboration and Consultation				
20a. Demonstrate use of group process strategies	SPED 646			
20b. Uses culturally competent strategies in working with families from diverse cultures	SPED 646			
20c. Demonstrate a systematic and collaborative problem-solving approach	SPED 642, SPED 643, SPED 646			
20d. Coordinate referral and assessment procedures	SPED 642, SPED 643, SPED 646			
20e. Demonstrate competence in planning and supervising paraprofessionals	SPED 643, SPED 646			
20f. Plan and present special education in-service	SPED 646			
20g. Collaborate with community agencies to provide resources and services to students with special needs.	SPED 646, SPED 647			
20h. Collaborate with	SPED 643, SPED 646			

Standard	University Coursework	Fieldwork	Non-University Activities	Standard Met
general education teachers in using evaluation data to modify instruction and curriculum				
20i. Describe factors in conflict resolution and evaluate effectiveness in this area.	SPED 646			
20j. Assist other teachers with the development of classroom management plans	SPED 646			

** Letters stand for bullet points in sequence as listed in CCTC Standards of Program Quality and Effectiveness for Professional Level II Education Specialist Credential Programs.

California State University Channel Islands
 Education Specialist: Mild/Moderate Disabilities Level II
Specific Emphasis Assessment Worksheet (SPED 640 & 649)

Student _____
 University Supervisor _____
 Date _____
 Estimated date for review _____
 District Support Provider _____
 Semester of Study 1 2 3

Area of Expertise Provide a brief description of the area of expertise you plan to pursue.	Coursework (CSUCI)	Fieldwork (meetings, courses taught, students needs)	Non-University Activities (BTSA, conferences, workshops)
Learning Objective: Summary/Description: Prospective Evidence of Accomplishment (artifact):			
Area of Need Provide a brief description of the area of need you will focus on. Provide details of why this is an area of need within your teaching.			
Learning Objective: Summary/Description			

Prospective Evidence of Accomplishment (artifacts):	

Non-University Activity Proposal
California State University Channel Islands

Candidate's Name _____

Title of Non-University Activity _____

Presenter(s) Names and Title _____

Sponsoring Agency _____

Activity Location and address _____

Date(s) of Activity _____ Total number of contact hours of activity _____

Please answer the following question and attach program brochure.

1. Based on your Level II Specific Emphasis Plan and Standards and Competencies Plan, how does this activity assist you in meeting your learning objectives?

2. Do the presenters have adequate professional knowledge, experience, and understanding of professional development strategies for special education credential candidates?

3. Will the sponsoring agency of the activity provide an evaluation to determine the effectiveness of the activity?

Approved by:

Candidate	Date
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CSUCI Special Education Curriculum Committee	Date
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University Supervisor

Date

** Submit form to your University Supervisor.

Non-University Activity Final Report
California State University Channel Islands

Candidate's Name _____

Title of Non-University Activity _____

Presenter(s) Names and Title _____

Sponsoring Agency _____

Activity Location and address _____

Date(s) of Activity _____ Total number of contact hours of activity _____

Please answer the following questions and attach program brochure.

4. Based on your Level II Specific Emphasis Plan and Standards and Competencies Plan, how did this activity assist you in meeting your learning objectives?

5. What will you be able to implement in your own practice that you learned at this activity?

6. Did the presenters have adequate professional knowledge, experience, and understanding of professional development strategies for special education credential candidates?

7. Did the sponsoring agency of the activity provide an evaluation to determine the effectiveness of the activity?

Approved by:

Candidate	Date
CSUCI Special Education Curriculum Committee	Date
University Supervisor	Date

* Submit Final Report to your University Supervisor.