

**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 21<sup>st</sup> 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 Teacher Education Program 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 of the Teacher Education Program 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 II 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 II 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 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. 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 supervisor and district support provider. Based on this review, revisions are made and a final plan is sent to the university advisor for final approval. This plan guides candidates in selecting non-university activities that best suit their needs and provides

them with a focus as they progress through their program of study. The Specific Emphasis Plan is assessed on an ongoing basis by the university supervisor and district support provider through SPED 640 and on site meetings. The final summative assessment occurs during the candidates' final semester, SPED 649. The candidates provide evidence of competence in their specific emphasis through their culminating portfolio which is presented to their district support provider, university supervisor, and university advisor. See Candidate Handbook for description of portfolio.

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

Note: Candidates have the opportunity to revise their induction plan to reflect growth over time at the beginning of each semester in SPED 640. Their university supervisor will advise them in this process.

#### 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.

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 Teacher Education Program, 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 will be monitored at the conclusion of each semester as part of the Induction Planning and Evaluation courses Sped 640 & 641.

SPED 640 Induction Planning and Support (repeatable course)	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

This 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 specialty 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. Candidates will demonstrate knowledge of and ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice related to special education.

#### SPED 643 Advanced Assessment and Instructional Practices for Diverse Learners

This field based seminar course builds upon candidates' knowledge of assessment and instructional methodology learned in their Level II 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 in California.

#### SPED 646 Advanced Collaborative Partnerships and Effective Communication in School Settings

Candidates 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

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 speciality determined in SPED 641.

#### 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 students 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 Behavior Management).

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), behavior management (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. The university supervisors and district support providers assist with the candidates' ability to implement new practices gained from the program.

Candidates completing CSUCI's Education Specialist Mild/Moderate Level I Program will use their Level I portfolio 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 will 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. The analysis of learning needs will occur 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 of the candidate, district support provider, university supervisor and university advisor is paramount to the systematic approach. District support providers and university supervisors have key roles in assisting the candidates' completion of the Induction Plan, Specific Emphasis Assessment Plan and assessing candidate competence via the Level II Education Specialist Credential Standards and Competencies Assessment.

Each candidate develops an induction plan in SPED 640: Development and Implementation of Induction Plan with the assistance and guidance of the university supervisor and school district support provider. In preparation for this assessment the candidate reflects upon knowledge, skills and competencies met through the Level I program. And then in a three way meeting, 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.

A support provider visits the candidate's classroom once a week during each semester providing mentoring and coaching based upon the areas articulated in the candidate's induction plan. The support provider conducts a minimum of two formal observations each semester. The support provider writes a short narrative detailing the focus of the observation, observational data and summary of the analysis of the data with the candidate that highlights candidate's strengths, progress on areas of need and areas of

continuing work. These summaries are given to the candidate and the university supervisor.

### **Support Providers**

At the time of application to the university 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 provider 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 CSUCI's program clinical supervision model and their competence in using this model evaluated on an on-going basis. The district support providers will be paid through Ventura County BTSA funds

University supervisors must hold a minimum of a Masters degree and three years teaching experience in the area of candidate's job responsibility and credential. Their role is to be the liaison between the district support provider, the university coursework and agencies providing non-university activities.

University advisors are faculty members at CSUCI. Their role is to advise students in course enrollment, provide the final approval of the induction plan, participate in the special education curriculum committee and participate in the final evaluation of 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. District support providers and university supervisors approve each candidate's selection. 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 with his/her university supervisor and school district support provider. 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.

Candidates complete a minimum of 5 non-university credits (NUC) throughout their program. NUC are deemed appropriate in one of two ways. All activities through the 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 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 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 supervisor.



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## 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 that is formatively assessed at the end of year 1. Prior to the completion of the program, candidates are provided a summative assessment. The university supervisor and district support provider conduct 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 each standard and area 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 supervisor and the district support provider during SPED 640: Induction Planning and Support; and SPED 649: Induction Evaluation at the end of year 1 and prior to the completion of the program. At each of these junctures, candidates assess their own progress in conjunction with the university supervisor and district support provider. The candidate and university supervisor 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 at the beginning of each semester in SPED 640. University supervisors use a clinical supervision model for supervision. 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 supervisor is to observe. Data are collected on that

specific emphasis and area of need. The candidate and university supervisor 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. All other aspects of the candidate's progress follow in the discussion with the university supervisor.

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) in collaboration with the university supervisor and district support provider. The plan will identify the candidate's professional area of expertise and need. The induction plan will build upon the theoretical and practical knowledge gained in the Education Specialist: Mild/Moderate Disabilities Level I Credential Program and guide 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. The candidate works in collaboration with the university supervisor and district support provider 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. The university supervisor and the candidate's academic faculty advisor review the candidate's performance in coursework and fieldwork.

Candidates are also assessed in 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.

The program's assessors hold at least a Master's Degree in Education and three years of teaching experience. The assessors are trained in the program's clinical supervision model and their competence is evaluated on an on-going basis (Note: refer to Standard 10 for description).



**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 will 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 will 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

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

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- 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

### **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.



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**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 will demonstrate knowledge and competence in advanced behavioral, emotional, and environmental supports. Candidates will 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 will 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 prosocial 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:

- Conducting a functional behavioral assessment to identify indicators of crisis or life threatening situations for a student
- 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
- 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, implementing, and evaluating a social skills plan aimed at the acquisition of prosocial skills

### SPED 643

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

- Instructional techniques for study skills, organization notetaking 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 behavioral and social needs of students

### 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 or the Positive Behavior Support course of study through Ventura County's BTSA program.

### **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 will demonstrate knowledge of and the ability to interpret, apply and disseminate current and emerging research, theory, legislation, policy and practice. Candidates will 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
- Emerging fields of research within special education
- Research that reflects best practice

Through course assignments, candidates will demonstrate their competence by:

- Locating best practice research
- 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
  - regarding 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 best practice 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 and communication with families and professionals

### SPED 647

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

- Research based best practices for 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 will demonstrate knowledge of and the ability to implement transition planning for individual students and families. Students will learn to prepare students for successful transitions from school to career, continued education and independent living. Candidates will be 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 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

Through course assignments, candidates will demonstrate their competence by:

- Completing a transition plan
- Surveying local agencies to learn about services
- Interviewing parents and students about transition needs

### **Non-University Activities**

Students 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 will develop a specific emphasis within special education. Candidates will 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 will identify coursework, fieldwork and non-university activities that will lead to mastery in these areas. Progress towards mastery of the determined areas will be evaluated by the candidate's university supervisor and district support provider each semester.

### **Fieldwork**

In collaboration with their district support providers and university supervisor, 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 CUCSI 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 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.

#### **SPED 649**

In SPED 649 students finalize their specific emphasis and present their results through their portfolio to their university supervisor, district support provider and university advisor.

#### **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 will demonstrate advanced skills in assessment through coursework, fieldwork and non-university activities. Candidates will be provided with opportunities to acquire proficiency in identifying, describing, selecting and administering standardized and non-standardized, formal and informal assessment procedures. Additionally candidates will 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, 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
- Advanced data-based behavioral assessment monitoring methods

Through course assignments, candidates will demonstrate their competence by:

- Conducting a functional behavioral assessment to identify indicators of crisis or life threatening situations for a students with mild/moderate disabilities

#### 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 on 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 appropriate instructional recommendations based on assessment data and incorporate them into IEPs
- Communicating assessment data and instructional plan to professionals and family

#### 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

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 will integrate University and non-university work to demonstrate advanced skills in using and integrating instruction to develop independent learners. Candidates will 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 will 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 collaboration and consultation 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

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 a social skills intervention plan aimed at the acquisition of pro-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
- Reflecting on their own and others teaching practices through video analysis
- 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 will demonstrate knowledge and competence in collaboration and consultation. Candidates will demonstrate effective skills in communication, collaboration, and consultation with general education teachers, other school personnel, community providers, and families. Candidates will effectively communicate academic, social, and behavioral information in the areas of assessment, and curriculum. They will acquire effective skills for coordinating special education services for students with mild/moderate disabilities. Candidates will be 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:

- 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

#### 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
- Collaborating with community-based agencies to provide resources and services to students and families with disabilities
- 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.