

Preconditions Established by the Commission for Professional Level II Education Specialist Credential Programs

Pursuant to Education Code Sections 44227(a) and 44265, each program of Level II Credential preparation shall adhere to the following requirements of the Commission.

(1) A college or university that operates a program for the Professional Level II Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate is employed in a special education position that is likely to have sufficient duration for the Level II induction plan to be completed. Day-to-day substitute positions do not satisfy this precondition.

The CSUCI admissions policy has established that prior to admission to the California State University Education Specialist Mild/Moderate Level II Credential program candidates must submit evidence of full time employment as a special education teacher in a mild/moderate classroom. This evidence should be presented in the form of the Verification of Employment as an Education Specialist form (CL-777.1) from the appropriate school district signatory.

(2) A college or university that operates a program for the Professional Level II Education Specialist Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid Preliminary Level I Education Specialist Credential, or a Certificate of Eligibility for the credential

The CSUCI admissions policy has established that candidates must submit a copy of their Level I Education Specialist Credential or Certificate of Eligibility prior to acceptance to the California State University Education Specialist Mild/Moderate Level II Credential program.

(3) A college or university that operates a program for the Professional Level II Education Specialist Credential shall provide for the development of a written individualized program of coursework and professional development activities, referred to as a professional credential induction plan, developed in consultations among the candidate, employer and institution. The professional credential induction plan shall identify and address individual candidate needs, college or university program requirements, consultations and other activities with an assigned support provider, and assessment of the plan's completion. A college or university that operates a program for the Professional Education Specialist Credential shall consider the development of the professional credential induction plan and assessment of the completion of the professional credential induction plan to be part of the total units required for the Level II professional credential program.

Candidates in the CSUCI Education Specialist Mild/Moderate Level II Credential program will develop a written professional induction plan in consultation with their district support provider, university supervisor and university advisor during their first semester in the program. CSUCI's professional induction plan has two interrelated components, the *Specific Emphasis Plan* and the *Standards &*

Competencies Plan. Candidates will develop and assess progress on these plans with their university supervisor and district support provider each semester while enrolled in Sped 640. Completion of the induction plan will be determined through a culminating portfolio that demonstrates competence in each standard and successful completion of their Specific Emphasis Plan. The two components of the professional induction plan allow candidates to individualize their program of study.

In the Specific Emphasis Plan candidates identify a specific area of need and an area of specialty that are unique to their personal development as a teacher. Each candidate must provide a brief description of the area of expertise and area of need they plan to pursue. This description includes a learning objective, summary and prospective evidence of accomplishment. This plan will guide candidates in selecting non-university activities that best suit their needs and provide them with a focus as they progress through their program of study.

The Standards and Competencies Plan is uniform across all students. This plan guides students through coursework, field experiences and non-university activities to assure that they achieve mastery in each of the California state standards for the Education Specialist Level II Mild/Moderate Credential. In conjunction with their university supervisor and district support provider, each candidate determines field experiences and non-university activities that compliment university course work to meet each standard. The following outline is a step-by-step guide for progressing through the induction planning and evaluation.

- 1) Enroll in SPED 640, Induction Planning and Support
- 2) Identify district support provider.
- 3) Write proposal for areas of need and area of specialization.
- 4) Review Level II Education Specialist Credential Standards with university supervisor to determine non-university activities and fieldwork that will provide additional support in meeting Level II standards. A minimum of 1 non-university activity or 1 fieldwork experience must be completed for each sub-standard.
- 5) Meet with district support provider and university supervisor to discuss both the Specific Emphasis Plan proposal and the Standards & Competencies Plan proposal.
- 6) Complete and submit non-university activities approval form/s to special education curriculum committee for non-university activities that are not pre-approved. (BTSA, SELPA and CEC activities are pre-approved)
- 7) Present Professional Induction Plan proposal to university advisor for final approval.
- 8) During each semester of study enroll in SPED 640 to update review and work towards completion of induction plan.
- 9) During final semester of study enroll in SPED 649, Induction Evaluation, to finalize and present the portfolio to demonstrate competence in the standards and completion of specific emphasis.

**** See Candidate Handbook for forms and detailed procedures.**

(4) A college or university that operates a program for the Professional Level II Education Specialist Credential shall allow approved non-university activities to be included in the Level II professional credential induction plan for up to 25 percent or one quarter of the total program, in consultation with the candidate and the employer's representative.

Candidates complete non-university activities as part of their Level II program. They determine which non-university activities will enhance their professional growth. Ventura County BTSA, Ventura County SELPA and Council for Exceptional Children activities, conferences and meetings are preferred and pre-approved activities. Candidates who choose to participate in non-university activities other than BTSA, SELPA and CEC activities must submit a Non-University Activities Approval form (See Candidate Handbook) and have the activity approved by the Special Education Curriculum Committee, the university supervisor, and district support provider. Ventura County BTSA events are aligned with the California State Standards for the Education Specialist Level II credential. (See standards 13-20 for alignment details). Candidates who choose to participate in the entire BTSA program will have all non-university credits completed.

(5) A college or university that operates a program for the Professional Level II Education Specialist Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified successful completion of a minimum of two years of teaching experience in a full-time special education position or the equivalent, in a public school or private school of equivalent status. The experience must be completed while holding the Preliminary Level I Education Specialist Credential or while holding a valid out-of-state credential in a special education category comparable to a Commission-approved Preliminary Level I program authorizing special education service.

Upon completion of the Education Specialist Level II credential course work and induction plan, candidates must submit a letter from their superintendent, assistant superintendent or director of personnel on the official letterhead of the district or districts where they are/were employed to verify successful completion of a minimum of two years of teaching experience in a full-time special education position or the equivalent, in a public school or private school of equivalent status.

(6) A college or university that operates a program for the Professional Level II Education Specialist Credential shall ensure that each Level II teacher's support provider is a credentialed staff member. The individual assigned as a support provider must be someone other than the teacher's supervisor or principal.

At the time of application to the university for a Level II program, when candidates identify their learning objectives, they request a support provider and submit a support provider request form to the university (See Candidate Handbook for form). The university will verify the qualifications of the support provider. The support provider must hold a credential in the area of the candidates' teaching

responsibilities, have three years of teaching experience, and have permission from their local district to be a support provider. The support provider will be a credentialed staff member other than the teachers' supervisor or principal. Prior to assuming the role of support provider, they will be trained in the CSUCI's program clinical supervision model and their competence in using this model evaluated on an on-going basis.

(7) A college or university that operates a program for the Professional Level II Education Specialist Credential shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 120 days of employment so the candidate, institutional advisor and employer's representative(s) can begin to develop a Level II professional induction plan for the support and development of each beginning teacher.

CSUCI Education Specialist Level II credential program will work with the local school districts and Ventura County Office of the Superintendent of Schools to assure that credential candidates are assigned a support provider during the first 120 days of employment. Within the first month of enrolling at CSUCI, the support provider and university supervisor work together to assist the candidates in developing both parts of their professional induction plan.