

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

***Special Education 571:***  
**Student Teaching Seminar**  
**Fall 2008**

**Course Instructor Information:**

**Instructor:** Jill Leafstedt, Ph.D.  
**Office location:** Bell Tower East 2846  
**Office phone:** 805-437-2792  
**Office hours:** by appointment  
**Email:** [jill.leafstedt@csuci.edu](mailto:jill.leafstedt@csuci.edu)

**University Supervisors:**

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**Special Education Level 1 Credential Coordinator & Advisor:**

Jill Leafstedt, Ph.D.  
437-2792  
[jill.leafstedt@csuci.edu](mailto:jill.leafstedt@csuci.edu)

**Field Placement Coordinator**

Jacki Gilmore  
4378524  
[Jacki.gilmore@csuci.edu](mailto:Jacki.gilmore@csuci.edu)

**Course Description:** Guided discussion of experiences during student teaching, and preparation for securing a teaching position

**Seminar Meeting Time:** Friday 12:00-1:50 pm  
**Seminar Meeting Schedule:** Meets every other week, weeks 1,3,5,7,9,11,13 & 15

**Corequisite:** Sped 570 & Sped 544

**Course Objectives:**

1. Reflect on professional practice
2. Examine the ethical issues associated with teaching student with disabilities and collaborating with their families.
3. Identify the steps in securing a special education teaching position.
4. Participate in collaborative planning and teaching.

**Course Requirements**

All students are expected to participate in the student teaching seminar and complete all required fieldwork hours and assignments in their student teaching field placement.

**Reflective Journal:** All students are expected to keep a daily reflective journal during their field placement. This journal should be available for your university supervisor during observations. We will begin seminar each week with 15 minutes dedicated to reflective journal writing. Bring your journal to seminar.

**Grading Policy and Procedures**

Students must complete all of the course requirements outlined above to receive credit for the course. Students receive credit or no credit for this course.

**Tentative Class Schedule**

Date	Topic	Readings & additional information
8/29	Student teaching handbook; Student teaching placements Scheduling and planning for the semester	
9/12	Beginning the year	Wong & Wong A & B
9/26	Special Education Placements	Be prepared to share details about your student teaching placement (#'s, class schedule, curriculum, behavior management, etc)
10/10	Question and Answer with Linda Blanco special education teacher and mentor in Conejo Valley	TBD
10/24	Administrators and Special Education	TBD
11/7	TBD	TBD
11/21	Resume and cover letter writing	TBD
12/5	Mock Interviews	

## **Important Policies**

### **Disability Statement**

Cal State Channel Islands is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The mission of Disability Accommodation Services is to assist students with disabilities to realize their academic and personal potential. Students with physical, learning, or other disabilities are encouraged to contact the Disability Accommodation Services office at (805) 437-8510 for personal assistance and accommodations.

### **Academic Honesty**

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.
4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
6. The Academic Appeals Board shall consist of faculty and at least one student.
7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

### **Subject to Change**

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### **Class Assumptions**

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

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

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

**Standard 10: Professional, Legal and Ethical Practices:** Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

**Standard 12: Educating Diverse Learners with Disabilities:** Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

**Standard 13: Special Education Field Experiences with Diverse Populations:** The program provides a sequence of field experiences involving a broad spectrum of interactions with diverse populations. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of special educators, including interactions with parents. Each candidate assumes other responsibilities of full-time teachers and service providers, and has at least one extended field experience, including student teaching, in a public school.

**Standard 17: Assessment, Curriculum, and Instruction:** Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

**Standard 18: Determination of Candidate Competence:** Each program designs and implements a process for determining candidate competence which includes a system for determining each candidate's ability to demonstrate knowledge and perform skills in field experience as reflected in Categories I, II, and III. Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine that the candidate has satisfied each professional standard. The recommendation is based on thorough documentation and written verification by at least one field supervisor or site administrator and one institutional

supervisor. An institutional representative assists the candidate in establishing direction for the individual Level II professional credential induction plan.

**Standard 19: Knowledge and Skills of Assessment in General Education:** Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

**Standard 20: Curricular and Instructional Skills in General Education:** Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

**Standard 21: General Education Field Experiences:** Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that provide multiple opportunities to interrelate theories and practices in general education settings.

**Standard 22: Assessment and Evaluation of Students:** Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, behavioral, social, communication, vocational and community life skill needs of students, and the outcomes of instruction.

**Standard 23: Planning and Implementing Curriculum and Instruction:** Each candidate demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Each candidate utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations and instructional plans. The instructional plans are responsive to the unique needs of the student, general education settings and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization.

**Standard 25: Characteristics and Needs of Individuals with Mild to Moderate Disabilities:** The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.

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

***Special Education 581:***  
**Student Teaching Seminar**  
**Fall 2008**

**Course Instructor Information:**

**Instructor:** Barbara Patten, M.A.  
**Office location:** Bell Tower East 2782  
**Contact phone:** 469-0127  
**Office hours:** by appointment  
**Email:** tweedywas@aol.com

**University Supervisors:**

Kathleen Blake	<a href="mailto:kblake11@yahoo.com">kblake11@yahoo.com</a>
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Dr. Bernie Korenstein	<a href="mailto:bernard.korenstein@csuci.edu">bernard.korenstein@csuci.edu</a>
Amber Moran	<a href="mailto:asquire@education.ucsb.edu">asquire@education.ucsb.edu</a>
Julia Newman	<a href="mailto:julia.newman@csuci.edu">julia.newman@csuci.edu</a>
Barbara Patten	<a href="mailto:tweedywas@aol.com">tweedywas@aol.com</a>
Dawn Witt	<a href="mailto:dawn.witt@csuci.edu">dawn.witt@csuci.edu</a>
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**Seminar Meeting Time:** Friday 12:00-1:50 pm

**Seminar Classroom:** Bell Tower 2716

**Seminar Meeting Schedule:** Meets every other week, weeks 1,3,5,7,9,11,13 & 15

**Corequisite: SPED 580****Learning Outcomes:**

1. Reflect on professional practice
2. Examine the ethical issues associated with teaching student with disabilities and collaborating with their families.
3. Identify the steps in securing a special education teaching position.

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8/29	Student teaching handbook; Student teaching placements Scheduling and planning for the semester Course content discussion	
9/12	Classroom Management/Website resources/Organization	Come prepared to share management strategies/webpages/bring syllabi from other classes.
9/26	Panel Discussion/teachers	
10/10	Level 2 and credential procedures	
10/24	Resumes and introductory letters	
11/7	Mock Interviews	
11/21	Panel Discussion/administrators	
12/12	Mock Interview debriefing/ moral purpose/final questions	

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**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**  
**Education Specialist: Mild/Moderate Disabilities Level I Credential Program**  
**Fall 2008**

**Special Education 585: Intern Support and Seminar**

**Instructor: Julia Newman**  
**Office: Bell Tower 2780**  
**Office Hours: By Appointment**  
**Telephone: (805) 377-2270**  
**Email: Julia.Newman@csuci.edu**

**University Supervisors:**

**Kathleen Blake**  
**Francisco Garcia**  
**Helene Gollub**  
**Amber Moran**  
**Julia Newman**  
**Kathryn Yanov**

**Seminar Information:**

**Meeting Time: Wednesdays, 7:30 – 9:00. (as arranged)**

**Location: Bell Tower 2684**

**Prerequisites: Admission to the Education Specialist Mild//Moderate Level I Program**

**Units: 3**

**SEMINAR DESCRIPTION:**

Special education interns will participate in the Intern Field Support Seminar each semester they are enrolled in the credential program. Students will receive support at their school site and attend a Seminar. Seminar will focus on guided discussions, reflective feedback on teaching experiences and problem solving

**SEMINAR OBJECTIVES:**

Students who successfully complete this course will be able to:

1. Teach skills and strategies to children with disabilities from the various linguistic and cultural groups in California
2. Learn to solve problems associated with teaching students with mild/moderate disabilities
3. Develop a peer support network to increase their dedication to the field of special education
4. Reflect on teaching experiences with the goal of improving their teaching practice.

**SEMINAR REQUIREMENTS:**

Course information will be disseminated via Blackboard <http://csuci.blackboard.com> and University e-mail. Students are responsible for checking Blackboard and e-mail regularly. As students, you will need your own University e-mail account to participate in Blackboard. If you do not already have a CSUCI Dolphin e-mail account, please establish a University e-mail account with the Information Technology Center and link your e-mail to Blackboard.

**1. Seminar Attendance and Participation:**

As an educator, a professional attitude toward all aspects of teaching and learning, including your teacher education courses is vital. Due to the dynamic and interactive nature of courses in the Education Specialist Program, candidates are required to attend each Seminar session--arriving on time and staying until the Seminar is dismissed. If you have extenuating circumstances (i.e. illness) and will not be able to attend a Seminar session, you will need to advise your instructor before the Seminar meeting by phone or email. Attendance will be considered in your final evaluation and grade.

For successful participation in the Seminar, students are expected to be prepared for each session, and to participate actively in activities and discussions. While you are in Seminar, please turn off cell phones and pagers.

**All information shared in Seminar is to be treated with respect and confidentiality.**

**2) Reflective Journal:** Interns are expected to maintain a reflective journal about your teaching as a means of communicating with your fieldwork supervisor your ongoing growth and struggles.

The nature of how you share that Journal will be up to your Supervisor.

**\*\*We will begin Seminar each week with 15 minutes dedicated to reflective journal writing.**

Bring your journal to seminar.

**3) Discussion Board:** Students designated by the Instructor will participate in a Discussion Board. Guidelines and schedules for posting will be provided.

**REQUIRED COURSE DOCUMENTS:**

The required course documents are posted on Blackboard under **eReserves**. Click on the documents listed below to view and print out. The documents are Adobe PDF files. If your computer does not have Adobe Acrobat Reader, you will need to download it for free at <http://www.adobe.com/products/acrobat/readstep.html>.

**Course documents to download:**

- Intern Handbook

**GRADING POLICY & PROCEDURES**

**Grading:** This course is a credit/no credit course. Students must complete the course requirements outlined above to receive full credit for the course.

**Late Work:** Late assignments will not be made up at a later date. This includes the on-line Discussion Board. If you are absent from a Seminar meeting, it is your responsibility to check on announcements and assignments made while you were absent.

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**SPED 585: SEMINAR OUTLINE & MEETING DATES**

<i><b>Class</b></i>	<i><b>Date</b></i>	<i><b>Topic</b></i>
1	8/27	Introduction to Course, Review of Syllabus, Requirements, Assignments & Meeting Dates Completing KLH Information
2	9/3	New Interns: Journal; Review of Handbook; New Teacher Checklist; Discussion Second Year Interns – Discussion Board
3	9/10	New Interns: Topics from COMP: Getting Off to a Good Start; Classroom Arrangement
4	9/24	All Interns Seminar Meeting; Journal; Curriculum; Discussion Groups
5	10/15	New Interns: Journal; Discussion; Topics from COMP (Rules, Procedures, Student Behavior) Second Year Interns – Discussion Board
6	11/5	All Interns Seminar Meeting: Presentation from VCOE
7	11/19	New Interns: Journal; Discussion; Topics from COMP (Planning & Organizing Instruction) Second Year Interns: Discussion Board
8	12/3	Level II/Credential Presentation (*Selected Interns); Topic: TBD

### **University Mission Statement**

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

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

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

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

**Standard 10: Professional, Legal and Ethical Practices:** Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

**Standard 12: Educating Diverse Learners with Disabilities:** Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

**Standard 13: Special Education Field Experiences with Diverse Populations:** The program provides a sequence of field experiences involving a broad spectrum of interactions with diverse populations. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of special educators, including interactions with parents. Each candidate assumes other responsibilities of full-time teachers and service providers, and has at least one extended field experience, including student teaching, in a public school.

**Standard 17: Assessment, Curriculum, and Instruction:** Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

**Standard 18: Determination of Candidate Competence:** Each program designs and implements a process for determining candidate competence which includes a system for determining each candidate's ability to demonstrate knowledge and perform skills in field experience as reflected in Categories I, II, and III. Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine that the candidate has satisfied each professional standard. The recommendation is based on thorough documentation and written verification by at least one field supervisor or site administrator and one institutional supervisor. An institutional representative assists the candidate in establishing direction for the individual Level II professional credential induction plan.



**Standard 19: Knowledge and Skills of Assessment in General Education:** Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

**Standard 20: Curricular and Instructional Skills in General Education:** Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

**Standard 21: General Education Field Experiences:** Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that provide multiple opportunities to interrelate theories and practices in general education settings.

**Standard 22: Assessment and Evaluation of Students:** Each candidate demonstrates knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities. Each candidate is able to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are functional, curriculum-referenced, performance-based, and appropriate to the diverse needs of individual students. Candidates utilize these approaches to assess the developmental, academic, behavioral, social, communication, vocational and community life skill needs of students, and the outcomes of instruction.

**Standard 23: Planning and Implementing Curriculum and Instruction:** Each candidate demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Each candidate utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations and instructional plans. The instructional plans are responsive to the unique needs of the student, general education settings and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization.

**Standard 25: Characteristics and Needs of Individuals with Mild to Moderate Disabilities:** The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.