

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

**EDUCATION SPECIALIST PROGRAM REPORT  
MILD/MODERATE DISABILITIES  
LEVEL I CREDENTIAL**



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## Category I: Core Standards

### Standard 9: Program Design, Rationale and Coordination

**Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.**

*For an internship program: The development of the design and the coordination of an internship program include the institution of higher education and the participating district(s), with advice from representatives of persons who hold the affected credential from each participating district.*

#### Rationale

To be well prepared as teachers, administrators, counselors, or other education service personnel, candidates need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs.

*Because interns perform the duties of fully certificated holders of the credential, it is important that the representative of these certificated employees, along with district representatives, have input into the design and coordination of the internship program. Each of the three constituencies should cooperate in all decisions regarding the implementation and evaluation of the internship program.*

#### Response

In the Fall of 2002, CSUCI welcomed students to the first four-year public university in Ventura County that is also one of the first new 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 consonant with the missions and values of CSUCI. The CSUCI learning community has exercised the opportunity to construct a program that addresses the varied needs of diverse learners and their academic competence in a socially and technologically situated society. 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 Credential Program.

CSUCI places quality teacher education as a priority commitment. The quality of all programs ultimately is the concern of the entire CSUCI community, including faculty, 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 Program resides in the School of Education and is closely connected to the related Education Programs including the Multiple Subject and Single Subject Credential Programs. All programs respond to the mission of the University. 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 is representative of a diverse community – cultural, ethnic, linguistic community. 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**

### Core Values and Goals

Our faculty view learning as a persistent search for meaning (Dewey, 1916; Freire, 1970; Greene, 1995, 1993, 1988), an active and internal process that provokes the learner's continual construction and reconstruction of increasingly sophisticated understandings and skills (Cannella & Reiff, 1994; Kohn, 1999; Kroll & LaBoskey, 1996; MacKinnon &

Scarff-Seatter, 1997; Richardson, 1997; Vygotsky, 1978). We therefore define teachers' and administrators' work as the facilitation of those dynamic and necessarily learner-centered processes. We do not view teaching as a technical act nor as the transmission of knowledge; we oppose schooling practices that frame the processes of teaching and learning as a collection of standardized and automated activities. Instead, we offer a view of P-12 classroom and school leadership that actively promotes the creation of democratic, inclusive learning communities whose members are engaged in meaningful study—questioning, critiquing, constructing, and supporting new understandings together. Developing this kind of dynamic learning community, whether with P-12 learners, colleagues, or parents, requires a commitment from educational leaders at every level to cultivate habits of mind and action that promote increasingly reflective, deliberate, and effective practice.

The faculty of our School of Education believe that:

- Continuous improvement is essential to our roles as life-long learners;
- Collaboration and inclusion are central to our work;
- Professionalism is demonstrated by our service to the University, and the community;
- Teaching all children, regardless of their particular learning situation is everyone's responsibility and is reflected throughout the program;
- Critical reflection and inquiry are an integral part of our professional responsibility;
- The responsibility for acknowledging, affirming, and responding to linguistic, ethnic, and special needs resides with everyone.

The core values stated here are goals for our graduates. They are future-oriented statements intended to convey the beliefs, values, knowledge and skills and dispositions that we want *all* of our graduates to have. Taken together, they present a "composite picture" of the skilled beginning professional, the type of teacher and administrator we want to prepare. It is our explicit intention to ensure the graduates of our program:

- are informed decision makers and reflective professionals. Problems are seen as challenges to be solved rather than barriers to success.
- feel personally empowered as educators. They are confident in their ability to make a positive difference in each student's life.
- believe that all students, and especially students traditionally at risk of failure, can learn to use their minds well, and they implement that belief in their teaching and other professional activities. They have high expectations for achievement for themselves, their students and their peers, as well as internal locus of control in believing that they are the agents for bringing about positive change in themselves and others.

- are innovative in their professional activities. They are insightful problem-positers, and they support colleagues who take risks in order to promote more effective teaching. They are dedicated to school improvement, know the characteristics of effective schools as social organizations, and use positive techniques to cause organizational change.
- use cross-cultural language and academic development techniques effectively in their practice. They display openness to varying forms of language and communication among their students, and are effective in communicating with students whose primary language is other than English.
- know and apply established principles of effective teaching and leadership and use a variety of strategies (e.g., cooperative learning and peer coaching) for the express purpose of assuring that all students learn. They are skilled at creating positive learning environments and positive classroom management techniques.
- have a working knowledge of the California curriculum frameworks and content standards and a conceptual understanding of the relationship between curriculum and student outcomes. They are skilled at connecting content knowledge and pedagogy. They are skilled at curriculum integration.
- use assessment techniques consistent with the higher order learning which they expect of their students. They make decisions regarding assessment as a part of the instructional planning process.
- prepare their students to engage themselves responsibly as citizens in a participatory democracy.
- incorporate a global perspective into their teaching and curriculum, thus allowing students to broaden their knowledge and perspectives within which they construct meaning from their everyday experience.
- use technology effectively. Program graduates use technology education concepts and activities to enhance students' academic skill development and awareness of the world of work.
- establish good rapport and supportive, nurturing relationships with their students, the parents of the students, and their professional colleagues. They are skilled at consultation, collaborative problem solving, and conflict resolution.
- work effectively with parents, soliciting and facilitating parental involvement in the classroom and school.
- recognize that many students have social, psychological and emotional needs that can interfere with their learning, and are familiar with school-based and

community resources that can provide important services to students and their families.

- are committed to and self-directed in lifelong learning and continuous professional development.

### Learning Outcomes

With these values and goals in mind, the program learning outcomes for our students are as follows:

- Candidates are prepared to teach the content in which they earn their credential, in accordance with California's adopted standards and curriculum frameworks.
- Candidates are prepared to teach children with English as first or second language.
- Candidates understand and relate to the diversity of language and cultures in and among children and families.
- Candidates can meet the diverse needs of all students, including those with special needs.
- Candidates are reflective and deliberate practitioners.
- Candidates link content and pedagogy.
- Candidates actively engage children in their learning.
- Candidates integrate research, theory, and effective educational practices into their teaching.

In summary, our view of schooling involves the establishment of high performance expectations, providing latitude for creative professionals to decide the most effective means for achieving common goals, while attending to the teaching of state adopted core curricula connected to content standards and testing, and assessment of outcomes in a way that informs teachers and administrators about needed areas of instructional improvement. We strive to operate as a school that responds to the needs of all students, utilizing exemplary practice and relevant scholarship in the field. Thus, active and collective faculty participation is an integral part of the program. Toward that end, we seek broad agreement on goals, expectations and characteristics of our programs, upon which we develop curricula and experiences that assure all of our candidates reach those goals.

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

**9(a). The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.**

Based on a comprehensive analysis of various factors influencing public education today, including standards-based assessments and curricula, reduced class size, greater accountability, district needs, and the rich diversity in California, the faculty members at CSUCI in consultation with local school districts and members of our community, have collectively designed a course of study for the Education Specialist: Mild/Moderate Disabilities Credential Program designed as an integrated course of study that reflects and builds upon our mission.

We have designed a course of study that prepares teachers who are reflective practitioners, with a belief that all children can learn, that are flexible, positive and compassionate, with a willingness to reflect critically, and are ethical decision makers who embrace the diversity of our student population. We have designed a program that will enable our candidates to experience a variety of teaching situations and become well grounded in the realities of being a teacher.

Integrated throughout the program are opportunities for candidates to interact with fellow students, to learn how to work collaboratively, to work at school sites which are linguistically and culturally diverse, to work closely with the cooperating teacher and a university supervisor to ensure timely feedback on performance, and to take classes from highly qualified faculty who have spent a considerable amount of time in the schools.

### **Program Admission Requirements**

Admission requirements for the Education Specialist: Mild/Moderate Disabilities Credential Program include:

**Application.** Application to both the University and the Education Specialist: Mild/Moderate Disabilities Credential Program.

**One Set of Official Transcripts.** One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSUCI Office of Admissions.

**CBEST Examination.** Students must take the California Basic Educational Skills Test (CBEST) prior to admission to the Education Specialist: Mild/Moderate Disabilities Credential Program. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential. The CBEST must be passed before certification or intern teaching.

**Subject Matter Preparation.** Applicants must have completed subject matter competence for either a Multiple Subject Credential or a Single Subject Credential. The CSUCI Liberal Studies Option – Teaching and Learning best prepares students for the multiple subject knowledge and skills required for the Education Specialist: Mild/Moderate Disabilities Credential Program. Students must take a relevant subject matter examination approved by the Commission. Candidates may satisfy this requirement in the subject of greatest interest to them (e.g., the California Subject Examination for Teachers in any of the subject areas--Multiple Subject, English, Mathematics, Science, or

Health) prior to admissions to the Education Specialist: Mild/Moderate Disabilities Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.

**U.S. Constitution.** Knowledge of the U.S. Constitution demonstrated by completion of a two semester-units of a college level course or college-level examination is required.

**Grade Point Average.** The students must have an overall cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 units completed to be accepted into the Education Specialist: Mild/Moderate Disabilities Credential Program offered at CSUCI. If students do not have the required GPA, conditional admission may be available on a limited basis.

**Health Clearance.** Tuberculin clearance is required. The tuberculin clearance is valid for four years and must be valid through student teaching. The tuberculin clearance may be completed at a private physician's office, the County Health Department, or the CSUCI Student Health Center.

**Certificate of Clearance.** Students must possess or apply for a valid Certificate of Clearance as part of admission to the Education Specialist: Mild/Moderate Disabilities Credential Program. A copy of an emergency credential satisfies the clearance requirement.

**Two Letters of Recommendation.** Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.

**Field Experience.** At least 45 hours of documented field experience in a K-12 classroom working with children with disabilities is required.

**Interview.** An interview conducted by an Education Program Admissions Committee is required.

**Bachelor's Degree.** An awarded bachelor's degree is required for program admission. Applicants completing the final term of their Bachelor's degree program may apply during that final term, but full admission will be conditional upon receipt of the Bachelor's degree. The applicant must submit a final transcript showing the degree awarded prior to beginning the Education Specialist: Mild/Moderate Disabilities Credential Program. A bachelor's degree is a requirement for teacher certification.

**Writing Sample.** A writing sample is required as part of the application process. The writing sample is a 500-600 word essay describing why the applicant has interest in teaching students with disabilities and with the diversity of languages and cultures represented in California schools.

## **Program Design and Sequence**

## Pre-requisites

Before entering the program, the candidates are required to complete 16 units of the following pre-requisites or provide evidence that a similar sequence of study has been completed at another educational institution.

<u>Pre-requisites</u>	Units
ENGL 475 Language and Social Context	3
SPED 345 Individuals with Disabilities in Society	3
EDUC 510 Learning Theory and Development Applied in Multicultural Contexts	3
EDUC 512 Equity, Diversity and Foundations of Schooling	3
EDUC 520/521 Observing and Guiding Behavior	3/1

The Education Specialist: Mild/Moderate Disabilities Credential Program is designed and sequenced to offer candidates the foundational information they need to be successful in the general and special education classroom and the advanced knowledge they will require in order to be successful special educators. The program is designed as a total of 38 sequenced units. Over the year students enroll in two four-unit elementary general education courses, one three unit single subject education course and a series of special education courses focusing on teaching methods, foundations, behavior, and collaboration. Full time students complete the program in two semesters. They student teach both semesters. The first semester candidates spend two mornings or one full day per week in the classroom setting for the first eight weeks. For the last eight weeks, candidates spend three full days in the classroom setting. During the second semester of student teaching candidates spend two full days in a self-contained, special education classroom during the first eight weeks. For the last eight weeks, candidates will advance in their ability to successfully take responsibility for a self-contained, special education classroom five days per week. Each semester of student teaching candidates participate in a student teaching seminar where they engage in ongoing dialogue, discussion, and reflection with fellow cohort members, faculty advisors and supervisors.

Part time students complete the program over two years. During the first year they participate in a field placement one day a week each semester. During the second year they complete student teaching in the same manner as the full time students. Like part time students, interns complete the program over two years. Each semester of their program they are supported by a supervisor and attend an intern seminar, SPED 585. We are confident that our candidates can handle the units in the program since many of the courses are designed for students to integrate and apply knowledge learned in one course to other courses.

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 by working in collaboration with each other on course design and assignments – so as not to overburden the candidates. Please refer to the Matrix: CCTC Education Specialist Standards by Courses in the Appendix. The Matrix illustrates the courses and student teaching experiences where each CCTC Standard is addressed.

**Full-Time Education Specialist: Mild/Moderate Disabilities Credential  
(38 units)**

	Units
EDMS 522* Literacy I Multicultural / Multilingual	4
EDMS 526* Modern Methods in Mathematics Teaching	4
SPED 541 Foundations of Special Education	2
SPED 542 Managing Learning Environments	3
SPED 543 Educating Diverse Learners with Mild/	3
SPED 544** Inclusionary Teaching Methods	2
SPED 545 Assessment of Students with Disabilities	3
SPED 546 Consultation and Communication with Families and Professionals	3
EDSS 540* Literacy in Secondary Schools	3
SPED 570 Field Experience in General Education	3
SPED 571 Student Teaching Seminar	1
SPED 580 Student Teaching in Special Education	8
SPED 581 Student Teaching Seminar	1
SPED 585 Intern Seminar and Support (Interns only, Repeatable)	3

\* If students hold a Multiple Subject credential, EDMS 522 Literacy I Multicultural / Multilingual and EDMS 526 Modern Methods in Mathematics Teaching are waived from their program. Candidates who possess a Single Subject credential are exempt from EDSS 540 Literacy in Secondary Schools.

\*\* If a candidate possesses a Multiple Subject or Single Subject credential and has taught for a minimum of five years they may request to waive SPED 544 Inclusionary Teaching Methods

**Program Administrative Components**

At the candidate level, the program has four administrative components: the School of Education, the Credential Office, the Field Placement Office, and Education Specialist Level I Program Coordination.

- The School of Education is administered by the Associate Dean/Director who oversees all of the credential programs.
- The Credential Office is directed by the Credential Office Manager who coordinates the pre-admissions advising, admissions, database management, and final credentialing processes.

- The Field Placement Office is administered by the Director of Field Placement, who manages and coordinates all aspects of field experiences (e.g., placements, supervisor selection and preparation, candidate evaluation).
- The program coordinator works with candidates in the Level I program to advise candidates, work with candidates to resolve problems, prepare the course schedule, recommend faculty to be hired, and assist in finding field placements.

These entities collaboratively administer the components of the Education Specialist: Mild/Moderate Disabilities Level 1 Credential Program.

Pre-Admissions Advisement. The Credential Office at CSUCI provides advisement to interested students prior to program admission about the program, Commission requirements and standards, and university and program application requirements and processes.

Admission. University admissions are processed through Graduate Admissions with CSU Mentor on-line. Program admissions are processed through the Credential Office. Once an applicant has completed all of the necessary application requirements, the Education Program faculty and Credential Office work collaboratively to review the candidate's file. The team interviews the applicants and determines those who have successfully met all requirements and are admissible.

Advisement. Each candidate is assigned to a Special Education faculty advisor for program advisement. Faculty advisors mentor candidates on the requirements of the profession, availability of jobs and specializations within special education.

Candidate Assessment. Each candidate is expected to successfully complete a set of core teaching competencies and related assignments that are aligned to the California Commission on Teaching Credentialing (CCTC) Standards for the Education Specialist: Mild/Moderate Disabilities Credential. The CCTC standards are linked to the individual course assignments as outlined in the special education course syllabi. Evaluation of the candidates' teaching performance is assessed by the cooperating teachers and field supervisors for the two fieldwork experiences. In addition, candidates collect evidence during the program of their mastery of each teaching competency. Candidates complete an End of Program Performance Assessment to show that they have successfully met and or exceeded all of the requirements to become successful special education teachers. The faculty advisor summarizes the candidate's competence and forwards a recommendation to the Credential Office.

Final Advisement. At the completion of the program a Credential Analyst works with candidates who have questions about applying for the Credential and completion of any other Commission requirements such as the RICA.

Program evaluation. In accordance with the larger strategic plan of CSUCI to develop academic programs of excellence, the School of Education is equally committed to

continuous quality improvement. Our School of Education integrates both national and state standards in designing and evaluating our teaching credential programs.

The Special Education faculty members examine all of the candidates' course- and field-work, end-of-program focus group and end-of-program performance assessment in order to determine the program's effectiveness. The guiding questions of the program's continuous quality improvement efforts are:

1. Does the candidates' work reflect the overall program goals?
2. Are the CCTC Standards consistently reflected in the candidates' work?
3. Do the candidates' end-of-program performance assessment reveal strengths and/or weaknesses of the program?
4. Does the focus group data show a pattern of strength or need in the program?

In addition, the School of Education participates in the California State University (CSU) system's post-assessment of graduates from CSU teacher education programs. Recent graduates are surveyed on a detailed questionnaire about their program preparation and the impact on their teaching. The graduate's school district employers complete a similar questionnaire. The results are summarized each year. Faculty review the results of the performance assessment, focus group and the post-graduate assessment to determine areas in which the program can be strengthened and modify the program based upon the information generated.

**9(b). There is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, local districts and schools where candidates pursue field experience.**

The School of Education Associate Dean/Director meets regularly with all University program chairs and the Dean of the Faculty to coordinate the on-going activities of the School in concert with University activities and programs. The Special Education Program Coordinator meets with the other Education Program Coordinators and the School of Education Associate Dean/Director monthly to coordinate ongoing activities with the other Education Programs. The Special Education faculty is comprised of two tenure track faculty, one full time lecturer and multiple part time lecturers. The Special Education faculty meets regularly to coordinate all aspects of the program. Faculty in Special Education participate on the University Academic Senate and university-wide committees to coordinate the program with those of the university as a whole. (See Preconditions for a more detailed description of the organizational structure of the university.) The Special Education faculty coordinates with the Credential Office regarding admissions, credential verification and award.

The Special Education Program coordinates with Ventura County Office of Education (VCOE) by meeting periodically with the Operations Cabinet for Special Education (all local Directors of Special Education and SELPA Directors), the VCOE Program Development Committee for Special Education, and the VCOE Teacher Support Program that includes BTSA and Induction for all teachers in the county. We have also met with

the Superintendent of Schools group and the Directors of Personnel when developing this program. The Field Placement Coordinator communicates frequently with local principals, Directors of Special Education, and Human Resource Directors about the placement of student teachers.

**9(c). For an internship program, there is coordination among the institution, local districts and schools, and representatives (certified exclusive representative, if applicable of holders of the affected credential.**

*The Ventura County Teacher Support Programs coordinates the institution's programs with local school districts and their representatives of certified personnel through meetings held by the Ventura County Office of Education. CSUCI staff attend monthly meeting of the Personnel Directors (CPAN) and quarterly meetings of the local and regional bargaining unit representatives.*

**9(d). For an internship program, the design allows for the fact that interns do not have all of the "theoretical" background desirable for successful service at the beginning of the program, but they do have the opportunity to combine theory with practice. The design also recognizes that the intern needs a different support system than what is available in the regular program.**

*CSUCI requires interns to complete the five prerequisite courses prior to being hired as an intern.*

<i>ENGL 475 Language and Social Context</i>	3
<i>SPED 345 Individuals with Disabilities in Society</i>	3
<i>EDUC 510 Learning Theory and Development</i>	3
<i>Applied in Multicultural Contexts</i>	
<i>EDUC 512 Equity, Diversity and Foundations of Schooling</i>	3
<i>EDUC 520/521 Observing and Guiding Behavior</i>	3/1

*These courses provide an initial foundation for the intern with an emphasis on students with disabilities and English learners; services and adaptation for those students; learning theory and development, organization of schools and issues of equity and diversity in schooling and running effective classrooms.*

*The CSUCI Education Specialist Program provides each intern with a start-up coach to assist them in getting started as an intern. The start-up coach has two roles: 1) initial coaching and preparation for new interns 2) ongoing support to supplement the university supervisor. The start-up coach will provide each new intern with valuable insights on running a classroom, communicating with parents, setting up classroom expectations and preparing for instruction. Each intern will be specifically guided on getting IEPs organized, finding support for interns for testing, assuring each intern has curriculum available, and verifying that each new intern knows who their district support provider is. During the semester each intern will be provided with a University supervisor who will support them in their class, however the start-up coach may also*

*provide ongoing support to the interns. If an intern or their supervisor feels they need additional support the start-up coach may be contacted. The start-up coach is not connected with the evaluation of the intern, but he/she will communicate issues and progress with the university supervisor and/or program coordinator.*

*The CSUCI program design incorporates theory and practice so that interns can apply what they are learning in coursework in their teaching situation. The support system for interns integrates a support provider guided by the VCOE Intern Program and a university supervisor. These two individuals observe in the candidate's classroom and provide on-site support for the candidate.*

**9(e). The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling, such as recent demographic changes.**

#### **Theoretical and Scholarly Basis of the Education Program Design**

As a professional School of Education, we are devoted to the advancement of teaching and learning. Our image for preparing teachers and other school leaders starts with a vision for P-12 schools in the 21st century. The transformation from an industrial economy to an information society in the U.S., combined with increasing emphasis on global issues and technology, demands more highly skilled adults to function effectively in the workforce. Students who do not complete their public school experience successfully will be educationally, socially and economically disadvantaged, and may become members of a growing underclass in society (Cummins, 1998; Crowther, 2000). This seems especially true of underrepresented populations, including English language learners and exceptional students. Conversely, students who succeed in school, who are able to use their minds well as lifelong learners, will have the basic skills necessary for leading a full and rewarding life in an interdependent society and an information- and service-driven economy. The power of educators to make this fundamental difference in students' abilities to adapt to a rapidly changing society makes education the most important social service.

Among the major challenges for the field of special education is the urgency to prepare special educators who are well-trained to respond to the diverse needs of individual learners while integrating individualized assessment and curricula with standardized student achievement benchmarks. Another challenge is the increasing trend to support students with disabilities in inclusive settings. This trend has created the need for both special and general educators to be prepared to assess students, deliver individualized instruction, provide behavioral support, and collaborate with other professionals in order to support students with special needs in general educational settings (Smith, Polloway, Patton, & Dowdy, 2004).

The movement to form active educational partnerships with families with disabilities also demands that special educators be prepared to know the federal laws and regulations governing family participation in their child's special education, as well as demonstrate the ability to effectively collaborate with families. Among the recommended best

practices for special educators to follow when working with families include practices that are family-centered, individualized, strengths-based, and resource-focused (Trivette & Dunst, 2000). There is also a demand for providers to respond to the linguistic and cultural considerations of diverse families such as immigrant families with disabilities historically underserved by service delivery systems (Denney, 2003; Denney, Singer, Singer, Brenner, Okamoto, & Fredeen, 2001). Our program will focus on preparing our students in best practices for working with families with disabilities of diverse linguistic and cultural backgrounds.

Another critical area for the preparation of special educators is teacher education training that addresses the needs of students from various linguistic, cultural and ethnic groups in monolingual, bilingual, and multiple language school settings. As the numbers of English learners continues to grow in California and nationally, the number of students with disabilities who are also English learners also grows. There is a critical need for special educators to understand the individual differences of English learners and to be able to identify the difference between students with a disability versus students with a language difference (Artiles & Trent, 1994). Additionally, there is a demand for teachers who are knowledgeable about recent research regarding the instruction of English learners with disabilities. Our program will focus on evolving best practices for teaching at-risk and English learners with disabilities (Gerber, Leafstedt, & Richards, 2003; Linan-Thompson & Hickman- Davis, 2002).

As part of the required coursework in the Education Specialist: Mild/Moderate Disabilities Credential Program, we address the relevant issues and concerns of diverse students with individual differences, their families, and communities. Additionally, we work to develop appropriate solutions toward ensuring equal education opportunities and access to the content core curricula for these students. We, the Education program faculty are challenged to better prepare our teacher candidates to teach these students with individual differences. Therefore, we have developed a program that addresses the challenge of exceptionality, ethnic, linguistic, and multicultural diversity in teaching and learning contexts.

Historically, a primary role of the schools in an industrial society was to sort students into groups roughly equivalent to adult work groups (Apple, 1996; Bowles & Gintis, 1976; Giroux, 1998; Macedo, 1996). Thus, grading and tracking practices were developed which constrained teachers' expectations for students and created self-fulfilling prophecies regarding student learning (Combs, 1970; Curwin, 1976; Guskey, 1996, 1994; Jensen, 2004; Oakes & Wells, 1997; Rosenthal, 1980; Rosenthal & Jacobson, 1968; Tollefson & Osborn, 2008). Today's schools face quite a different challenge. Rather than sorting learners and accepting lower expectations for many, schools are expected to teach *all* students, via equal access to standards based content core curricula, including those who previously have not experienced maximum benefit from their educational experiences, to use their minds well and to be informed problem posers and solvers (Freire, 1970).

An underlying belief that drives our conceptual framework is that all teachers must believe and practice a philosophy that *all students deserve equal access to education and equitable opportunities to learn*. Our programs incorporates current theory and practice for teaching and learning in P-12 schools based on this belief. They are also designed around and supported by well established bodies of research on the importance of relationship (Bijou, 1977; Brendtro, Brokenleg, & Van Bockern, 2002; Kohl, 1994; Nakkula & Toshalis, 2006; Sapon-Shevin, 1999), and motivation (Deci & Koestner, 1999; Deci & Ryan, 2000; Lavoie, 2007; Sheldon & Biddle, 1998; Rogers, 1998; Ryan & Deci, 2000) in teaching and learning.

We understand that teachers and administrators cannot be expected to teach students to use their minds well if the teachers themselves are not allowed to do so. Thus, we have designed programs that utilize current adult teaching and learning theory. Our programs allow for the creation of school environments in which teachers and other school leaders are expected to be continuous problem posers and problem solvers, and to collaborate with their colleagues to assure that all students learn the skills that are essential for a meaningful and productive adult life.

While the paragraphs above present a case for schooling nationwide, nowhere is the need for creating programs that address the needs of all learners more readily apparent than in California. We are acutely aware of the fact that ours is one of the most diverse populations of any state, and that many social and economic trends which have reached the national consciousness actually started in California several years earlier. As the School of Education at CSUCI, we have an opportunity to create a teacher education program that addresses issues of educational, social and economic justice through public education, in a social context that addresses the needs of children from diverse populations, e.g., ethnic, linguistic, exceptional backgrounds.

#### Teacher Quality Leading to Success For All Students

The conceptual framework for the credential and graduate programs of the CSUCI School of Education has a principal emphasis on *equity, inclusion* and *social justice*. We view classroom teachers and school administrators as an instructional, curricular, principled, and responsive leaders who exemplify the fundamental premises that all students can achieve high standards when they have equal access to education and equitable opportunities to learn; that educators as the primary agents for learning are themselves, lifelong learners; and that educators must be effective and active members of their school communities.

In developing programs leading to educator quality, pedagogical strategies to facilitate high levels of learning for all students are a prevailing theme in all coursework. We, the faculty, believe that a vision of educator quality within a framework of equity and social justice, combined with instruction that models effective practice, prepares our students to become successful leaders in our communities.

At the core of our program is a problem-posing approach to teaching/learning/leading and collaboration that contributes to the development of a more democratic, more just society

(Apple, 1990; Friere, 1993; McLaren, 1994; Giroux, 1998; Sleeter and Grant, 1993). As a matter of achieving a professional ethic, our candidates are taught the responsibilities and expectations of educators in a community where collaboration is part of an on-going approach to improving teaching and learning for our students. Our cohort model teaches candidates collegial problem posing and problem solving. It should be noted that this and other features are built on collective and prior experiences of the Education faculty at CSUCI and builds further on scholarship in the area (Castaneda et al, 2002; Keller, Quintero, & Karp, 1995). At the core is *reflective teaching*, that is the continual reflection on goals and strategies aimed at professional renewal and improved practice. The development of a professional ethic becomes part of the professional practice and teacher leadership modeled by our faculty as they mentor our teacher candidates into a process of life-long learning that is personally and professionally relevant and connected to their future as professional educators.

### Principles of Teacher Development

The development of teachers incorporates a variety of the underlying program features. First, candidates are prepared to facilitate learning. A facilitator of learning is more than a learned person (Barth, 1990, 1997; Darling-Hammond, 1998; Dewey, 1916). According to Danielson (1996) and Cruickshank (1985) the art of facilitating lies at the core of mastering the varied complexities of teaching. During the preservice years, candidates acquire and utilize the knowledge, performances, and dispositions of teaching required to effectively facilitate learning and effectively begin their career paths toward achieving mastery in teaching (Darling-Hammond, Wise, & Klein, 1995; INTASC, 1992).

At the core of “facilitator of learning” are four essential understandings that candidates must demonstrate in order to become effective facilitators of learning (Cochran, DeRuiter, & King, 1993). First, is a solid foundation of subject matter content comprised of (a) substantive knowledge (e.g., facts, ideas, theories), (b) knowledge about what specialists do in their field, (c) the nature of the knowledge in the field, and (d) the meaning of teaching and learning the subject (McDiarmid, 1989). Second, candidates need a strong base of knowledge related to the students they teach. This is comprised of behavioral studies (e.g., psychology, sociology, anthropology, economics, and political science) and humanities studies (e.g., foundations of education, philosophy). Third is knowledge of pedagogy. This is defined as involving “both art and science in teaching” (Rubin, 1985). The “science” aspect of teaching of pedagogy is comprised of candidates’ “use of learning principles, instructional principles, stylistic preferences and situational adaptations” (Rubin, 1985, p. 93) to facilitate learning.

The art of teaching is revealed, considered, and refined through reflection on teaching practice over time and accumulated experiences (Henderson, 1992; Schön, 1983). The final major understanding is knowledge of the environmental contexts for learning (Cochran et al, 1993) that was discussed earlier.

### Application of Principles to CSUCI Program

Coursework and fieldwork reflect principles of teacher development and adult learning theory. CSUCI is building programs and curricula for teacher education that require people to think and to engage themselves in a powerful learning community. Candidates are organized into cohort groups with about 25 members each, taking all of their courses together. Course formats and teaching methods reinforce collaboration and problem-posing and problem-solving, and model a wide variety of effective teaching strategies. In classes, everyone is expected to be both a teacher and a learner, and assessment techniques are designed to measure reasoning and complex performance, not mere regurgitation of discrete bits of knowledge. Finally, field experiences in community classrooms, with cooperating teachers and diverse learners, are progressive and well integrated with on-campus instruction.

Candidates begin with observing children's learning and teacher's instruction and then progress through the systematic teaching of single lessons, small group and large group instruction in each subject area. It culminates with candidates taking over the entire day of teaching.

In summary, our view of schooling involves establishment of high performance expectations, considerable latitude for creative professionals to decide the most effective means for achieving the goals, while attending to the teaching of state-adopted core curricula connected to content standards and testing, and assessment of outcomes in a way that informs teachers of needed areas of instructional improvement. The CSUCI Teacher Education program strives to operate like a school that responds to the needs of all students, utilizing exemplary practice and relevant scholarship in the field. Thus, active and collective faculty participation is an integral part of the program. Toward that end, we seek broad agreement on goals, expectations and characteristics of our programs, and then develop curricula and experiences to assure that all of our candidates reach those goals. Finally, we judge our success by the performance of our candidates and graduates.

### Adult Learning Theory

Speck (1996) notes the following important points of adult learning theory that should be considered when professional development activities are prepared for educators. We have drawn on Speck's work and adapted it for use in our programs. The following critical points guide the implementation of our program for teacher education:

Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the adult learner's personal and professional needs;

Adult learners need to see that the learning and their day-to-day activities are related and relevant;

Adult learners need direct, concrete experiences in which they apply the learning in real work (in the real world);

Adult learning has ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning;

Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into activities that allow the learner to practice the learning and receive structured, helpful feedback;

Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences;

Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the program planning and delivery.

Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained. (Speck, pp. 33-41)

We are further informed by other scholarly work in adult learning theory. We understand that our candidates learn in a multitude of settings, such as the home, the workplace, and community contexts—and for a variety of reasons. Several other areas in adult learning are of special concern to the CSUCI School of Education. These are, transformative learning, adult learning related to technology, and collaborative/group learning. Research and theory in transformative learning refers to a theory of learning unique to adulthood (Taylor, 1998).

Technological developments have also affected adult learning research and theory building. In adult education, technology is emerging as both a delivery system and a content area. Cahoon (1998), Davis and Denning (1998), and Graebner (1998) describe how technology is changing the delivery of adult learning. We have utilized both as a content area (infusion of technology across all of our programs and courses), and as a mode of delivery (via the use of Blackboard for posting notes, drop-off of assignments, use of discussion groups and other activities).

Although learning in groups has a long history in adult education, the focus has been on group process. Recently, the emphasis in the literature has been on groups as learning environments and on helping learners think about group—as opposed to individual—learning (Imel, 1999). Collaborative learning partnerships (Saltiel, Sgroi, and Brockett, 1998) are another aspect of group learning that has been explored.

Other areas of development in the literature on adult learning are represented by the emergence of a sociological perspective (Shirk, 1996), discussions of power and gender (Goldberger, 1996), and explorations of the connection between adult learning and social

change (Connolly et al, 1996). A constructivist perspective of adult learning is represented in work on situated cognition (Hansman & Wilson, 1998) and experiential learning (Avis 1995; Johnston & Usher, 1997).

**9(f). The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.**

CSUCI and the School of Education are committed to the development of state-of-the-art, high quality, research based, academic programs. CSUCI and the School of Education clearly place an emphasis on teaching excellence. The University has made a public commitment to candidates and area educators within the communities served that we will model various approaches of effective teaching and continuous quality improvement in our teacher education programs. As a campus-wide faculty, we are committed to working across disciplines, team-teaching, and ongoing planning and articulation of quality academic programs.

## **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.**

### **Rationale**

Candidates need to develop ethical practices for working with parents and other care providers and understand that educators have a responsibility to uphold the standards of their profession. Candidates need to understand that active involvement in local school and other service delivery settings, professional organizations, and in the legislative process is vital to continued professional growth and to the promotion of quality education for individuals with disabilities.

### **Response**

In the CSUCI Education Specialist: Mild/Moderate Disabilities Credential Program, candidates will demonstrate knowledge of ethical, professional standards and practices, and laws and regulations related to the provision of services to individuals with disabilities and their families through coursework and fieldwork. Candidates will exhibit intellectual integrity, serve students honestly and respectfully, protect their privacy, and sustain open discussion of ideas. Candidates will demonstrate a commitment to developing the highest educational and quality of life potential of individuals with disabilities.

#### **Coursework**

##### **ENGL 475**

- Candidates examine and evaluate their own cultural values including biases and differences which may affect candidates' teaching through a weekly response journal.
- Candidates complete Internet research and presentation for suitable resources related to language development, politics of literacy, and equity and access.

##### **EDUC 510**

- Candidates articulate a personal philosophy of learning that includes an analysis of the differential power relationships that come to play in a classroom.
- Candidates complete a weekly reflective journal focusing on themselves as teachers.

##### **EDUC 512**

- Candidates write a personal history in order to understand self as a social and cultural person.
- Candidates write a family history in order to examine economic, social, geographic, ethnic, religious, and racial aspects of family.

### SPED 345

- Through lectures, readings, and discussions, candidates express their knowledge of current laws and regulations pertaining to special education.

### SPED 541

- Through lectures, readings, and discussions, candidates examine the ethics and values of the professional educator.
- Candidates are encouraged to attend a professional conference during their professional training.
- Candidates demonstrate relevant and current laws and regulations pertaining to special education through reading reflections, lecture, and discussion.

### SPED 542

- Through lectures, readings, and discussions, candidates demonstrate their knowledge of legislative mandates and procedural safeguards regarding disciplining students with disabilities.

### SPED 545

- Through lectures, readings, and assignments, candidates demonstrate their knowledge of current laws and regulations pertaining to students with disabilities in the State of California.
- Candidates complete educational assessments in accordance with State of California laws and regulations pertaining to students with disabilities.

### SPED 546

- Candidates read, discuss, and demonstrate their knowledge of professional, legal, and ethical practices with regard to consultation and communication with diverse families and professionals.
- Candidates read the *Code of Ethics* presented by the *Council for Exceptional Children*.

### **Fieldwork (SPED 570/571, 580/581 and 585)**

Each candidate assesses his or her own progress during fieldwork through meetings and evaluations with their cooperating teacher and university supervisor. During these meetings, candidates demonstrate their ability to accept professional advice and constructive feedback. Candidates also develop their own continuous plan of professional development. In addition, candidates demonstrate their awareness of the importance of the educator as a model for students through their reflective journal writing (Refer to the Student Teaching Handbook in appendix) and student teaching experience.

- Candidates are directly observed demonstrating ethical standards, professional practices, and performing duties within the laws and regulations related to the provision of services to individuals with disabilities and their families (see Student Teaching Evaluation in appendix).

**Documentation**

- Candidates collect and synthesize their knowledge of ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families in their coursework (e.g., Sample Individualized Educational Plan,, Personal Philosophy of Education).
- Student Teaching Evaluation.

## **Standard 11: Educational Policy and Perspectives**

**Each candidate develops a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society.**

***For an internship program: The program provides initial instruction in the essential themes, concepts, and skills related to the duties of a special educator before the candidate assumes intern responsibilities.***

### **Rationale**

In order to become fully professional, candidates must develop philosophical and methodological perspectives that are based on fundamental educational issues, theories, and research. Understanding the role of special education in society requires knowledge of its philosophical and historical development to enable candidates to formulate a personal philosophy.

*In an internship, the candidate usually begins teaching responsibilities before acquiring an extensive background of skills and knowledge. Therefore, prior to the beginning of an internship assignment, the program should provide an initial training program that provides the foundations of practice necessary for candidates to assume intern responsibilities.*

### **Response**

Candidates develop their personal philosophy and perspectives on special education through a deep understanding of the history, issues, theories and research on special education and special populations of students. Initial exploration of the historical, legal, social, political and economic perspectives is begun in SPED 345, Individuals with Disabilities in Society. This is further deepened in SPED 541, Foundations of Special Education, candidates read the history of special education and then, reflect, research, write a term paper and write a personal philosophy based upon their readings, class discussions, research, and reflections.

Candidates' professional practice is developed through immersion in the theories and research guiding professionally defensible practices with students with disabilities and their families who come from the diverse communities represented in California schools. In SPED 541, candidates integrate theories into their practice through a research/advocacy paper, the development of a resource guide, writing a personal statement of their philosophy of education, and completing a legally compliant IEP.

In EDUC 512, candidates examine the organization of schools and issues of equity and diversity in general education settings. In SPED 345, candidates read about the history and purpose of special education and the legal issues involving students with disabilities

and their families in securing services. These are discussed in class and candidates reflect on the implications for students with various disabilities and their families. Candidates begin to examine the social, political and economic issues involved with students with disabilities and the services provided to them through their Reflection papers. In SPED 541 candidates read and reflect on the history of special education and the contributions of diverse groups, the meaning of being a special education teacher, the history of mild/moderate disabilities, and the law and ethics in special education. Candidates conduct an internet search for reputable law-related sources and document these in a term paper. Candidates complete a research paper on the history of a mild/moderate disability including its relation to IDEA and present day information about influential groups who advocate for the rights of individuals with disabilities.

In ENGL 475, candidates are exposed to major theories and research about language development, second language acquisition, and bilingualism through readings by Cummins, Krashen, and Snow. In EDUC 510, candidates explore major theories of development and learning while integrating cross-cultural implications through readings by Gredler. In EDMS 526, candidates are exposed to multiple theoretical frameworks and research in mathematics, including Stigler and Stevenson's cross-national studies of mathematical development and achievement, Carpenter and Kamii's work on early mathematical understanding, and Gardner's theory of multiple intelligences. In SPED 541 and SPED 543 and 544, candidates examine relevant theories for students with disabilities, including information-processing, cognitive-behavioral, and behavioral frameworks. Candidates learn to connect these theories to their assessment, curriculum, and instruction for diverse learners. In SPED 546, candidates examine major theories of development and family systems, including ecological, transactional, and family systems theories in relation to cross-cultural and life span implications for individuals with disabilities and their families.

After the introduction to Individuals with Disabilities Education Act and the Rehabilitation Act of 1973 in SPED 345, candidates examine these pieces of legislation and others in subsequent courses. Specifically in SPED 541, candidates read, discuss and reflect upon federal and state mandates, IDEA, and procedural safeguards.

In SPED 541, candidates take a quiz about the history of a mild/moderate disabilities, and the relationship of the history and important landmarks to students with disabilities and their families. Particular attention is paid to students from diverse backgrounds and their families.

In SPED 541, candidates read about the range of services for students with disabilities, write a reflection paper, and then, discuss in class the current programs and practices from an historical perspective that effect general and special education. Candidates also relate their observations from their general education field placement to the readings and class discussions, creating real-world practical connection.

During field experience and student teaching candidates meet in a seminar to discuss how the theory they are learning in class connects to their school practice. Issues related to

referral, assessment, services, teaching, legal aspects, ethical dilemmas are all discussed and reflected upon.

### ***Internship***

*The prerequisite courses provide introduction to key educational policy and perspectives that teachers need to be prepared to teach in California schools. The prerequisite courses provide an initial foundation for the intern with an emphasis on educational policies and practices for students with disabilities (SPED 345) and English learners (ENGL 475); services and adaptation for those students (SPED 345 & ENGL 475); learning theory and development (EDUC 510), organization of schools and issues of equity and diversity in schooling (EDUC 512), Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms (EDUC 520/521). Interns also meet with a 'start-up' coach immediately after applying for their intern credential. The start-up coach has two roles: 1) initial coaching and preparation for new interns 2) ongoing support to supplement the university supervisor. The start-up coach will provide each new intern with valuable insights on running a classroom, communicating with parents, setting up classroom expectations and preparing for instruction. Each intern will be specifically guided on getting IEPs organized, finding support for interns for testing, assuring each intern has curriculum available, and verifying that each new intern knows who their district support provider is.*

## **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.**

### **Rationale**

To serve a diverse student population, special education and related service candidates must be acquainted with common characteristics, varying abilities and disabilities and other individual differences. They must be aware of barriers to participation and success, and must experience equitable practices of education during their preparation.

### **Response**

Candidates will demonstrate 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 through coursework and fieldwork. Candidates will demonstrate an understanding of differences amongst learners and apply principles of equity through instruction.

#### **Coursework**

##### **SPED 345**

- Through lecture, discussion and reading and reading reactions, candidates learn about and demonstrate their knowledge about the etiologies and characteristics of students with disabilities.
- Readings, reading reactions and lecture allow students to demonstrate their understanding of cultural, family, and community values that impact diverse learners.
- Write a research paper on a disability or topic within disabilities studies to demonstrate knowledge of the characteristics of the disability and how it is impacted by community, culture and linguistic differences.
- Present a research paper to class.

##### **ENGL 475**

- Conduct an Internet search about literacy development for linguistically diverse learners or related topic.
- Present results of internet search to class.
- Conduct a language assessment to demonstrate knowledge of language development.

- Lecture and readings on the impact of disabilities on English language development.
- Visit the Museum of Tolerance in Los Angeles.

#### EDMS 522

- Readings and course assignments focus on teaching reading in multilingual classrooms, bi-literacy and language development.
- Learn and practice scaffolding techniques to promote comprehension of content material for diverse learners.
- Write a case study that demonstrates curricula and teaching adaptations for diverse learners.

#### EDMS 526

- Course lecture on providing access to mathematics for diverse learners.
- Lesson planning that reflects diversity adaptations

#### EDSS 540

- Course readings, lecture and discussion have focus on literacy for secondary EL students and culturally diverse students.

#### SPED 541

- Readings and discussion about how cultural differences impact education for disabled learners.
- Discussions, quiz and readings about advocacy history, current controversies, and existing groups in support of students with mild/moderate disabilities.

#### SPED 542

- Readings and discussion about how diversity impacts classroom behavior
- Discussion and class activities focus on how different family situations impact behavior
- Through a functional behavioral assessment and related behavioral support plan candidates consider how students are communicating through behavior.
- Candidates develop behavioral plans to teach students target behaviors to replace inappropriate behaviors.

#### SPED 543

- Develop and implement intensive intervention with a diverse group of students with similar academic needs.
- Discuss how culture, language, sexual orientation, religion and SES can impact small group instruction.
- Write goals and objectives for an instructional plan to meet the needs of a student from diverse backgrounds.

#### **Fieldwork**

A minimum of one fieldwork placement will take place in a school with students from diverse cultural backgrounds. The schools in our area have a great amount of diversity, culturally and linguistically. During this placement candidates will observe the impact of individuals of diverse cultural background on the provision of educational services. They will also be able to compare and contrast schools and students from differing socio-economic status.

*Interns are provided with opportunities to observe learners from diverse backgrounds if they are not getting that opportunity in their intern position.*

#### Fieldwork (SPED 570/571, SPED 580/581 and SPED 585)

- Directly observed demonstrating an understanding and acceptance of differences in culture, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners (Student Teaching Evaluation, Professional Dispositions section)
- Directly observed applying principles of equity (Student Teaching Evaluation, Foundations and Collaboration section)
- Through journal writing demonstrates analysis of implementation of principles of equity in curriculum, instructional practices, collaborative activities and interactions with families when working with diverse populations (Student Teaching Evaluation, Foundations and Collaboration section).
- Directly observed using effective instructional strategies that are appropriate for students with and without disabilities across a variety of settings (Student Teaching Evaluation, Instruction section)

#### **Documentation**

- Candidates collect, synthesize and present evidence of their experiences identifying and understanding characteristics of students with mild to moderate disabilities in their course- and field-work, and in their end-of-program performance assessment. This will include evidence of learning about emotional disturbance, behavior disorders, learning disabilities and mild mental retardation.
- Student Teaching Evaluation

### **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.**

*For an internship program: For this standard and the factors to consider, the definition of "field experiences/student teaching" includes the internship assignment.*

#### **Rationale**

The candidate's field experiences facilitate meaningful collaborative instruction. Candidates need to acquire skills to serve students across a range of age and grade levels related to the specific authorization including infants and toddlers, preschoolers, elementary, middle and secondary levels, and adults ages 18-21. Each candidate must be prepared for the rigors of full-time work in the public schools.

*In an internship, candidates are working full time in a teaching position. Rather than be assigned the type of field experiences typical of a preservice professional preparation program, the candidate will demonstrate competencies within the internship program. When the internship is limited in scope, additional experiences should be planned for the candidate to ensure preparation for the wide range of responsibilities authorized by the credential.*

#### **Response**

Students are required to experience two field placements (SPED 570/571 and SPED 580/581) over two semesters of student teaching that differ in grade level and social context. The Education Specialist: Mild/Moderate Disabilities Credential Program is designed to meet this requirement through placements within the distinct school districts of Ventura and Southern Santa Barbara Counties. The CSUCI School of Education requires that student teachers have experience with culturally and linguistically diverse students, particularly English learners.

The two-part sequence begins in the first semester where candidates teach in an elementary school setting emphasizing the skills to meaningfully integrate students with disabilities in general education and to collaborate with teachers and parents. In the second semester candidates teach students at a different age range at a middle- or high-school setting. In each setting, candidates gradually take on increasing responsibilities for teaching the students in the program until they are teaching the entire day. See the Student Teaching Handbook for a delineation of the increasing responsibilities of the candidates on a week by week basis.

### First Semester

#### **SPED 570/571: Student Teaching in Special Education I (3 units)**

Two half days or one day per week for the first eight weeks of the term

Three full school days per week for the last eight weeks of the term.

For the first eight weeks of the semester, students are enrolled in coursework and spend two mornings or one full school day a week as a participant observer in an assigned teaching placement classroom. During the first semester, coursework focuses on general education methodology, foundational special education knowledge, and collaboration. The general education courses during the first semester are designed as foundational frameworks in pedagogy, literacy across the curriculum, content methodology, and consultation within the field. Lesson planning, teaching methods, SDAIE, and assessment are addressed in the course content of the methods classes. Working within the general education setting, and collaboration with families and professionals are hallmarks of the first semester's coursework for the Education Specialist: Mild/Moderate Disabilities Credential Program. Coursework is paired with field experiences, allowing candidates to relate, witness, and participate in theory and practice. Student teachers gain familiarity with the classroom dynamics, procedures, and most importantly, the students through the field component. During the eight weeks of participatory observation, candidates will be observed and evaluated by a university supervisor as well as, the cooperating teacher. The last eight weeks of the semester has an intensive emphasis on student teaching. All general education coursework is completed and students spend three full days a week student teaching in the classroom. Throughout the term, the student teacher will also attend a bi-monthly student teaching seminar.

During weeks 9 to 16, candidates mirror the classroom teacher's hours for three full days a week. The student teacher also mirrors the responsibilities of the teacher, with particular emphasis on both the reading/language arts and math curriculum both within the general education and special education settings. In the final two weeks of student teaching, candidates work with their cooperating to arrange a schedule of responsibility. The student teacher assumes primary teaching and organizational responsibility on their assigned days. During this time, candidates participate in all professional duties of the teacher.

### Second Semester

#### **SPED 580: Student Teaching in Special Education (8 units)**

Two days per week for the first eight weeks of the term

Five full days per week for last eight weeks of the term

The second semester focuses more directly on special education coursework and student teaching becomes more extensive. Candidates are assigned to an educational setting at a different grade level than their first placement. Coursework during the second semester continues with specialized teaching methods, classroom and behavior management, and assessment within general education and special education settings. These courses are designed to reinforce content regarding teaching special populations. During the first

eight weeks of the semester, students will work in their respective classroom two full days a week. This is followed by eight weeks of full time student teaching. The university supervisor and the cooperating teacher will observe and evaluate the student teacher during the first eight weeks to determine readiness for student teaching in the following and final eight weeks of the program. Throughout the term, the student teacher will also attend a bi-monthly student teaching seminar.

Full-time credential candidates carry a full academic load and attend classes at CSUCI. This academic component is accompanied by an observation/participation period in an assigned classroom for two full days a week for the first eight weeks of the semester. Candidates are expected to observe in the classroom to become acquainted with students and their abilities and learn classroom and school routines. Observation and other assignments from courses will be undertaken during this classroom time. Candidates begin to assume some teaching and other classroom responsibilities during this period. Credential candidates assist and teach in an assigned classroom for the last eight weeks during this semester.

**Student Teaching Seminar** meets bi-monthly during each term. This is an opportunity for the candidate to reflect and analyze their practice with their peers and university supervisor.

## **Documentation**

- Student Teacher Evaluation completed by cooperating teacher and university supervisor
- Lesson plans
- Assessment reports
- Journal of reflections concerning parent meetings, teacher consultations, and related service and administrator consultations

## ***Experiences for Interns***

*The need for supplementary experiences with students of varying age, disability, culture and language will be assessed for each candidate, who is an intern or working on a short-term staff permit, by the University Supervisor. Depending upon the experiences provided within the school assignment of each intern, supplemental experiences of observation and participation in a second placement will be made on an individual basis. At the close of the candidate's first year as an intern the university supervisor and school principal may sign a form exempting the intern from a second placement if it is deemed appropriate.*

**Standard 14:**  
**Qualifications and Responsibilities of Supervisors and Selection of Field Sites**

**The institution collaborates with school administrators and teachers in the selection of field sites and supervisors for the placement of candidates in the program. Throughout the course of field experience, each candidate is guided, assisted, and evaluated in relationship to each performance standard by at least one field supervisor and at least one institutional supervisor. Each field-based supervisor is (a) certified and experienced in the area of the credential; (b) trained in supervision; (c) oriented to the supervisory role; (d) appropriately evaluated and recognized by the institution; and (e) provides a model consistent with best practice. Supervisors provide complete, accurate, and timely feedback to each candidate.**

**Rationale**

The selection of field sites and field supervisors, and the placement of candidates significantly affect the quality and effectiveness of field experiences in a professional preparation program. Placements are more likely to be appropriate and valuable when they are made in the context of a cooperative relationship between the program and local school administrators and practitioners. Field supervisors must be recognized as well qualified, experienced, and trained professionals.

*For an internship program: Because interns perform the duties of fully certificated holders of the credential prior to the completion of a professional preparation program, it is important that they have access to a field-based supervisor experienced in the area of the credential as they perform the full-time duties of a teacher.*

**Response**

Local school districts have provided strong support for the credential preparation programs with CSUCI. They provide placement opportunities with specific mentor teachers who model excellent opportunities in special education programs with diverse student populations. Site planning and coordination of student teaching assignments is the responsibility of the CSUCI Field Placement Coordinator, Education Specialist M/M credential coordinator, faculty and the Associate Dean/Director of the School of Education, all of whom have themselves worked in public school education programs and are well informed of best practices. Field placement site selection is based upon at least the following criteria:

- Appropriate education specialist credential or authorization
- A belief among teachers and administrators that all children can and do learn;
- A demonstrated commitment to promote inclusive educational programming and access for all students in general education environments;
- Ethnic, racial, cultural, linguistic and socio-economic diversity;

- A demonstrated representation of best practices in the field;
- A high level of professional collegiality among faculty and administration;
- Opportunities for student teachers to apply the credential program conceptual framework in the classrooms in which they are placed.
- Willingness to mentor and coach student teachers

The Field Placement Coordinator contacts local school districts for appropriate and available cooperating teachers. Districts identify those teachers with education specialist certification and experience who are interested in mentoring and coaching an education specialist candidate. The Field Placement Coordinator then places the student teacher and notifies the university supervisor.

Students and University Supervisors provide feedback to the Field Placement Coordinator at the close of each semester regarding each placement. This feedback is considered when placing students in the following semesters.

### **University Supervisor Selection, Training and Development**

Cooperating teachers and university supervisors are experienced special educators. Supervision practices and policies are designed to ensure frequent supervisor contact, consistency in supervision across supervisors, and ready opportunity for supervisors to seek collegial support, if needed. It is the responsibility of the program coordinators to verify that the university supervisors have the professional credentials, academic preparation, and successful experience in teaching and/or supervising in the areas in which they are assigned. The university supervisors are trained in mentoring and coaching models of supervision.

California State University Channel Islands draws upon a pool of experienced high quality special education teachers from Ventura County. These individuals are nominated by the SELPA Coordinator, the BTSA Coordinator for Special Education placements, and local directors of special education. Cooperating teachers are paid a stipend per unit for each student supervised.

### **Coaching and Mentoring Field Placement Sites, Supervisors, and Mentors**

The university supervisors are trained on a clinical supervision model of observation and candidate assessment. In this model, candidates identify the aspect of student teaching on which they would be observed and reflect on. The supervisor takes data on that aspect and then the conversation with the student teacher revolves around the meaning of the data collected. Through a reflective conversation and coaching with the candidate, the supervisor facilitates a process of reflection on professional practice and development. The session concludes with candidate strengths, areas of concern and plans for follow-up visit. Special instructions for cooperating teachers and university supervisors can be found in the Student Teaching Handbook. At the completion of each semester, each member of the triad evaluates the other members, so that the Field Placement Coordinator has feedback on their performance and suitability for continuance in their role.

### **Guidance of Candidates**

Cooperating teachers observe candidate performance daily. They record their observations on the Student Teaching Evaluation form at the mid-term and at the end of the semester. The university supervisors observe candidates on the following schedule. At each observation the supervisor using a clinical supervisor model, documents the candidate's progress toward meeting the objectives of student teaching. At mid-term and at the end of the semester, the university supervisor also rates the candidate on the Student Teaching Evaluation Form. The cooperating teacher, university supervisor and candidate meet to discuss each rating to determine candidate progress.

<b>First Semester Field Experience</b>		
<b>Candidate</b>	<b>Candidate attendance at field-site</b>	<b>University Supervision</b>
Weeks 1- 8 Participant Observation	2 full mornings per week Or 1 full day per week	Observed 3 times
Weeks 9-16 Student Teaching Practice	3 full days per week	Observed a minimum of 4 times
<b>Second Semester Student Teaching Overview</b>		
Weeks 1- 8 Participant Observation	2 full days per week	Observed 3 times
Weeks 9-16 Student Teaching Practice	5 full days a week	Observed a minimum of 4 times

### ***Internship for Education Specialist Employing District Assures the University that a field-based supervisor is available for each intern***

*As part of the Intern Consortium, Ventura County Office of Education links each intern with the district level support provider holding the appropriate credential. Each local school district participates in this consortium. In cases where the district does not have an appropriately credentialed staff person available, the County provides an on-site support provider for the intern.*

## **Standard 15: Managing Learning Environments**

**Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.**

### **Rationale**

For the purpose of facilitating the maximum academic, social, personal, behavioral, and vocational growth of each student, the learning environment must be structured and managed in a manner that promotes effective instruction, guarantees individual safety and a sense of well being and belonging. Individuals from different cultures frequently use different yet culturally appropriate communication styles which may be erroneously perceived as communication disabilities.

### **Response**

In the CSUCI Education Specialist: Mild/Moderate Disabilities Credential Program, candidates will demonstrate knowledge and competence in managing culturally and linguistically responsive learning environments for diverse learners that are safe and effective, and that facilitate self-esteem and self-advocacy. Candidates will also demonstrate their knowledge of positive behavior management strategies, diverse communication styles that affect learning, and laws and regulations for promoting positive, self-regulatory behavior.

### **Coursework**

Candidates will demonstrate knowledge and competence in managing safe and effective learning environments for diverse learners, facilitating self-esteem and self-advocacy, implementing positive behavior management strategies, understanding diverse communication styles that affect learning, as well as the laws and regulations for promoting positive, self-regulatory behavior through SPED 542 and /581.

#### **SPED 542**

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

- functional assessment of problem behaviors
- positive behavioral support interventions
- diverse communication styles and their impact on student learning
- managing safe and effective learning environments for diverse learners
- laws, regulations, and strategies for promoting positive, self-regulatory behaviors
- social skills models and interventions to promote prosocial behaviors and social membership

Through course assignments, candidates will demonstrate their competence by:

- conducting a functional behavioral assessment to identify the antecedent and consequent events that contribute to problem behaviors
- developing a positive behavioral support plan
- conducting a social skills assessment
- implementing a social skills intervention

### **Fieldwork (SPED 570/571, 580/581 and 585)**

- Candidates will be directly observed designing and implementing a safe and motivational learning environment that promotes positive student behaviors and accommodates a diverse range of physical, emotional, cultural, and linguistic needs of learners (Student Teaching Evaluation, Management of Learning Environment section).
- Candidates will be directly observed using effective classroom management strategies that are responsive to diverse communication styles, as well as reflect the laws and regulations for promoting positive, self-esteem and self-advocacy behaviors (Student Teaching Evaluation, Management of Learning Environment section).

### **Documentation**

- Candidates collect and synthesize evidence of their knowledge and competence in managing learning environments in their End of Program Performance Assessment (e.g. Functional Behavioral Assessment, Behavioral Support Plan, Social Skills Assessment and Intervention).
- Student Teaching Evaluation, Management of Learning Environment section.

## **Standard 16: Effective Communication and Collaborative Partnerships**

**Each candidate demonstrates the ability to collaborate and communicate effectively with: (1) individuals with disabilities and their parents, other family members and primary caregivers, (2) school administrators, general and special education teachers, specialists, paraprofessionals, and (3) community agency and related service personnel. The candidate works in partnership to design, implement, and evaluate integrated services that reflect transitional stages across the life span for all learners.**

### **Rationale**

In order to be effective, professionals must be skilled at establishing partnerships with individuals with disabilities, significant family members and other professionals. In addition, they should be knowledgeable of transitional stages across the life span. All educators must learn to work as a member of a team responsible for designing programs for individual learners.

### **Response**

In the CSUCI Education Specialist: Mild/Moderate Disabilities Credential Program, candidates will demonstrate their ability to effectively collaborate and communicate with individuals with disabilities and their families, other caregivers, school administrators, general and special educators, specialists, paraprofessionals, and community agency providers. The candidates will work in partnership to design implement, and evaluate integrated services for individual learners across the life span.

### **Coursework**

Candidates will demonstrate knowledge and competence in effectively collaborating and communicating with individuals with disabilities and their families, other caregivers, school administrators, general and special educators, specialists, paraprofessionals, and community agency providers through SPED 544, 546, 570/571, 580/581, and 585.

#### **SPED 544**

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

- Providing instruction with other professionals in a classroom, such as: co-teachers and paraprofessionals.

#### **SPED 546**

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

- the variations in family characteristics and systems across the life span.
- the roles, responsibilities, and reciprocal influences of individuals with disabilities, their families, and professionals.

- strategies in individual and group process facilitation, problem solving, decision making, collaboration, communication, and team-building.
- best practices that are empowering, socially inclusive, and culturally and linguistically sensitive to individuals with disabilities and their families.

Through course assignments, candidates will demonstrate their competence by:

- conducting an observational analysis of two Individualized Educational Plan meetings for two different students with disabilities and their families and professionals.
- writing a research paper about a topic on families, professionals, and exceptionality with a special emphasis on current research and best practices.
- identifying Internet-based resources and organizations for families, professionals, and exceptionality at the local, state, national, and international levels.

### **Fieldwork (SPED 570/571, 580/581 & 585)**

- Candidates will be directly observed communicating and collaborating effectively as a member of a team (e.g. individual with a disability, their family, other caregivers, administrators, teachers, related service personnel) for the individualized educational planning and integration of services across the life span for a student with a disability (Student Teaching Evaluation, Foundations/Collaboration Section).
- Candidates will be directly observed participating in meetings, parent conferences, and other relevant activities at their field placement site.
- Candidates will be directly observed facilitating and collaborating with paraprofessionals, peer tutors, interpreters, and volunteers as appropriate to the context and individual learning needs of their students.

### **Documentation**

- Candidates collect and synthesize evidence of their knowledge and competence in effective communication and collaborative partnerships with individuals with disabilities and their families, other caregivers, school administrators, general and special educators, specialists, paraprofessionals, and community agency providers in across their course- and field-work (e.g., IEP Observational Analysis, Research Paper on Families, Professionals, and Exceptionality).
- Student Teaching Evaluation
- End of Program Performance Assessment

## **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.**

### **Rationale**

Educators must understand the complementary nature of the relationship among ongoing assessment, data collection, and instructional planning. First-hand experience with a variety of instructional and assessment strategies, activities and materials creates many possibilities for prospective teachers to develop their own pedagogical style. The experience establishes an essential foundation for the subsequent study and use of effective teaching methods and new technologies.

### **Response**

The CSUCI Education Specialist: Mild/Moderate Disabilities Credential Program will guide candidates to an understanding of assessment, curriculum and instruction that will allow them to demonstrate knowledge of basic principles and strategies of assessment, curriculum and instruction that are appropriate for individuals with diverse backgrounds, varying cognitive abilities and special needs.

#### **Coursework**

##### **EDUC 510**

- Through lectures, readings, and reflective journals, candidates demonstrate their basic understanding of assessment practices in general education.

##### **EDMS 522**

- Candidates will complete a critical assessment in literacy for a beginning reader that involves the assessment through interview, word reading, miscue analysis, story retelling, listening, oral language, and writing.
- Candidates will complete a critical assessment in literacy for an early emergent reader involving phonemic awareness, concepts of print, letter knowledge, writing, vocabulary, oral language skills, miscue analysis, and reading comprehension.
- Candidates develop instructional plans based on the critical assessments described above.

### **EDMS 526**

- Through lectures and readings, candidates learn about assessing mathematical understanding.
- Candidates complete a student observation/assessment on number sense understanding.
- Candidates assess students' mathematical thinking through small group assessment.

### **EDSS 540**

- Candidates complete a literacy case study which includes critical assessment.
- Candidates complete a textbook analysis to demonstrate their ability to analyze curricular materials appropriate instructional level.

### **SPED 542**

- Candidates combine ecological, observational, norm-referenced, and interview assessment procedures in order to conduct a functional behavioral assessment for students with diverse backgrounds.
- Based on the functional behavioral assessment, candidates design, implement, monitor, and modify a behavioral support plan.
- Candidates combine ecological, direct observations, summative evaluations, and interview assessment procedures in order to design a behavioral support plan for students with diverse backgrounds.
- Candidates design an intervention with the targeted replacement behavior.

### **SPED 543**

- Candidates design instructional plans and interventions based on assessment data.

### **SPED 545**

- Through lectures, readings, discussions, and assignments, candidates demonstrate their knowledge of general principles of testing and measurement for diverse learners. Candidates will be able to define key assessment concepts and terms. Through assignments, students will identify steps in the assessment process.
- Candidates conduct a formal assessment that concludes in an assessment report. The assessment includes formal and informal assessment procedures. The assessment results are directly tied to IEP goals and objectives. An instructional plan is written based on the IEP goals and objectives.
- Candidates complete a curriculum-based measurement and report for a minimum of five students, including at least one English learner.
- Curriculum-based measurement assessment data is used to develop intervention plans.
- Students develop assessment recording systems to maintain and organize effective assessment records

### **SPED 546**

- Through the IEP Observational Analysis Assignment, candidates learn and observe the multidisciplinary roles that parents, students, and professionals play on the assessment team.
- Through lectures, readings, and discussions, candidates examine factors that affect stages of development for an individual with disabilities and their families in order assist in transitional life issues across the life span.

### **Fieldwork (SPED 570/571, SPED 580/581 SPED 585)**

- Candidates observe and record learning (Student Teaching Evaluation, Assessment section)
- Candidates implement assessment and lesson plans from course assignments.
- Candidates will observe a formal assessment of a student.
- Candidates implement informal and formal assessments (Student Teaching Evaluation, Assessment section).
- Candidates implement instructional plans and interventions (Student Teaching Evaluation, Instruction section).
- Candidates are directly observed assessing students with and without disabilities using multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles (Student Teaching Evaluation, Assessment section).
- Candidates are directly observed using assessment information to evaluate students' needs and achievements for the purpose of making ongoing program improvements (Student Teaching Evaluation, Assessment section).
- Candidates are directly observed assessing students with and without disabilities using multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles (Student Teaching Evaluation, Assessment section).
- Candidates are directly observed using assessment information to evaluate students' needs and achievements for the purpose of making ongoing program improvements (Student Teaching Evaluation, Assessment section).

### **Documentation**

- Candidates collect and synthesize evidence of their knowledge and competence in assessment, curriculum, and instruction in their course- and field-work, and their End of Program Performance Assessment (e.g., IEP Observational Analysis Assignment, Assessment Reports).
- Student Teaching Evaluation, Assessment section

## **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.**

*For an internship program: The program provides initial instruction in the essential themes, concepts, and skills related to the duties of a special education teacher before the candidate assumes intern 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.

*In an internship, the candidate usually begins teaching responsibilities before they have acquired an extensive background of skills and knowledge. Therefore, prior to the beginning of an internship assignment, the program should provide an initial training program that provides the foundations of practice necessary for candidates to assume intern responsibilities.*

### **Response**

Candidates are evaluated by their cooperating teacher and university supervisor during fieldwork (SPED 570/571) and (SPED 580/581) on the core and credential-specific standards at the mid-term and end-of-term using the Student Teaching Evaluation form. At each of these junctures, candidates assess their own progress using the same instrument. The candidate, cooperating teacher and university supervisor meet to discuss the evaluations and plan the candidates' next steps for professional growth. The university supervisors use a clinical supervision model. This model asks the candidate to identify the focus of each observation. Using the core and credential-specific competencies as a framework, the candidate identifies the specific aspect of their teaching that the university supervisor is to observe. Data are collected on that specific aspect. Then, the student teacher, cooperating teacher and university supervisor examine the data analyzing it to gather meaning for the student teacher. This encourages the candidate to identify their areas of most importance to their progress on the standards and

critically reflect on their own growth. All other aspects of the candidate's progress follow in the discussion with the cooperating teacher and university supervisor.

Candidate performance in SPED 570/571 leads to a plan for SPED 580/581 and completion of SPED 580/581 leads to a plan for the Level II induction program.

Candidates also create an end of-program performance assessment that synthesizes their work at the completion of the program. The end of-program performance assessment is organized around the Special Education Standards. Each candidate gathers evidence of their ability to apply the knowledge they have learned during coursework to teaching. Candidates demonstrate their knowledge through a poster presentation that presents the results of a research based intervention implemented during student teaching or their internship. Candidates are required to incorporate knowledge from all areas of the program..

After candidates complete SPED 580/581 or their final semester as an intern, the university supervisor and other program faculty completes a summative evaluation of the candidate's competence. Sources of evaluative evidence are drawn from coursework, fieldwork, and from the candidate's end of-program performance assessment. If the candidate's performance is deemed competent, the faculty advisor writes a recommendation for the credential.

**Future Directions:** We are currently undergoing a revision of the end of program performance assessment to validate the scoring procedures and to assure inter-rater reliability.

Based on the candidate's successful completion of the Level I Program, our credential analyst verifies that all requirements are completed. Then, she submits a recommendation for a credential based upon information provided from the teaching faculty, cooperating teachers and university supervisors.

*Interns complete SPED 345, which highlights essential themes, concepts, and skills related to the duties of a special education teacher, as a prerequisite to the Program and beginning teaching. Interns also complete EDUC 520/521 Observing and Guiding Behavior as a prerequisite to the program. This course provides intern with the necessary background for setting up a classroom environment conducive to learning, as well as methods for observing and recording and assessing learning and behavior for all students. Interns are also connected with a CSUCI start up coach. The start-up coach has two roles: 1) initial coaching and preparation for new interns 2) ongoing support to supplement the university supervisor. The start-up coach will provide each new intern with valuable insights on running a classroom, communicating with parents, setting up classroom expectations and preparing for instruction. Each intern will be specifically guided on getting IEPs organized, finding support for interns for testing, assuring each intern has curriculum available, and verifying that each new intern knows who their district support provider is. For interns who are hired just prior to the beginning of school, the Ventura County Intern Support Program provides initial teacher training*

*during the first few months of the term that covers these themes, concepts, and skills. Interns also meet with a ‘start-up’ coach immediately after applying for their intern credential.*

*Interns are evaluated on all of the same standards as the other Level I candidates. Interns’ documentation of performance includes successfully completing student teaching evaluations, all coursework, and the end of program assessment.*

## Category II: Core Standards

### 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.**

#### Rationale

Before assuming daily teaching responsibilities, candidates develop knowledge and skills related to determining students' needs and accountability for the effectiveness of instruction within general education settings. It is important that all professional preparation programs for teaching specialties "ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with nonspecial education pupils" (Education Code Section 44265).

#### Response

In the CSUCI Education Specialist Program candidates will demonstrate their knowledge and skills on assessment in general education through coursework and fieldwork. Candidates will understand how to use multiple sources of information to assess students' prior knowledge of curriculum, culture and learning styles.

#### Coursework

##### EDMS 522

- Critical Assessment of beginning reader, includes interview to acquire social context and Informal Reading Inventory.
- Critical Assessment of emergent reader, includes phonemic awareness, concepts of print, letter knowledge, writing vocabulary, oral language skills and reading.

##### EDMS 526

- Small group mathematical thinking assessment.
- Class analysis of small group assessment.

##### EDSS 540

- Textbook Analysis provides an opportunity to make adaptations to core curriculum textbook assessments.
- Readings, lecture and discussion cover assessing students' reading of textbooks, for content knowledge and vocabulary.

### **SPED 543**

- Research Based Reading Intervention requires students to use assessment information in an ongoing manner to inform and reflect on instruction.

### **SPED 544**

- Candidates complete lesson plans with clear concise assessments that measure students learning of the learning objective.

### **SPED 545**

- Reading, lecture and discussion will cover basic test and measurement principles.
- Assessment Report, includes, background information, a minimum of two informal assessments and one standardized assessment.
- Curriculum Based Measurement Report.
- Reading and discussion on Legal and Ethical Issues in Assessment.
- Readings, lecture and discussion will cover adaptations and modification to statewide general education assessments.

### **Fieldwork (SPED 570/571, 580/581, 585)**

- Conduct assessment projects for EDMS 522, EDMS 526 and EDSS 540.
- Participate in the statewide standardized testing at school site in general education setting.
- Directly observed assessing students using multiple sources of information across multiple settings (Student Teaching Evaluation, Assessment section).
- Directly observed using assessment information to evaluate students' needs and achievements to continually improve instruction and program (Student Teaching Evaluation, Assessment section).
- Conduct Curriculum Based Measurement and overall assessment project for SPED 545.
- Participate in the statewide standardized testing at school site in special education setting
- Directly observed assessing students with disabilities using multiple sources of information (Student Teaching Evaluation, Assessment section).
- Directly observed using assessment information to evaluate students' needs and achievements to continually improve instruction and program (Student Teaching Evaluation, Assessment section).

### **Documentation**

- Candidates collect, synthesize and present evidence of their experiences identifying and understanding characteristics of students with mild to moderate disabilities in their course- and field-work, and in their end-of-program performance assessment. This will include evidence using appropriate assessment strategies for all learners.
- Student Teaching Evaluation, Assessment section.

## **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.**

### **Rationale**

It is important that all special education professional preparation programs for teaching specialties "ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with nonspecial education pupils" (Education Code Section 44265). Learning to solve problems and think critically gives students access to a greater depth of knowledge beyond the basic skills important to a general education setting.

### **Response**

In the CSUCI Education Specialist Credential Programs candidates demonstrate the ability to develop, implement and evaluate a variety of pedagogical approaches for teaching basic academic skills. They demonstrate the ability to create lesson plan, and provide equitable access to subjects in the core curriculum. The candidates use instructional strategies to meet the needs of individuals with diverse needs.

#### **Coursework**

##### **EDUC 510**

- Candidates write a paper and give a class presentation on an educational learning theory.
- Candidates work with a partner to demonstrate how an educational theory can be used by writing a lesson plan that exemplifies the chosen theory.
- Through class readings, discussion and lecture student become knowledgeable about a wide range of learning theories and how they apply to diverse learners.
- Learn to write effective lesson plans for diverse learners.

##### **EDMS 522**

- Through course readings, lecture and discussion students will become familiar with literacy for all learners and state language arts framework.
- Write literacy lesson plans based on student needs, interests and cultural and linguistic background.
- Write two case studies of students that include assessment and lesson plans.

##### **EDMS 526**

- Reflective journals and class assignments demonstrate their knowledge of mathematics curriculum and state framework.

- Assess small group of students' mathematical thinking.
- Develop a unit that is related to the needs, interests, and abilities, cultural and linguistic backgrounds and of individual students.

#### **EDSS 540**

- Through course readings, lecture and discussion candidates will become knowledgeable about teaching literacy through the content areas in secondary settings.
- Through course discussions candidates learn about general education teachers approaches to teaching literacy.
- Candidates write literacy lesson plans for content areas.

#### **SPED 544**

- Learn about writing lesson plans for large group, small group and individual instruction.
- Adapt lesson plans based on the core curriculum to meet the needs of students with diverse abilities within the general education setting.
- Review core curriculum materials
- Adapt and modify the core curriculum for disabled students struggling in general education.

#### **SPED 543**

- Develop an intensive intervention in which ongoing assessment is the base for making instructional decisions to appeal to and challenge the diverse abilities and interests of students.

#### **Fieldwork (SPED 570/571, 580/581 and 585)**

- Candidates are directly observed implementing lesson plans from EDMS 522, EDMS 526 and EDSS 540 both in general education and special education settings.
- Candidates are evaluated on their demonstration of developing and implementing instructional plans based on appropriate pedagogical approaches that reflect the needs of the students including access to the general education curriculum (Student Teaching Evaluation, Instruction section).
- Directly observed using effective instructional strategies across a variety of settings (Student Teaching Evaluation, Instruction section)

#### **Documentation**

- Candidates collect, synthesize and present evidence of their experiences identifying and understanding characteristics of students with mild to moderate disabilities in their course- and field-work, and in their end-of-program performance assessment. This will include evidence using appropriate curriculum and instructional strategies for all learners.
- Student Teaching Evaluation, Instruction section.

Future Directions:

1. Beginning in the fall of 2009 a new class (SPED/EDSS 560 Access to Learning: Individual Differences) focused on bringing single subjects teachers and Education specialist together to plan and adapt instruction will be implemented.
2. Students in single subjects methods classes will work collaboratively with students in SPED 544, Inclusionary Methods to plan and adapt unit plans. This will be piloted in the fall of 2009.

## **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.**

### **Rationale**

Individualized field experience in a variety of schools and classrooms enable candidates to understand and apply the principles and practices presented in their courses. Education Code Section 44265 requires all professional preparation programs for teaching specialties to "ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with non-special education pupils".

### **Response**

CSU Channel Islands has systems and structures in place to choose strong field placements in general education. Our Director of Field Placement works directly with district and site administrators to ensure that we have the best possible general education field experience placements for our student teachers.

We place students in all of Ventura County and Southern Santa Barbara County public school districts, with good collaborative working relationships in each case. In the first semester of field placements, candidates are placed in exemplary classrooms that model strong collaborative relationships between general education and special education. During the eight weeks, candidates are required to be in their placement for two mornings a week observing and assisting in instruction in general education where students with special needs are included as well as the special education settings. During the last eight weeks, students are in their placements for three full days. During this time, they conduct instruction in the general education setting and the special education setting. They have the opportunity to collaborate and plan lessons with the general education teacher. During this time, they receive guidance from the university supervisor, their cooperating special education teacher and general education teachers with whom they are working. In the second semester of student teaching, candidates develop a behavioral support plan for a student who is served by general and special education. The candidates are observed collaborating with families and professionals supporting students with disabilities across settings.

### **Coursework**

#### **EDMS 522**

- Conduct two case studies on students in general education settings.
- Write and implement two literacy strategy lessons in general education settings.
- Conduct two classroom observations of general education classes.

### **EDMS 526**

- Conduct assessment of general education students' mathematical thinking.
- With general education teachers, plan a one-week math unit.

### **EDSS 540**

- Conduct a literacy case study of a secondary student in a general education setting.
- Write two lesson plans to demonstrate ability to integrate literacy strategies into general education content area classes.
- Develop a text set to be used in a general education setting.

### **SPED 542**

- Develop a behavior plan for a student with a disability that crosses between special education and general education settings.

### **SPED 544**

- Read and research about the various service delivery models for students with mild to moderate disabilities, working with general education teachers in inclusive settings, pull out programs, special day class and separate settings.
- Review research that describes effective teaching practices for students in a general education setting.
- Write a description of the service delivery model being used in your field placement.

### **Fieldwork (SPED 570/571, 580/581 and 585)**

The CSUCI Education Specialist: Mild/Moderate Credential Program assures that candidates receive experiences in both elementary and secondary classrooms. One semester is in an elementary school setting and the second semester is in a secondary school setting. Interns are provided with release days to observe special education teachers in various settings including general education.

- Implement assignments from EDMS 522, EDMS 526 and SPED 544.
- Directly observed linking theoretical perspective and practice through lesson planning and instruction.
- Directly observed collaborating and communicating effectively with general education teachers (Student Teaching Evaluation, Foundations/Collaboration section).
- Directly observed linking theoretical perspective and practice through lesson planning and instruction.
- Implement assignments from EDSS 540; candidates will visit a secondary school if needed to have access to students of the correct age.
- Directly observed collaborating and communicating effectively with, general teachers (Student Teaching Evaluation, Foundations/Collaboration section).
- Directly observed demonstrating proficiency in ongoing case management (Student Teaching Evaluation).

**Documentation**

- Candidates collect, synthesize and present evidence of their field experiences in general education. Their end-of-program assessment will include evidence of candidates' ability to integrate theories and practice in general education with their knowledge of special education.
- Student Teaching Evaluation.

**Future Directions:**

1. Education Specialists will be required to take EDUC 520/521 as a prerequisite course as of Fall 2009. Education Specialist students will be placed in general education placements for the field experience portion of this course.

## **Category III: Core Standards**

### **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.**

#### **Rationale**

For purposes of making instructional decisions and planning individual student programs that reflect both the core curricula and individual student needs, teachers assess student performance. Before candidates assume daily teaching responsibilities, they must have adequate opportunities to learn knowledge and skills in assessment that underlie the individualization and accountability mandates for students with mild and moderate to severe disabilities.

#### **Response**

In the CSUCI Education Specialist Credential Program, candidates will learn to make data-based decisions regarding their teaching practices. Candidates will be given a theoretical rationale for making curricular decisions based on assessment as well as the practical tools needed to make placement decisions, and day-to-day instructional decisions. Candidates will demonstrate their ability to use and communicate results of a variety of individualized assessment and evaluation approaches for students with mild to moderate disabilities. Candidates will learn how to make appropriate educational decisions on the basis of non-biased assessments.

#### **Coursework**

##### **SPED 542**

- Conduct a classroom ecological assessment.
- Conduct a functional behavioral assessment.
- Develop behavior support plan that addresses socially appropriate replacement behaviors.

##### **SPED 543**

- Use assessment results to develop appropriate educational goals and objectives.
- Write an instructional plan/intervention to meet the goals and objectives.
- Develop weekly assessment probes to check for learning during intervention.

- Implement instructional plan and assess results of intervention.

#### SPED 545

- Complete an assessment report that includes two informal assessments and one standardized test.
- Complete a Curriculum Based Measurement (CBM) assessment and report for five students.
- Write an instructional plan based on the results of the CBM assessment.
- Readings, lecture and discussion will cover how to choose assessment tools, conduct assessments, and interpret assessment results without bias to cultural, social and linguistic differences.

#### SPED 546

- Observe and analyze two IEP meetings with a focus on communication styles including how assessment results are communicated to parents.
- Readings, lectures and discussions will highlight best practice when collaborating and communicating with families of diverse linguistic/ethnic backgrounds about assessments.

#### **Fieldwork (SPED 570/571, 580/581 and 585)**

- Observe formal assessments conducted by cooperating teacher and/or school psychologist.
- Observe assessment results discussed at IEP meetings.
- Directly observed using principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities (Student Teaching Evaluation, Assessment section).
- Uses assessment information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements (Student Teaching Evaluation, Assessment section).
- Conduct assessments for SPED 542 and SPED 545.
- Implement instructional plans that support assessment results.
- Cooperating Teacher reviews and evaluates written IEP documentation including assessment results from SPED 543 and 545 (Student Teaching Evaluation, Assessment section).
- Directly observed participating in an IEP meeting for use of principles and strategies for planning recommending services and implementing instruction including the use of supplementary aids, services and technology. (Student Teaching Evaluation, Assessment section).
- Directly observed assessing students with disabilities using multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles (Student Teaching Evaluation, Assessment section).

- Directly observed using assessment information to evaluate students' needs and achievements, and for the purpose of making instructional and program improvements (Student Teaching Evaluation, Assessment section).
- Directly observed using and communicating the results of a variety of individualized assessments and evaluation approaches appropriate for students with disabilities (Student Teaching Evaluation, Assessment section).
- Directly observed implementing appropriate educational decisions on the basis 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 (Student Teaching Evaluation, Assessment section).
- Directly observed using assessment data to collaboratively develop IEP goals, objectives, adaptations and instructional plans (Student Teaching Evaluation, Assessment section).
- Directly observed participating in pre-referral and referral procedures (Student Teaching Evaluation, Assessment section).

### **Documentation**

- Candidates collect and synthesize and present evidence of their knowledge and skills in using and communicating results of various individualized assessment and evaluation approaches for students with mild/moderate disabilities in their course- and field-work, and in their end-of-program performance assessment.
- Student Teaching Evaluation, Assessment section.

### **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.**

#### **Rationale**

In order to educate students with mild/moderate/severe disabilities, candidates must acquire the knowledge and skills to plan adapt and provide effective instruction that meets the individual needs of these students across a variety of settings.

#### **Response**

In the CSUCI Education Specialist: Mild/Moderate Disabilities Credential Program, candidates demonstrate knowledge and skills in choosing curricula and implementing various instructional strategies to meet the needs of all learners across multiple activities and settings. Candidates will utilize assessment data to collaboratively develop IEP goals, objectives, adaptation and instructional plans that are appropriate for students' individual needs. Candidates also develop and implement plans that are responsive to the general education setting and the core curriculum.

#### **Coursework**

##### **EDMS 522**

- Develop two literacy strategy plans based on research-based practices.
- Case study of beginning student who struggles with reading and writing; includes interests, linguistic and ethnic background, reading interview, assessment, oral language and writing assessment, and instructional plan.

##### **EDMS 526**

- One week math unit designed to address the needs of diverse learners and appropriate teaching methodologies and organization for effective instruction.

##### **EDSS 540**

- Demonstrate a literacy teaching strategy to content area teachers.
- Case study of adolescent student who struggles with reading and writing; includes interests, linguistic and ethnic background, reading interview, assessment, oral language and writing assessment, and instructional plan.

### **SPED 544**

- Develop lesson plans that show the use research- based strategies for making adaptations and accommodation to the core curriculum.
- Readings, lecture and discussion discuss implementation of instructional plan across the curriculum
- Reading, lecture and discussion discuss teaching writing across all service delivery models
- Students demonstrate an ability to adapt the core curriculum for various teaching scenarios through core curriculum review and discussions that follow.

### **SPED 542**

- Plan and implement social skills intervention to meet goals in social skills assessment.

### **SPED 543**

- Research-based Reading Intervention project requires students to plan and implement an intervention for reading skills based on assessment data and research based teaching practices.
- Modify instruction for intensive intervention based on ongoing student outcome data.
- Reading, lecture and discussion cover planning and teaching students with disabilities across all service delivery models in K-12 settings.

### **Fieldwork (SPED 570/571, 580/581 and 585)**

- Implement math strategies from EDMS 526 unit with students with and without disabilities.
- Implement EDMS 522 literacy strategy lessons with students with and without disabilities.
- Use and evaluate adaptations and modifications from lesson plans written in SPED 544 with students with disabilities in the general education setting.
- Directly observed selecting curriculum and using instructional strategies to meet the needs of diverse learning characteristics of students with disabilities across an array of environments and activities (Student Teaching Evaluation, Instruction section).
- Directly observed implementing instruction and adaptations to meet IEP goals and objectives (Student Teaching Evaluation, Instruction section).
- Connect Assessment from SPED 545 with intensive intervention assignment from SPED 543 to demonstrate ability to connect assessment to IEP goals and instruction.
- Directly observed using instructional settings for students with and without disabilities in a special education setting (Student Teaching Evaluation, Instruction section).

- Directly observed developing and implementing instructional plans to reflect the needs of the students including access to the general education curriculum (Student Teaching Evaluation, Instruction section).
- Directly observed selecting curriculum and using instructional strategies to meet the needs of diverse learning characteristics of students with disabilities across and array of environments and activities (Student Teaching Evaluation, Instruction section).
- Directly observed implementing instruction and adaptations to meet IEP goals and objectives (Student Teaching Evaluation, Instruction section).
- Cooperating Teacher reviews and evaluates written IEP documentation from SPED 543 and 545 (Student Teaching Evaluation, Instruction section).
- Directly observed conducting and IEP meeting for use of principles and strategies for planning recommending services and implementing instruction including the use of supplementary aids, services and technology. (Student Teaching Evaluation, Instruction section).

### **Documentation**

- Candidates collect, synthesize and present evidence of their experiences identifying and understanding characteristics of students with mild to moderate disabilities in their course- and field-work, and in their end-of-program performance assessment. This will include evidence using appropriate curriculum and instructional strategies for all learners.
- Student Teaching Evaluation, Instruction section.

## **Standard 24: Positive Behavior Support**

**Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessments.**

### **Rationale**

Before each candidate assumes teaching responsibilities, they must have knowledge of best and emerging practices, be able to develop, implement, evaluate, and modify and implement plans to meet the individual behavioral, social and motivational needs of students with mild/moderate/severe disabilities. Implementation of these plans results in acquisition of replacement behaviors, supportive environments, increased health and safety, and improved quality of life in addition to reductions in target behavior.

### **Response**

In the CSUCI Education Specialist: Mild/Moderate Disabilities Credential Program, candidates demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment with positive, proactive interventions. The candidates will demonstrate their ability to implement positive behavioral support plans and interventions through coursework and fieldwork.

#### **Coursework**

Candidates demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment, as well as their ability to implement positive behavioral support plans and interventions through SPED 542 and fieldwork.

#### **SPED 542**

- Conduct a functional behavioral assessment to identify the antecedent and consequent events that contribute to problem behaviors.
- Develop a positive behavioral support plan with a social skills component.
- Design a social skills intervention focusing on teaching the targeted replacement behavior.

#### **Fieldwork (SPED 570/571, 580/581 and 585)**

Candidates are directly observed:

- Utilizing positive behavior support techniques
- Establishing a climate that promotes fairness and respect
- Establishing clear and consistent expectations for student behavior
- Effectively managing safe learning environments for diverse learners
- Redirecting students from an inappropriate activity or interaction to a more appropriate one

- Providing choices to students in order that they have some control over actions and activities
- Teaching, guiding, and supervising appropriate pro-social skills
- Using effective behavior management strategies, varying communication styles that impact learning
- Demonstrating knowledge of laws and regulations for promoting behavior that is positive and self-regulatory

### **Documentation**

- Candidates collect and synthesize evidence of their knowledge of positive behavioral support in their course- and field-work, and in their end-of-program performance assessment.
- Student Teaching Evaluation, Management of Learning Environment section.

**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.**

**Rationale**

In order to design service delivery systems, develop assessment approaches and strategies, and to develop and modify curriculum and related interventions, candidates must understand the various approaches that have been and are taken in conceptualizing and providing services to these students and to relate these to extant research on their efficacy.

**Response**

The proposed coursework for the Education Specialist: Mild/Moderate Credential Program at CSUCI is designed to provide the candidates with a strong understanding of the characteristics of students with disabilities. Commencing with the prerequisite course SPED 345, candidates learn about the disabilities recognized under the Individuals with Disabilities Education Act. As the SPED 345 syllabus shows, candidates read and participate in discussions and lectures about each of the disabilities. As candidates progress through the credential program, the coursework has a tailored focus on mild and moderate disabilities. In each of the SPED courses, candidates examine mild/moderate disabilities from various perspectives. In SPED 541, students examine the legal and historical aspects. In SPED 546, students examine historical and current models of consultation and collaboration with families and professionals. In SPED 542, students learn how behavior can be impacted by disabilities. In SPED 543 and 544, students learn about how academic and social learning is affected by disabilities. In SPED 545, students study the characteristics of each disability as they may be exhibited through formal and informal assessment. It is our goal to prepare candidates to have a thorough understanding of the characteristics of mild to moderate disabilities so they are prepared to provide the best services possible based on the individual students' strengths and weaknesses.

**Coursework**

**SPED 345**

- Readings and lecture focus on characteristics and definitions of students with disabilities.
- Write a research paper focusing on a disability.
- Conduct website analysis and review of reputable sites for disabilities.
- Write two annotated bibliographies on a research focused on a specific disability.

#### **SPED 541**

- Readings, lecture and discussion focus on characteristics and definitions of mild-moderate disabilities.
- Quiz about the advocacy history, current controversies, and existing groups in support of students with mild/moderate disabilities.

#### **SPED 542**

- Readings, lecture and class discussion cover the characteristics of emotional and behavioral disorders.
- Conduct a functional behavior analysis of a student with a behavior disorder.
- Write a behavior plan including behavioral goals for a student with a behavior disorder
- Conduct an assessment of social skills.

#### **SPED 543**

- Readings, lecture and discussion focus on how disabilities affect learning.
- Based on curriculum based assessment, develop and implement an intensive intervention that accommodates the students learning problems.

#### **SPED 544**

- Readings, lecture, and discussion review the characteristics of students with mild to moderate disabilities.
- Readings, lecture and discussion review the various service delivery models for students with mild to moderate disabilities, working with general education teachers in inclusive settings, pull out programs, special day class and separate settings.
- Write a description of the service delivery model being used in your field placement.

#### **SPED 545**

- Write assessment report based on three forms of assessment in order to design an individualized education plan and to discuss eligibility for placement for students with mild to moderate disabilities.
- Readings and lecture focus on assessment, identification of mild/moderate disabilities and eligibility for placement.

#### **SPED 546**

- Lectures, readings, and discussions focus on historical and current models of service delivery models to individuals with disabilities and their families.
- Review web-based community resources and professional and advocacy organizations for students with disabilities and their families.

## **Fieldwork (SPED 570/571, 580/581 and 585)**

### **SPED 570/571**

- Candidates demonstrate knowledge of the characteristics of students with mild/moderate disabilities (Student Teaching Evaluation, Foundations/Collaboration section)
- Candidates demonstrate developmentally appropriate instruction and materials for students' diverse needs (Student Teaching Evaluation, Instruction section).
- Participate in IEP meetings.
- Implement behavior and social skills interventions.
- Conduct appropriate assessments for students with mild to moderate disabilities.

### **Documentation**

- Candidates collect, synthesize and present evidence of their experiences identifying and understanding characteristics of students with mild to moderate disabilities in their course- and field-work, and in their end-of-program performance assessment. This will include evidence of learning about emotional disturbance, behavior disorders, learning disabilities and mild mental retardation.